

Pushing Forward Bologna and Prague

A More Transparent Structure of Degrees: Next Steps

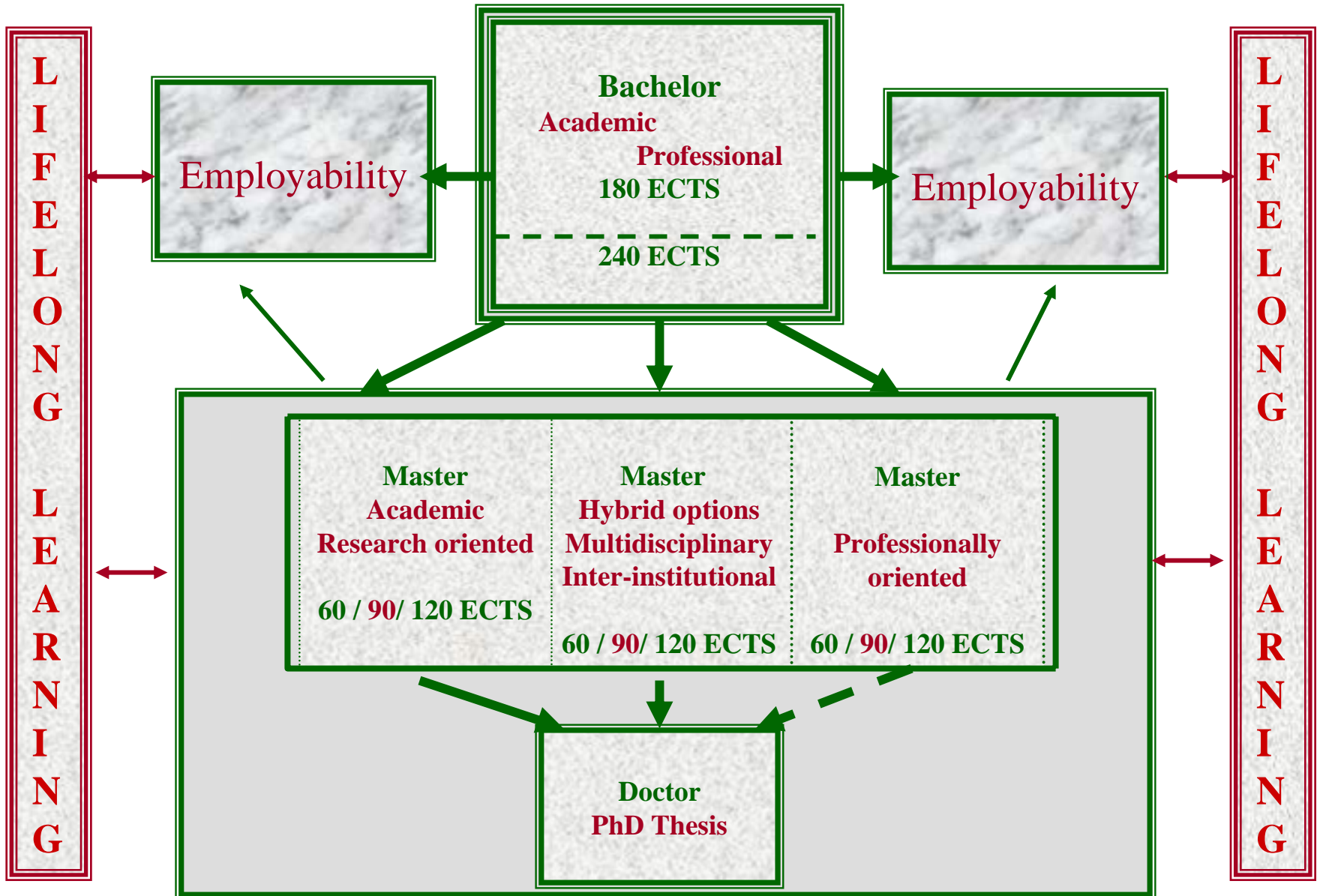
Aims
Tools
Difficulties & Challenges

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The BA-MA-DO Structure

Aims	Tools	Reality Difficulties & Challenges
Comparability	ECTS 2 tiers (levels, cycles)	Intermediate structures, repackaging traditional degrees, grading systems...
Recognition	Lisbon Convention Tuning by discipline Joint degrees	Identification of learning outcomes, levels and competences Core curriculum? ...
Transparency	DS Quality assurance, TEEP	Common understanding and tools for quality assessment...
Mobility	EU programmes (Socrates, Erasmus Mundus...)	Access criteria, recognition, financing, languages...
Employability	European labour market Lifelong learning	Access to regulated professions Employers involvement...

The BA-MA-DO Structure



Employability

Some data from Trends III

Considering employability important or very important

Ministries	86%
Rectors' conferences	75%
HEI's	95%
Students	77%

The Bachelor: a valid degree in its own right or only a stepping stone

Only a stepping stone:

Universities 91%

Other HEI's 78%

Estonia, Poland & Greece 100%

France 96%

Portugal 94%

Belgium 93.5%

Italy, Spain & Switzerland 93%

Austria 91%

Germany 90%

Ireland 67%

UK 50%

“Insufficient design and content of some of the new bachelor programmes”

The Bachelor degree

Programmes must correctly define: workload, profile, learning outcomes, level of modules & quality goals

Descriptors & Tuning

(generic versus specific contents: equilibrium)

Core curriculum?

Intermediate qualifications

(national traditions, sublevels, credit accumulation)

Interface BA-MA

(flexible junction, student background)

Employability & Recognition

(professional competences, interface between degree and employability, quality assurance)

Learning to learn

Generic skills

Transversal skills

Specific skills

Specific skills

Professional competences

Professional
Competences



The Master degree

Access

(Different student backgrounds: different prerequisites, different duration? bridge modules?)

Descriptors

(Diversity, depth & complexity, specialization, personal responsibility, independent thinking)

Networking & Joint degrees

(Inter-institutional cooperation, removing of national legal barriers for joint degrees)

Attractiveness and mobility

(Internationalization, financing, scholarships, quality)



Connection to Doctorate level

Doctoral studies

- Based on research training
- Main objective: **elaborating and defending a doctoral thesis with original research results**
- Interface between EHEA and ERA

Access to doctoral studies: alternatives

(upon department, faculty or research team acceptance)

1. **After a research oriented Master**
2. **After any Master degree**
3. **After a Bachelor degree + a minimum of Master level credits (accumulating 300 ECTS with a minimum of 60 ECTS at Master level)**
4. **Others**

Suggestions for further action

- Support the BA-MA structure pushing forward to build a meaningful reference framework for both levels
- Impulse the explicit definition of objectives, learning outcomes and competences acquired at both Bachelor and Master levels in Europe
- Promote a wider agreement on level indicators, quality indicators and descriptors for BA-MA programmes, preserving flexibility and diversity
- Promote real transparency by using ECTS, DS, Tuning criteria and benchmarking
- Remove barriers for international cooperation and joint degrees
- Remove remaining barriers for academic and professional recognition and mobility in the European Area

Questions for the working group

1. How to ensure that the implementation of the new degree structures is accompanied by the necessary curricular reform?
2. What are the appropriate 'entry requirements' to the Master level?
3. How to give meaning to Bachelor level degrees in their own right and not just as a stepping stone to the Master level through strengthening dialogue with professional associations, employers and other stakeholders on curricular reform?
4. How to contribute to the ongoing European discussions on level indicators for Bachelors and Masters and the need for defining learning outcomes and qualifications' profiles?
5. How doctoral studies should be incorporated in the Bologna process?
6. The extent to which the Dublin Descriptors and the approach and outcomes achieved by the first phase of the Tuning Project can be used in a wider framework to work towards further defining a transparent structure of degrees in Europe?