

QUATREC 2 – Comparing qualifications for reliable recognition 2

Country chapter

The aim of the country chapters is to collect information about the use of learning outcomes in higher education. Information from country chapters will be used to develop methodology for writing and comparing learning outcomes in terms of recognition.

Please provide detailed information about each aspect regarding learning outcomes:

Country: Bulgaria

Chapter 1. General information about the use of learning outcomes

1.1 Legal framework for learning outcomes in higher education (if applicable)

The Legal framework for learning outcomes in higher education in Bulgaria is comprised primarily by the Higher Education Act¹, the National Qualification Framework², the Classification of the fields of higher education and professional fields, the Ordinance on the state requirements for acquiring higher education at the educational and qualification degrees “Bachelor”, “Master” and “Specialist”³, the National Classification of Professions and Positions, which determines the professional and job structure in the Republic of Bulgaria, the Criterial system for programme accreditation of professional fields of higher education among other relevant regulations.

The above cites legal framework integrates the learning outcomes of all academic degrees defined at national and university level with the quality assurance in Bulgaria and to a certain extent with the labour market and other stakeholders.

The National Qualification Framework (NQF) encompasses all educational levels, including all degrees of higher education. NQF contains common descriptors for the existing academic degrees, which **define at national level the required learning outcomes** as a set of **knowledge, skills and competencies**.

The National Evaluation and Accreditation Agency (NEAA) is the national authority, competent for external quality assurance and control of the higher education in Bulgaria. NEAA has a detailed set of internal regulations, defining extensive criteria for evaluation and accreditation **including criteria**

¹ National Assembly (2022). Higher Education Act.

https://www.neaa.government.bg/images/files/zkn_VO_izm25022020_6.pdf

² The National Qualifications Framework of the Republic of Bulgaria. <https://www.navet.government.bg/bg/natsionalna-kvalifikatsionna-ramka/>

³ The Council of Ministers (2002). Ordinance on the state requirements for acquiring the degrees “Specialist”, “Bachelor” degree and “Master”. <https://www.neaa.government.bg/images/files/naredba-01.pdf>

concerning **evaluation of the HEI's capacity for developing learning outcomes** in their programmes and their successful provision in the educational process. NEAA has the competencies to evaluate projects for initial opening of HEIs or restructuring of HEIs, their structural units in Bulgaria and abroad, to execute procedures for institutional and programme accreditation as well as accreditation of specialties, leading to regulated professions, and also to maintain post-accreditation monitoring and control. The Criteria accreditation system of NEAA encompasses the whole accreditation structure in Bulgaria, including institutional accreditation, programme accreditation and specialties, leading to regulated professions, as well as PhD degree programmes. The criteria of all accreditation procedures do have a common logic and content characteristics, which are in line with the European standards. The system of accreditation of Bulgarian HEIs is **institutional and programme one**. The **institutional accreditation** is a result of evaluation of the way in which the HEI organises and realises its mission and goals and assures the standards and guidelines for quality of the European area of higher education. The **programme accreditation** is based on evaluation of the quality in related groups of specialties in a scientific branch (programme field, professional field) in each structural unit of the HEI, instead of separate accreditations of each existing or new individual specialty at each educational level at each structural unit. Separate accreditations exist for individual specialties which lead to a regulated profession only. The **programme accreditation** is targeted at evaluation of the capacity for quality education of students in branch of related groups of specialties for all forms of education at each degree of education offered. This type of accreditation provides a **substantial flexibility of the HEI to manage changes and react adequately to students' attitudes and to social and market demands** in a relevant and consistent way. Programmes for which there is no substantial demand can be altered and new programmes with more adequate learning outcomes can be offered **after individual approval** procedures of NEAA, which are not as heavy as classic accreditation.

1.2 Categories/ dimensions in which learning outcomes are expressed (e.g. knowledge, skills, competences) and how are they defined?

At national level

Learning outcomes of all academic degrees in Bulgaria at levels 6 and 7 of NQF are expressed at national and university level as a set of **knowledge** – theoretic and/or factological, **skills**- cognitive (encompassing logical, intuitive and creative thinking) and practical (encompassing skilfulness, ability to use methods, materials and instruments) and **competencies**- personal (autonomy and responsibility, communication and social competencies) and professional.

The National Qualification Framework defines a national minimum of generic learning outcomes, with specific set of descriptors for each degree of higher education which should be acquired with the successful awarding of the degree.

Thus for instance NQF requires that **all holders of Bachelor's degree** with 240 ECTS at level 6 must have at least the following **knowledge** (• has extensive and in-depth theoretical and factual knowledge in a field of study, including knowledge relating to the latest achievements • interprets the acquired knowledge independently, relating it to facts and critical perception, comprehension and formulation of theories and principles); **skills** (• able to use methods and means which allow for the accomplishment of complex tasks • applies logical thinking, shows creativity and takes novel approaches in carrying out unconventional tasks); and **competencies** in terms of *Autonomy and Responsibility* (• possesses a capability for administrative management of complex professional activities, including teams and resources • assumes responsibility for taking decisions in adverse circumstances under the influence of a variety of interacting factors which are hard to foresee • shows creativity and initiative in management • recognizes the need for staff training with the purpose of increasing staff effectiveness), in terms of *Learning Competences* (• assesses one's own qualifications properly by evaluating the knowledge and skills acquired so far, recognising the need for expanding and updating one's own professional qualifications), in terms of *Communicative and Social Competences* (• clear formulation and expression of ideas, problems and solutions before experts and non-experts • expresses an opinion and shows understanding of issues, using methods based on qualitative and quantitative descriptions and evaluation • has a broad outlook on life and shows understanding and solidarity towards others • can communicate effectively in some of the most commonly used European languages) and in terms of *Professional Competences* (• gathers, classifies, assesses and interprets data in a field of study to fulfil specific tasks • applies the acquired knowledge and skills in new and unfamiliar contexts • capable of making analyses in broader or interdisciplinary contexts • adopts new strategic approaches; formulates and expresses own opinion about social and ethic issues arising during work).

In comparison to the above, the minimum set of national requirements in terms of learning outcomes to **all holders of Master's degree in Bulgaria** at level 7 of NQF, are at least the following **knowledge** (• has a wide spectrum of theoretical and practical knowledge, part of which is specialised knowledge in the respective field, which serves to broaden the knowledge acquired during the previous education stage • knows and expresses theories, concepts, principles and observation of certain laws • has highly specialised practical and theoretical knowledge, incl. avant-garde knowledge, which serves as a basis for originality in developing and applying new ideas and solutions • demonstrates critical understanding of the knowledge in the field of study and interdisciplinary relationships); **skills** (• has a wide range of

practical and cognitive skills in different fields of study required to understand abstract problems and develop creative solutions • carries out problem diagnostics • carries out problem diagnostics and solving, based on contemporary research through integrating knowledge from new or interdisciplinary fields, which are related to implementation of research and introduction of innovations • makes an adequate assessment of situations with insufficient or limited data and unpredictability • develops new and various skills as a response to emerging knowledge and practices • freely employs innovative methods and instruments in solving complicated and unpredictable problems in a specialised field of work • finds and supports arguments in solving interdisciplinary problems • shows initiative in a field of work and study in complex unpredictable contexts which required finding solutions to problems with a number of interacting factors); and **competencies** in terms of *Autonomy and Responsibility* (• can build administrative and organisational structures, independently manage teams to find solutions to complex problems in unpredictable contexts with a variety of interacting factors and possibilities • demonstrates operational mastery in managing change in complex contexts • shows creativity and innovation in projects development • initiates processes and organises activities which require very good coordination • formulates policies and demonstrates leadership skills for their implementation), in terms of *Learning Competences* (• systematically and thoroughly evaluates one's own knowledge, recognising the need for acquiring more knowledge • demonstrates a high degree of autonomy, easily orients oneself to complex educational content, adopting own approaches and methods to master it • uses a variety of methods and techniques to master complex subject areas • has a rich conceptual apparatus and is capable of conceptual and abstract thinking), in terms of *Communicative and Social Competences* (• can express one's own opinion in a simple and clear way, formulates problems and proposes possible solutions before expert and nonexpert audiences, using a large number of techniques and approaches • develops and presents well argued opinions about social processes and practices, making justified proposals for their improvement or change • can communicate effectively in some of the most commonly used European languages) and in terms of *Professional Competences* (• gathers, processes and interprets specialised information required to find solutions to complex problems in a field of study • integrates a wide spectrum of knowledge and sources in new and relatively unfamiliar contexts • make reasonable evaluations and finds solutions in complex interactional contexts • demonstrates adequate behaviour and interaction in professional and/or specialised contexts • ability to solve problems by integrating comprehensive sources in unfamiliar contexts with insufficient information • can initiate changes and manage development processes in difficult contexts • becomes involved in important scientific, social and moral problems arising during work or study processes involved in important scientific, social and moral problems arising during work or study processes).

As seen from the above, **NQF sets the national framework of minimal required and expected learning outcomes**, expressed in knowledge, skills and competencies **towards all Bulgarian Bachelors' and Masters' degrees**, which at the institutional level of autonomous HEIs are being enriched and specified depending on the individual specialty, level and purpose of the qualification. The institutional level of specification of learning outcomes should be also in line with the rest of relevant national state requirements, such as the Ordinance for acquiring of the educational and qualification degrees “Specialist”, “Bachelor” and “Master”, The Ordinance for accumulation and transfer of credits, the national classification of professions and occupations, etc.

At higher education institution level

Within the existing national legal framework, **each autonomous HEI has internal policy for quality assurance** which should be easily accessible for stakeholders, but also for the employees and employers and which is a part of its strategic management.

The different institutional players and participants in the process within the HEI apply this policy via appropriate internal structures and pathways, with optional integration of external stakeholders and participants. The internal HEI policies and processes are the main cornerstones of a consistent and sustainable institutional systems for quality assurance capable of maintaining cycles of constant optimisation and accountability of the HEI. The final qualification, awarded as a result of the successful completion of the education is subject of publicity and to be clearly connected to its educational level in terms of the National framework of HE and thus – to the corresponding educational level of the Qualification Framework of EHEA.

For the purposes of the current report, six Bulgarian HEIs took part, comprising **a representative sample of all Bulgarian HEIs**. The structure, contents and level of detailisation of the internal rules for learning outcomes and their expression, differs from institution to institution. Yet all of them within their academic autonomy develop the academic curricula and study plans of each of their programmes based on the above cited national framework and define individual set of learning outcomes to each programme depending on its academic level and purpose. All of them should be consistent in terms of EHEA, to provide international comparability of the acquired knowledge, skills and competencies and to facilitate academic recognition and access to the labour market.

The academic documentation in each specific case is among all other national legal requirements, consistent with the criterial accreditation system of NEAA. In accordance to the cited criterial system for

accreditation, the different HEIs develop a set of study documentation for each academic degree and programme, including the so called qualification characteristics, study plan, academic curricula of the disciplines studied, annual schedule and timetable of the study process, etc. The HEIs follow detailed internal rules and procedures for developing and periodical updating of the study documentation. The qualification characteristics, being an annotation of purpose and learning outcomes, is based on the National Qualification Framework. The study plan, being a primary academic document, is based on the state requirements for acquiring higher education in Bulgaria for the corresponding academic degree. In accordance to their internal policies for institutional development, HEIs include in the study plans not only the basic knowledge, skill and competencies required for each programme, but also disciplines and subjects, which are aimed at acquiring key competencies, including civil society and social competencies, multilanguage competencies, digital competencies, etc. HEIs shared that the reviewing and updating of learning outcomes is responsibility of the faculties and is initiated by their deans. The updating is carried out, if necessary, in case of change in the educational standard, and also in connection with the specification of the prospects for professional realisation and additional qualification, in case of change of the methodical standard, etc. The learning outcomes in a specific academic discipline are written in the Curriculum. The updating of the Curricula is related to the refinement of the educational content in view of its interrelation with other academic disciplines, identified omissions, as well as with the opinions and suggestions expressed by the students and the staff; by updating the recommended literature, enriching the methods for teaching, assessment and control of knowledge and the formation of assessment, etc. Curricula should be updated at least every two years.

All participating HEIs confirm the above-described process in one way or another. One of the participating HEIs cited the usage of specific parameters in developing the study documentation in the context of learning outcomes, such as field and range of knowledge, including profiling, integrative and interdisciplinary knowledge, field and range of skill and competencies: personal, professional, etc. In addition to the three basic categories of learning outcomes, a participating private HEI has stressed the priority setting up of applied skill and knowledge in developing of learning outcomes in specific programmes so that qualification holders become more efficient in the profession acquired. Learning objectives are defined as specific, measurable statements and written in behavioural terms. Competencies are stressed as important to successful implementation of future responsibilities, roles and perspectives to the student, which should be accomplished at the end of the education.

The HEIs as education providers, set each discipline/subject, included in the academic curricula and study plan, in terms of its learning purpose, objectives and contribution to the overall programme learning outcomes, specifying its content, volume, methods for examination and evaluation, etc. In

addition, the HEI structures and defines the study load by semesters and types of study courses and specifies the scheme for acquiring educational credits. All respondent HEIs had confirmed that they periodically update their programmes in all aspects, including in terms of learning outcomes, taking into account different channels of feedback, such as students surveys. The link to labour market is usually maintained via external surveys for professional realisation in specific sectors and positions based on the National classification of professions and occupations, integration of external professionals in the education process, especially in its practical elements, etc. All HEIs have as priority measures towards internationalisation of their programmes with growing number of programmes, taught in foreign languages, including English, French, German, etc. which enjoy popularity among Bulgarian and foreign students and other stakeholders.

1.3 Are learning outcomes subject to Quality Assurance? Who assesses and how?

Yes. Learning outcomes are subject to Quality Assurance, both external and internal.

NEAA carries out all external accreditation procedures, including evaluation of initial projects for opening a new HEI, new structural unit or new professional field of education, etc. Its accreditation procedures are based on internal evaluation of the HEI, called Self-evaluation Report. NEAA investigates the efficiency of the HEI to maintain, control and develop its internal procedures for quality assurance of the education provided in the fields of higher education, in which it has programme accreditation. The cited self-evaluation report provides information to NEAA as to how the HEI maintains its mission and purposes, the extent to which it fulfils its obligations and responsibilities towards the implementation, control and developing of the quality of the higher education provided, evaluation of the HEI of the functioning of its structural units and its mechanisms for quality assurance, information about the ways for further institutional development, as well as internal self-evaluation of the extent to which it corresponds to the criteria of institutional and programme accreditation.

The NEAA accreditation criteria are a detailed set of indicators, evaluating different elements of the HEI activities. The requirements to the study documentation of the each of the programmes offered include purpose of the programme, description of the final qualification acquired, description of the professional competencies acquired, study plans, academic curricula of the disciplines included, methods of instruction, methods of evaluation, minimal standards for successful completion of the programme, work placement options, professional realisation perspectives, etc. There are specific procedures for monitoring (control), analysis, evaluation and approval of each study programme. Professional competencies, being acquired within each programme, are defined as sets of knowledge,

skills and behaviour and correspond to the qualification for which the programme has been developed. Part of the evaluation is survey on the level of demand and interest from the students towards the programme, having in mind the dynamics of the labour market. Subject of evaluation are also the internal institutional rules of organisation of the academic activities and work placements, as well as existence of plans for cooperation with employers' organisations.

In the process of external NEAA evaluation, HEIs submit their academic curricula with disciplines, structured in terms of: fundamental disciplines, specialising disciplines and professional disciplines, grouped as compulsory, elective and facultative in accordance to the existing relevant requirements. Based on the European, national and institutional legal requirements are being defined: the structure of academic curricula for the different degrees of education, the structure of the academic year for each professional field in which education will be provided, the number of credits for each discipline, the proportion between the hours provided for lectures and the hours provided for practical classes (laboratory, seminar, projects, etc.) for each discipline, the rules for work placement and other forms of practices.

Another valuable tool which contains indirect evaluation of learning outcomes in terms of student attitudes, employers demands and all other stakeholders is the so-called Rating system of the higher education institutions in Bulgaria⁴. The main purpose of the cited system is assistance of the users of educational services in finding comparative information about Bulgarian HEIs. Having in mind the great variety of individual priorities and interests of users and stakeholders, the system provides a wide instrumentarium for different searching and displaying of results among HEIs and the programmes offered by them. The Rating system contains comparative information about all the 52 Bulgarian HEIs and hundreds of the programmes offered by them, structured in 52 professional fields of education. It is the biggest publicly available web based source of information in the country, providing functionalities for comparison and selection of HEIs by professional field of education on the basis of tens of indicators, measuring the quality of the academic process, scientific activities, learning environment the sets of existing administrative, social, living and household services, the prestige and regional importance of the HEIs as well as the professional realisation of their graduates on the labour market. The system contains information about the trends in the development of HEIs and the most desired professions offered. The Rating system employs over 80 indicators, measuring different aspects of the HEIs activities, which have been formulated on the basis of statistically important data. Thanks to its nature, the Rating system can be effectively used as an **indirect proxy of external evaluation** of the **learning outcomes** of university graduates.

⁴ Bulgarian University Ranking System. <https://rsvu.mon.bg/>

1.4 Are learning outcomes of the study programme indicated in Diploma Supplement (if there is one)?

Learning outcomes are not present in the Diploma Supplement. Yet they contain the results of the successfully taken exams of the graduate, expressed in marks and national credits which are equal to European Credit Accumulation and Transfer System (ECTS) credits. The main underlying principles for evaluation of the study results, used by the Bulgarian HEIs are: systematic efforts of students throughout the learning process; objectivity; transparency in the evaluation mechanism; compliance of the assessment result with the degree of acquired competence in accordance with the specific objectives of education. The grading system used by higher education institutions in Bulgaria is compatible with the grading scale of the ECTS.

Chapter 2. Good practice for writing learning outcomes in terms of recognition

1.5 Recommendations, guidelines, set procedures for writing learning outcomes (if applicable)

Please provide references and/or links, if possible.

At national level

The learning outcomes, which are laid out in the HE programmes in Bulgaria do have their national legal framework described above, which serves as a contextual set of recommendations and guidelines for writing learning outcomes. The NQF provides the national minimum set of learning outcomes, which should be present in each national degree of higher education, structured as knowledge, skills and competencies. This provides national context for national comparability of Bulgarian HE qualifications among themselves, as well as international comparability via the bridging functions of EQF towards any other foreign National Qualifications Framework.

The NQF indicates how learning outcomes can be combined in different contexts, such as formal or on-the-job training, non-formal and / or self-directed learning. By describing the expected learning outcomes at each level, the NQF facilitates the assessment of the content and practical orientation of the training. This national set of descriptors / learning outcomes represents the national methodological minimum to be met by each Bachelor's and Master's degree, which is extended by individual higher education institutions on the basis of the Ordinance on the state requirements for acquiring the degrees "Specialist", "Bachelor" degree and "Master", which is further developed according to the individual university criteria for each individual programme.

Another national tool which serves as a guideline for writing learning outcomes by HEIs, is the Criterial accreditation system of NEAA, especially the group of criteria, used for evaluation of the learning outcomes of the HE programmes offered by HEIs. As described above in detail, the criterial accreditation system stimulates the HEIs to develop, maintain and periodically update their own internal rules and procedures for quality assurance including concerning the learning outcomes for their existing and newly developed HE programmes.

Thus, the national legal framework and the structure of national external quality assurance, without having formalised compulsory national recommendations, guidelines or set procedures for writing learning outcomes, stimulates the autonomous Bulgarian HEIs to implement their own internal effective instruments for setting and providing learning outcomes in each of the programmes offered and to measure and flexibly intervene where needed in the process of effective and efficient quality assurance.

All national tools enhancing **international comparability and transparency are essential facilitators for fair academic recognition and mutual trust**, with potential to contribute to system level mutual automatic recognition between countries with National Qualifications Frameworks in place.

At higher education institution level

Based on the cited national environment, each Bulgarian HEI develops its system of internal legal framework of documentation and instructions for creation of HE programmes and setting up nationally required and programme specific learning outcomes. Some of participating HEI mentioned that they do not provide specific training for writing learning outcomes explicitly. Some of them conduct annual trainings of academic and administrative staff in connection with the implementation of the system for monitoring, evaluation, maintenance and management of the quality of education and the academic staff in their university. Such trainings are primarily targeted on creating and updating educational documentation, which respectively includes the results of the training of students.

All participating HEIs confirm the existence of such rules and procedures in one way or another, with specifics originating sometimes from their historic or regional profile. All HEIs have online publicly available the most important part of its internal documentation and study documentation only in Bulgarian language, including the above cited qualification characteristics, containing information on the learning outcomes of each HE programme and apply different set of approaches for transparency, publicity, accessibility and inclusiveness at institutional level.

One of the participating HEIs cited the usage of specific parameters in developing the study documentation in the context of learning outcomes, such as field and range of knowledge, including profiling, integrative and interdisciplinary knowledge, field and range of skill and competencies: personal, professional, etc. In addition to the three basic categories of learning outcomes, a participating private HEI has stressed the priority setting up of applied skill and knowledge in developing of learning outcomes in specific programmes so that qualification holders become more efficient in the profession acquired. Learning objectives are defined as specific, measurable statements and written in behavioural terms. Competencies are stressed as important to successful implementation of future responsibilities, roles and perspectives to the student, which should be accomplished at the end of the education.

All institutional tools at the level of HEI enhancing **transparency, publicity and international comparability of their HE programmes**, contribute to fair academic recognition of the HE programmes, offered by them and the degrees awarded, thus contributing for transparency, publicity and international comparability at national level too.

1.6 Formulation of learning outcomes (who defines, what methodology is used, who approves, ownership)

At national level

The National Qualifications Framework is the main national source of nationally defined minimum set of descriptors and learning outcomes required in any HE programme in Bulgaria.

The Ordinance on the state requirements for acquiring the degrees “Specialist”, “Bachelor” and “Master” is one of the main legal acts, defining the broad state requirements for the knowledge, skills and competencies due to be accomplished in the different Bulgarian degrees of HE.

The final set of learning outcomes, which are nationally required and which are specific to the purpose of the qualification, are further developed at institutional level, with a significant emphasis and consideration of another national tool, i.e. the Criterial system for accreditation of NEAA, especially those ones, evaluating the learning outcomes of the HE programmes, offered by HEIs and their quality assurance.

The methodology used for formulating and approving learning outcomes is also within the competencies of the individual HEIs, defined in different details with their internal rules and procedures, having in mind the existing procedures for accreditation and post-accreditation control and monitoring.

The HEIs which have developed and approved the individual HE programmes, along with all its underlying elements including learning outcomes, do have full ownership of them.

At higher education institution level (including – number of learning outcomes used; use of NQF/EQF level descriptors)

The final set of learning outcomes, approved and used in each individual HE programme, is defined by the HEI, which had developed the programme. As it was emphasised above, the NQF descriptors are integral part of them, as they comprise the nationally defined minimum requirements of the state towards the Bulgarian degrees of HE. The number of learning outcomes vary from programme to programme depending on the purposes, sought by the HEI with each programme, the profile of the programme, the professional realisation projected by the HEI for its graduates, etc. Some of participating HEIs clarified that the average number of learning outcomes used is below 10. Other HEIs explained that it is obligatory for each speciality/programme to indicate knowledge, skills and competencies in section Qualification standard. The average number of learning outcomes for this section is over 10.

Internationalisation and international comparability of the HE programmes offered is among main priorities, including in the process of formulating learning outcomes, which reflects setting up additional learning outcomes for acquiring social and multilingual competencies.

1.7 Good practice example of formulating learning outcomes

Successful learning outcomes are integral part of successful HE programmes, i.e. programmes which reflect effectively the dynamics of the market demand and serve efficiently the social needs. The existing structure of quality assurance in Bulgaria, especially the programme accreditation of groups of related HE programmes belonging to common scientific fields of education, instead of individual accreditation of all existing or newly formulated programs, provide the Bulgarian HEIs the potential for substantial flexibility for in-time and adequate response to students' and social attitudes and needs, as well as to changes in the labour market structure of all kinds (technology driven, demographic, pandemic, etc.). The HEIs, which have responded in the current survey have acknowledged specific successful practices, contributing to optimisation of the learning outcomes and have been already cited above, including: periodic surveys via different channels of the level of interest to existing programmes or to newly developed, among the main stakeholders in the field of higher education; developing communication and cooperation with employers at each stage of the educational process, from the stage of formulating and approving learning outcomes especially digital, high tech and

multilingual competencies, via the educational process itself, including more frequent usage of different forms of work placement, right to the professional realisation itself in its different forms, including academic scholarships from prospective employers, etc. All HEIs have as priority measures towards internationalisation of their programmes with growing number of programmes, taught in foreign languages, including English, French, German, etc. which enjoy popularity among Bulgarian and foreign students and other stakeholders and enrich learning outcomes with additional competencies. As a good example of their programmes learning outcomes, representative of Technical university – Sofia indicated a Master’s degree program “Information technology for business management” in English language only⁵. The programme is focused in software platforms used in business. The students get acquainted in more detail with the ERP system (Enterprise Resource Planning). The ERP system is a software platform for automation of the processes of planning, reporting and management of the main activities in a given enterprise. The ERP system is a combination of separate applications covering basic processes such as finance, logistics, manufacturing, human resources, etc., which are fully integrated using a common platform. Graduates of this programme are highly sought afterwards in the labour market. Konstantin Preslavsky University of Shumen gives as another good example of well-formulated learning outcomes their Master’s degree programme “Plant protection”⁶.

1.8 Is the labour market involved in the development and use of the learning outcomes? If yes, then how?

Part of the respondent HEIs share the fact that employers do not take part in the development, approval and use of learning outcomes. Others have introduced “the labour market” in the process of learning outcomes formulating via active integration of highly qualified professionals in the corresponding field and employers in each element of the following cycle: developing the academic curricula for a HE programme, consulting and/or developing of a study program for a part of the disciplines, especially those one, demanding practical training, participation of professionals/employers in theoretical parts of the education or in the state exam commissions, etc.

⁵ <https://www.tu-sofia.bg/specialties/preview/655>

⁶ <https://www.shu.bg/wp-content/uploads/studentски-ekomplekt/kvalifikaciya/517-kvalifikaciya.pdf>