Scandinavian Response to the Bologna Process

An introduction
The Bologna declaration

- Adopted in June 1999
- by the ministers for higher education of 29 European countries
The Bologna declaration

The process aspires to:

- improve quality of higher education in Europe
- ease mobility of students and staff
- increase the value of higher education towards the labour market
The Bologna Action Lines

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on two cycles
- Establishment of a system of credits
- Promotion of mobility of students and staff
- Promotion of the European dimension in higher education.
The Bologna Action Lines

- Promotion of European co-operation in quality assurance
- Lifelong learning
- Higher education institutions and students
- Promoting the attractiveness of the European Higher Education Area (EHEA)
- Doctoral studies and the synergy between the EHEA and the European Research Area (ERA), (the third cycle in the Bologna Process)
Priorities in 2005

- Quality Assurance
- The two-cycle system (plus the third-cycle Doctoral studies)
- Recognition of degrees and periods of study
Adoption of a system of easily readable and comparable systems

Transparency tools:

- Diploma supplement
- European Credit Transfer System (ECTS)
- A system based on two (three) cycles
Diploma Supplement

- A tool for academic and professional recognition – improves transparency
- Issued free of charge
- Obligatory by 2005 for all signatory countries
- Should be issued in a widely spoken European language
What is there in the DS?

- Identity of degree holder
- Information identifying the qualification
- Information on the level of the qualification
- Content of studies and results gained
- Information on the function of the qualification
- Additional information
- Certification of the Diploma Supplement
- Information on the national higher education system
DS in Scandinavia

- In all three countries the Diploma Supplement has been adopted and will be issued in English as well as in the national language.
European Credit Transfer System (ECTS)

- Defines student work-load and learning outcomes
- Original purpose of ECTS: to transfer credits after exchange studies abroad
- A system for accumulation of credits, nationally or internationally
Principles for ECTS credits

- 60 ECTS credits = one year of full-time studies
- Defines the total work-load of the student
- ECTS credits are earned only when work is completed and assessed
ECTS grades
A scale of 7 grades, based on statistical normal distribution

- A (excellent) 10%
- B (above average) 25%
- C (average) 30%
- D (slightly below average) 25%
- E (just acceptable) 10%
- Fx (unsatisfactory, more work needed)
- F (completely unacceptable)
Implementation of ECTS – Denmark

- ECTS credits are fully implemented by HEIs since autumn of 2001
- ECTS grading scale is not used at present
- A new grading scale in line with ECTS is under preparation
Implementation of ECTS-Norway

- ECTS are fully implemented by HEIs since autumn of 2003.
- A new grading system A – F is introduced, not based on statistical normal distribution.
Implementation of ECTS - Sweden

- Implemented mainly for student exchange programs
- Swedish credit points and ECTS credits can be used simultaneously
- Compatible system: one Swedish credit point equals 1.5 ECTS credits
- ECTS grades have not yet been adopted but are being considered
Bologna Qualification Structure

- First-cycle degree (bachelor level)
  - at least 3 years / 180 ECTS credits
  - relevant to the labour market

- Second-cycle degree (master level)
  - 1 – 2 years / 60 – 120 ECTS credits

- Third-cycle degree (doctoral level)
HE degree structure in Denmark

- First cycle:
  - Vocational programs, 2 years / 120 ECTS credits
- Second cycle
  - Bachelor degree, 3 years / 180 ECTS credits
  - Master, 1 year / 60 ECTS credits
  - Candidatus, 2 years / 120 ECTS credits
- Third cycle
  - PhD
HE degree structure in Norway

- First cycle:
  (General and professionally oriented programs)

- Second cycle:

- Third cycle:

  - Bachelor degree, 3 years / 180 ECTS credits
  - Høgskolekandidat, 2 years / 120 ECTS credits
  - Master degree, 2 years / 120 ECTS credits
  - Doctoral degree (PhD)
HE degree structure in Sweden

- **First cycle**
  - Bachelor level, 3 years (kandidatexamen)
  - General degree and a vocationally oriented degree, 2 years (högskoleexamen, yrkeshögskoleexamen)

- **Second cycle**
  - Master level (magisterexamen), 1 year

- **Third cycle**
  - Doctorate level
Alternative Master degrees in Sweden

- Advanced studies in one subject /120 ECTS credits. Eligibility to doctoral studies.

- At least 60 ECTS credits
  - Previous degree of 180 ECTS credits
  - Broadening of competence, mainly the professional competence
Review of Swedish degree structure

- Report published in 2004 focusing on the Master degree level
- Government Bill expected in May 2005
- Proposed changes can come into effect in 2007
Proposed changes – HE structure

- First cycle
  - "Yrkeshögskoleexamen" (120 ECTS credits)
  - "Kandidatexamen" (180 ECTS credits, 3 years)
  - Professional degrees of less than 240 ECTS cr

- Second cycle
  - "Master" 1 or 2 years, 60-120 ECTS credits
  - Professional degrees of more than 240 ECTS cr
Quality Assurance in the Bologna Process
Quality Assurance

By 2005 national assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved
- Evaluation of programmes or institutions
- Participation of students
Quality Assurance

- Publication of results
- A system of accreditation, certification or comparable procedures
- International participation, co-operation and networking
National agencies for Quality assurance in Scandinavia

- **Sweden:**
  - The National Agency for Higher Education

- **Denmark:**
  - The Danish Evaluation Institute – EVA

- **Norway:**
  - Norwegian Agency for Quality Assurance in Education - NOKUT
Aims

- Development
- Information
- Control
Scope

- **Sweden**
  - All disciplines and subjects leading to a degree
  - Doctoral programmes
    - as the first cycle in a recurrent quality audit
Scope

- Denmark
  - System evaluation of all universities – implemented through yearly action plans
  - Accreditation – non-university higher education
  - System evaluation – short cycle higher education
  - May initiate evaluations on request
Scope

- Norway
  - System evaluation – all higher educational institutions
  - Assessing quality of higher education
  - Accreditation of institutions and programmes
  - Revision of accreditation already given
Quality assurance system and external evaluation

- Norway
  - Satisfactory quality assurance system necessary to be accredited as an institution of higher education
  - Quality the responsibility of the institutions
  - Systematic external evaluation each six year
Accreditation

- Norway

- Accreditation:
  - Whether a higher education institution and the programmes provided fulfil a given set of standards
  - An accredited institution has the authority to establish new programmes at different levels depending on institutional category
Quality aspects

- Recruitment and composition of student body
- Teacher competence and development
- Goals, contents and organisation of studies
- Library resources and information
- Premises
- Critical and creative environments
Quality aspects

- Teaching and learning assessment
- Working conditions of teaching staff
- Organisation of programme
- Term papers and theses
- Success rate
- Follow-up
Model

- Self-assessment
- External peer review group
- Site visits
- Public report
- Feedback conference
- Follow-up
Links

- From Berlin to Bergen

- The ENIC/NARIC network

- The Lisbon Recognition Convention
  [http://www.conventions.coe.int/](http://www.conventions.coe.int/)

- National Student Union of Europe

- European Universities Organization