



DET KONGELIGE
UTDANNINGS- OG FORSKNINGSDEPARTEMENT

Royal Ministry of Education and Research

Implementing Bologna

- the Bologna objectives in Norwegian law

Toril Johansson

Director-General,

Department of Higher Education

The Bologna objectives

UFD

- Adoption of a system of easily readable and comparable degrees, essentially based on two main cycles
- Adoption of a system of credits
- Promotion of a system of mobility for students and academic and administrative staff
- Promotion of European cooperation in quality assurance
- Promotion of the European dimension in higher education
- Lifelong learning
- Higher education institutions and students
- Promoting the attractiveness of the European Higher Education Area
- Doctoral studies and the synergy between *The European Higher Education Area* and *The European Research Area*



Norwegian HE in brief

UFD

Facts and figures

- 4 universities
- 6 specialized university institutions
- 26 university colleges
- 2 university colleges of art
- 29 private HE institutions
- 205,000 students (2003)

Norwegian HE in brief

UFD

- most HE institutions are state owned and tuition is free
- 80,000 students in the university sector
- 100,000 students in the non-university sector
- 25,000 students in private institutions
- 20,000 students abroad

Norwegian follow-up: "The Quality Reform"

UFD

- Formal process:
 - Even before the Bologna conference a Royal Commission was appointed to examine higher education and research in Norway. Their report was submitted in 2000
 - The Government tabled a White Paper and a Bill in 2001
 - The Norwegian Parliament – the Storting – debated and approved the White Paper
 - Amendments to the Universities Act and the Act on private higher education institutions (step I) enacted from 2002
 - New act on universities and colleges (step II) tabled in Parliament June 2004. Expected to be enacted by 1 August 2005.

Bologna-objectives implemented in step I (1)

UFD

- New degree system, based on two main cycles- 3+2(+3).
- Change from a system oriented towards final exams to a system oriented towards teaching and learning
- Students and education institution are committed through a "contract", new methods of teaching and evaluation are introduced, etc.
- ECTS-style grading system, ECTS credits and DS
- Promotion of mobility- higher education institutions are encouraged to facilitate periods of study or work outside Norway for students and academic and administrative staff that form an integrated part of courses of study or work in Norway
- Increased emphasis on institutional quality assurance (conf. also NOKUT)
- Student mobility enhanced

Bologna-objectives implemented in step I (2)

UFD

- Establishment of The Norwegian Agency for Quality Assurance in Education – NOKUT
- An independent state body under the Ministry of Education and Research
- Through evaluation, accreditation and recognition of quality systems, institutions and course provisions, the purpose of NOKUT is to supervise and help to develop the quality of higher education in Norway
- Also consider individual applications for general recognition of foreign qualifications
- Student participation in the running of education institutions and student welfare has a long tradition in Norway.



State funded private higher education institutions

UFD

- Private higher education was examined closer to secure implementation of "The quality reform"
- Implementation partly as an act of law and partly at a voluntary basis
- Implemented the new structure of degrees and are subject to the same requirement of quality assurance.
- Private institutions may now be accredited as an institution and not only for one program of study at a time. Same requirements for quality assurance, student rights and obligations, participation of employees etc. as for state institutions
- A higher degree of equal rights and responsibilities for private and state higher education institutions has been the goal.

Norway implemented Bologna +

UFD

- Increased teaching load financed by Government
- Improved financing of students living expenses
- Result oriented Budget model introduced
- Increased freedom of governance and in academic matters
- Expectations for improved teaching quality

Experiences (1)

UFD

- Most changes have been introduced through legislation. The participation/influence of education institutions has been the same as in any legislative process:
 - Participation in the commission that introduced the proposed bill to Parliament;
 - The proposal has been sent to the institutions for review
- Also extensive informal participation from students and representatives of institutions

Experiences (2)

UFD

- An understanding of the needs for change important
- A comprehensive reform with different elements
- Dialogue with institutions
- HE institutions have put up a great effort in implementing the changes.
- Students as co-agents
- Targeted information necessary
 - Money helps

Step II – new act on universities and colleges

UFD

- A common framework for both state owned and state funded private higher institutions regarding:
 - their authority to establish and close down study programmes,
 - quality assurance of study programmes and degrees
 - and the rights and obligations of students.
- The act implies an amplification of several of the Bologna-objectives for private institutions
- The European dimension:
 - the new act gives provisions to introduce joint degrees in cooperation with foreign institutions and
 - regulates the authority to model a national framework of qualifications
- New model for the boards proposed

Present status

UFD

- The Bologna objectives are satisfactory implemented in Norwegian legal documents – were change was needed, others will not be regulated by legal documents.

Present challenges:

- need for more information and more knowledge about the process,
- make the Bologna objectives recognised as a part of the culture and the everyday life at the institutions among students and staff, -
- make students and staff utilize the opportunities (study abroad etc.) opened for them