

## **BOLOGNA PROCESS STOCKTAKING 2007**

### **Outline of stocktaking report**

BFUG10 4a (Part 2)

This document outlines the report that is being prepared by the Stocktaking Working Group for the London meeting. It includes a "work in progress" draft of chapter 3, which analyses progress on the stocktaking indicators.

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## **Chapter 1**

### **Introduction and context**

This chapter will

1. Explain that the stocktaking report takes a holistic overview both of progress since 2005 AND of progress towards achieving 2010 goals
2. Refer to recommendations of 2005 stocktaking
3. Summarise the main achievements and changes in the Bologna process since Bergen.

## **Chapter 2**

### **Criteria and indicators for stocktaking 2007**

This chapter will

- Describe the steps in the stocktaking process and the sources of data that were used
- Explain how the methodology has evolved and improved since 2005
- Comment on the changes that were made to the 2005 scorecard and national report template to improve integration and quality of data
- Point out that the scorecard is just one element of stocktaking. The working group has examined the stocktaking themes analytically to evaluate progress qualitatively as well as quantitatively. The report will include comment on the stocktaking themes that are not covered in the scorecard: implementing doctoral studies as the third cycle; employability of graduates with bachelor qualifications; general conclusions from the national action plans on recognition; flexible learning paths in higher education.

## **Chapter 3**

### **Analysis of progress on the stocktaking indicators**

This chapter will analyse the results for each stocktaking indicator, showing where there has been any notable progress or lack of progress. It will include

- a reflective comment/analysis on the results for each indicator
- some examples to illustrate good or innovative practice in specific aspects.

The text will be concise, with about one page of analysis/commentary for each indicator. The level of progress will be assessed by comparing the 2007 data with the 2005 stocktaking results, where the indicators are directly comparable. Data from national reports will be validated by reference to other relevant data sources, including Eurydice, Trends 5 and the ESIB survey.

The working group has not yet completed its analysis, but this draft chapter gives a general indication of the findings that are emerging from the stocktaking exercise.

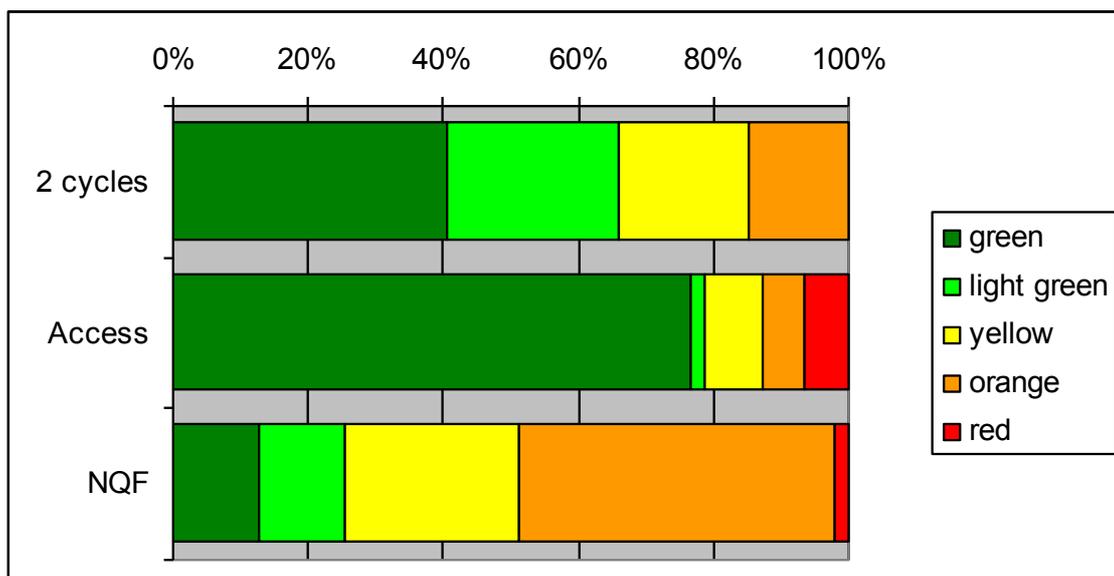
#### **General comments**

- There has been significant progress on all action lines since 2005
- Many countries have improved their performance considerably
- Participation of students in QA is one of the areas where the most visible progress has been made: it was one of the weakest indicators last time but it is now an area of strength.

**Table 1**  
**Number of countries in each colour category for indicators 1-3<sup>1</sup>**

Degree system	Green	Light green	Yellow	Orange	Red
1. Stage of implementation of the first and second cycle	19	12	9	7	0
2. Access to the next cycle	36	1	4	3	3
3. Implementation of national qualifications framework	6	6	12	22	1

**Figure 1**  
**Percentage of countries in each category**



<sup>1</sup> The tables in this draft illustrate the stocktaking results based on 47 national reports received to date. Some scorecards are still in the process of being validated, so the numbers in these tables may change in the final draft of the report. However, this is unlikely to affect the overall trends.

<b>1. Stage of implementation of the first and second cycle</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>0</b>
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<b>DEGREE SYSTEM</b>	<b>1. Stage of implementation of the first and second cycle</b>
<b>Green (5)</b>	In 2006/07 at least 90% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Light green (4)</b>	In 2006/07 60-89 % of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Yellow (3)</b>	In 2006/07 30-59 % of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Orange (2)</b>	In 2006/07 less than 30 % of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles OR Legislation for a degree system in accordance with the Bologna principles has been adopted and is awaiting implementation
<b>Red (1)</b>	No students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles <b>AND</b> there is no legislation in force to make the degree system compatible with the Bologna principles

This was quite a demanding indicator because it included two of the 2005 indicators. Countries were asked to report on the percentage of students below doctoral level enrolled in the two-cycle degree system. It was a concrete measure, but several national reports gave no exact percentages.

*Almost two-thirds of the countries have at least 60 per cent of students enrolled in the two-cycle degree system.*

<b>2. Access<sup>2</sup> to the next cycle</b>	<b>36</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>
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<b>DEGREE SYSTEM</b>	<b>2. Access to the next cycle</b>
<b>Green (5)</b>	All first cycle qualifications give access to several second cycle programmes and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Light green (4)</b>	All first cycle qualifications give access to at least one second cycle programme and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Yellow (3)</b>	There are some (less than 25%) first cycle qualifications that do not give access to the second cycle and/or some second cycle qualifications that do not give access to the third cycle
<b>Orange (2)</b>	A significant number (25 - 50%) of first and/or second cycle qualifications do not give access to the next cycle
<b>Red (1)</b>	Most (more than 50%) first and/or second cycle qualifications do not give access to the next cycle <b>OR</b> there are no arrangements for access to the next cycle

The indicator was more demanding than in 2005 – it considered admission to both second and third cycle compared to just first-second cycle transition in 2005. In addition, for the highest score it required that a first cycle graduate had access to several second cycle programmes rather than “at least one” in 2005. Countries report better progress on this indicator than on no.1, perhaps because it is to some extent “theoretical”. They were not asked to state the actual numbers or percentages of students progressing from one cycle to the next. Nor was there any way of reflecting the numbers of graduates who do not progress directly to the next level, but may do so at a later stage. In this sense, the indicator may not have been sufficiently demanding or discriminating.

*More than three-quarters of the countries report that there is access to the next cycle without barriers.*

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<sup>2</sup> “Access” is defined according to the Lisbon Recognition Convention.

<b>3. Implementation of national qualifications framework</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>22</b>	<b>1</b>
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<b>DEGREE SYSTEM</b>	<b>3. Implementation of national qualifications framework</b>
<b>Green (5)</b>	A national QF in line with the overarching QF for EHEA is in place
<b>Light green (4)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been discussed with all relevant stakeholders at the national level and a timetable for implementation has been agreed
<b>Yellow (3)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been prepared
<b>Orange (2)</b>	The development process leading to definition of national QF in line with the overarching QF for EHEA has started, and it includes all the relevant national stakeholders
<b>Red (1)</b>	Work at establishing national QF in line with the overarching QF for EHEA has not started

This is a new indicator for 2007, and countries are at varying stages of progress towards implementing a national qualifications framework in line with the framework for the EHEA that was adopted by the Ministers in Bergen.

The Ministers in Bergen asked that countries should have started work on their national qualifications frameworks by 2007, and all but one have done so. A small number of countries have already developed and implemented their national framework, while others have prepared legislation and are ready to start implementation. However, almost all countries have at least started the development process and have engaged all relevant stakeholders, usually by putting in place working groups or special commissions.

It is clear that this is an indicator where a great effort needs to be made before 2010. There is still a lot of work to be done in many countries, and there is a need to consider what kinds of support can be provided to help them develop their national frameworks.

It was noted by some countries that there is some confusion, and even conflict, between the framework for the EHEA adopted in Bergen and the EQF that is currently under discussion in the European Parliament.

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There is also a concern that the goal of having national frameworks in place by 2010 might rush the national process, especially since some countries that already have national frameworks have taken 10-15 years to complete the development and implement their framework fully.

For 2009-2010, it is important that the development of national qualifications frameworks be linked to other aspects of the Bologna process, including lifelong learning, credit systems based on learning outcomes, flexible learning paths and the social dimension.

## **Progress on implementing the third cycle and issues arising**

### ***Models of doctoral studies in the third cycle***

From national reports, it is clear that there are a number of different approaches to doctoral studies in the third cycle. Both national reports and data from Trends 3 and Trends 5 also indicate that there is growth in the number of structured doctoral programmes, with new legislation adopted in several countries. Several countries say that while the focus so far has been on implementation of the first and second cycles, implementing doctoral studies has become a central issue recently.

### ***Normal length of full-time doctoral studies***

Most countries have indicated 3 to 4 years full-time study, but the average time for completion of doctoral studies is often longer than the norm, sometimes because study is combined with other duties in the institution. In a large number of countries, structured doctoral programmes include taught courses, which vary in duration from half a year (30 ECTS) to 1.5 years.

### ***Supervisory and assessment procedures***

Most countries have supervisory activities for doctoral students, which in many cases are determined by the HEIs themselves. The most common assessment procedure is periodic attestation or reporting, which may take place once a year, twice a year or once every two years. Some countries indicate that doctoral candidates have to sit exams.

### ***Qualifications framework***

Many countries have already included doctoral studies in their qualifications framework or propose to include them in the framework they are currently developing.

### ***Interdisciplinary training and the development of transferable skills***

Some countries include interdisciplinary training/ development of transferable skills in doctoral studies, mainly where doctoral schools have been established, while others plan to do so in the future.

### ***Use of credit points in doctoral programmes***

There is a range of approaches to the use of credit points in doctoral programmes. Some countries use credit points across all doctoral studies, some

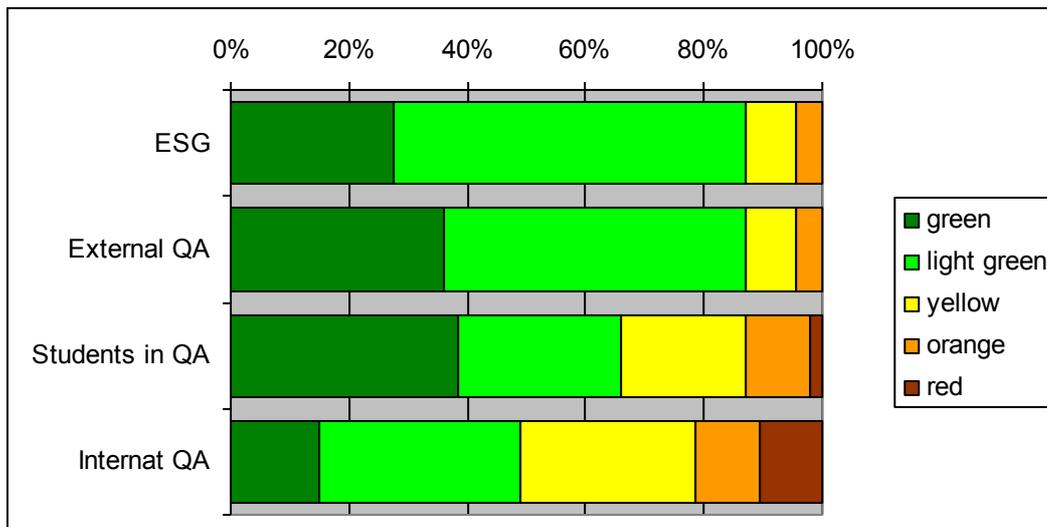
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use them for taught courses only, and others do not use them in any doctoral studies programmes.

**Table 2**  
**Number of countries in each colour category for indicators 4-7**

<b>Quality assurance</b>	<b>Green</b>	<b>Light green</b>	<b>Yellow</b>	<b>Orange</b>	<b>Red</b>
4. National implementation of <i>Standards and Guidelines for QA in the EHEA</i>	<b>13</b>	<b>28</b>	<b>4</b>	<b>2</b>	<b>0</b>
5. Stage of development of external quality assurance system	<b>17</b>	<b>24</b>	<b>4</b>	<b>2</b>	<b>0</b>
6. Level of student participation	<b>18</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>1</b>
7. Level of international participation	<b>7</b>	<b>16</b>	<b>14</b>	<b>5</b>	<b>5</b>

**Figure 2 Percentage of countries in each category**



<b>4. National implementation of Standards and Guidelines for QA in the EHEA</b>	<b>13</b>	<b>28</b>	<b>4</b>	<b>2</b>	<b>0</b>
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<b>QUALITY ASSURANCE</b>	<b>4. National implementation of Standards and Guidelines for QA in the EHEA</b>
<b>Green (5)</b>	A national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> is fully operational
<b>Light green (4)</b>	The process of implementing a national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> has started
<b>Yellow (3)</b>	There are plans and established deadlines for amending the national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Orange (2)</b>	National quality assurance system is under review in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Red (1)</b>	No arrangements to implement the <i>Standards and Guidelines for QA in the EHEA</i>

The purpose of this indicator was to check whether countries have started to implement the *Standards and Guidelines for Quality Assurance in the EHEA* (ESG). The main elements of the *Standards and Guidelines* are

- Internal quality assurance
- External quality assurance
- Peer evaluation/review of the national QA agencies

ESG seems to be a very powerful driver of development and there appears to be considerable progress, with many countries scoring *green* or *light green* already. However, the criteria for this indicator may not have been sufficiently discriminating, since countries could achieve a score of *light green* without necessarily having completed the steps indicated in *yellow* and *orange*. In effect, the indicator shows the number of countries where a national QA system in line with the *Standards and Guidelines for QA in the EHEA* is fully operational (green), has started (*light green, yellow and orange*) or has not yet started (red).

In many countries, there is still a lot to be done and there are many gaps to be filled. There is a need to provide more support for internal Quality assurance/Quality improvement processes and the embedding of a genuine quality culture in HEIs. For 2009, the stocktaking process may need to ask for more detailed data on this indicator.

<b>5. Stage of development of external quality assurance system</b>	<b>17</b>	<b>24</b>	<b>4</b>	<b>2</b>	<b>0</b>
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<b>QUALITY ASSURANCE</b>	<b>5. Stage of development of external quality assurance system</b>
<b>Green (5)</b>	<p>A fully functioning quality assurance system is in operation at national level and applies to all HE                      Evaluation of programmes or institutions includes three elements:</p> <ul style="list-style-type: none"> <li>- internal assessment,</li> <li>- external review,</li> <li>- publication of results.</li> </ul> <p>In addition, procedures have been established for peer review of national QA agency(ies) according to the <i>Standards and Guidelines for QA in the EHEA</i></p>
<b>Light green (4)</b>	<p>A Quality Assurance system is in operation at national level and applies to all HE                      The quality assurance system covers three elements:</p> <ul style="list-style-type: none"> <li>-internal assessment</li> <li>- external review</li> <li>- publication of results, but no procedures are in place for peer review of national QA agency(ies) according to the <i>Standards and Guidelines for QA in the EHEA</i></li> </ul>
<b>Yellow (3)</b>	<p>A Quality Assurance system is in operation at national level, but it does not apply to all HE. The quality assurance system covers at least <b>one</b> of the three elements:</p> <ul style="list-style-type: none"> <li>- internal assessment</li> <li>- external review</li> <li>- publication of results</li> </ul>
<b>Orange (2)</b>	<p>Legislation or regulations on quality assurance of programmes or institutions, including at least the first three elements, have been prepared but are not implemented yet  <b>OR</b>                      implementation of legislation or regulations has begun on a very limited scale</p>
<b>Red (1)</b>	<p>No legislation or regulations on evaluation of programmes or institutions with at least the first three elements  <b>OR</b>                      legislation in the process of preparation</p>

Even though this indicator was more demanding than in 2005, very good progress is reported. The biggest problem for many countries is in establishing procedures for external review of the QA agency. (The report will include some examples of the approaches that have been adopted by individual countries or clusters of countries.)

<b>6. Level of student participation</b>	<b>18</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>1</b>
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<b>QUALITY ASSURANCE</b>	<b>6. Level of student participation</b>
<b>Green (5)</b>	Students participate at four levels: - in the governance of national bodies for QA - in external review of HEIs and/or programmes: either in expert teams, as observers in expert teams or at decision making stage, - in consultation during external reviews - in internal evaluations
<b>Light green (4)</b>	Students participate at <b>three</b> of the four above levels
<b>Yellow (3)</b>	Students participate at <b>two</b> of the four above levels
<b>Orange (2)</b>	Students participate at <b>one</b> of the four above levels
<b>Red (1)</b>	There is no student involvement <b>OR</b> No clarity about structures and arrangements for student participation

The level of student participation has increased greatly since 2005. This finding is backed up by EUA Trends 5 data. The ESIB survey will give the students' perspective and this will be included in the report.

<b>7. Level of international participation</b>	<b>7</b>	<b>16</b>	<b>14</b>	<b>5</b>	<b>5</b>
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<b>QUALITY ASSURANCE</b>	<b>7. Level of international participation</b>
<b>Green (5)</b>	International participation takes place at four levels: - in the governance of national bodies for QA - in the external evaluation of national QA agencies, - as members or observers within teams for external review of HEIs and/or programmes - membership of ENQA or other international networks
<b>Light green (4)</b>	International participation takes place at <b>three</b> of the four above levels
<b>Yellow (3)</b>	International participation takes place at <b>two</b> of the four above levels
<b>Orange (2)</b>	International participation takes place at <b>one</b> of the four above levels
<b>Red (1)</b>	There is no international involvement <b>OR</b> No clarity about structures and arrangements for international participation

This indicator was more challenging in 2007 than in 2005. These results show that there is still some way to go on international participation. The small number of countries in the green category reflects the fact that external review of the QA agencies is still at an early stage of development in most countries. There are also barriers to including foreign experts as members of external review teams. Language was mentioned by a number of countries as an obstacle – in a number of cases involving international participants in the QA exercise means using a foreign language throughout the external evaluation. . International participation in the governance of QA agencies is also mentioned as a problem for some countries because of legislative restrictions.

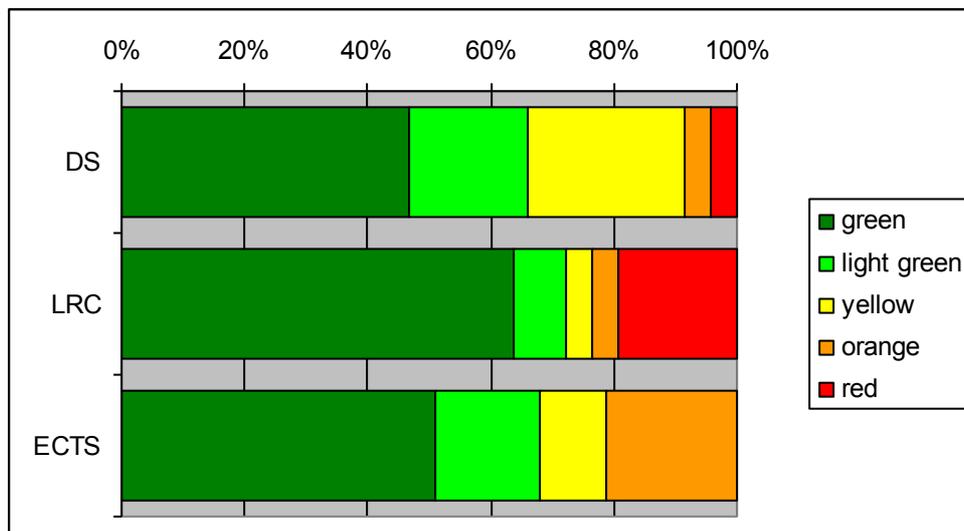
There is a need to help countries achieve greater international participation, as a way of guaranteeing the international acceptance, openness and transparency of their QA processes.

*(The report will include examples of how some countries are sharing expertise and good practice.)*

**Table 3**  
**Number of countries in each colour category for indicators 8-10**

<b>Recognition of degrees and study periods</b>	<b>Green</b>	<b>Light green</b>	<b>Yellow</b>	<b>Orange</b>	<b>Red</b>
8. Stage of implementation of diploma supplement	22	9	12	2	2
9. National implementation of the principles of the Lisbon Recognition Convention	30	4	2	2	9
10. Stage of implementation of ECTS	24	8	5	10	0

**Figure 3**  
**Percentage of countries in each category**



<b>8. Stage of implementation of diploma supplement</b>	<b>22</b>	<b>9</b>	<b>12</b>	<b>2</b>	<b>2</b>
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RECOGNITION	8. Stage of implementation of diploma supplement
<b>Green (5)</b>	<p><b>Every student</b> graduating in 2007 will receive a Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>- automatically</li> <li>- free of charge</li> </ul>
<b>Light green (4)</b>	<p><b>Every student</b> graduating in 2007 will receive the Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- free of charge</li> </ul>
<b>Yellow (3)</b>	<p>A DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language will be issued to <b>some students</b> OR in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- free of charge</li> </ul>
<b>Orange (2)</b>	<p>A DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language will be issued to <b>some students</b> OR in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- not free of charge</li> </ul>
<b>Red (1)</b>	<p>Systematic issuing of DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language has not started</p>

There has been good progress on this indicator since 2005, however there is still a significant minority of countries where the diploma supplement is not yet available automatically and free of charge to all students.

- Some countries automatically issue the DS in one language
- Some countries issue DS to doctoral graduates, others do not
- Some seem to issue to bachelors on request only
- Some issue to all graduates in the two-cycle system (but they may have a large number of study programmes not yet transformed to two cycles).

<b>9. National implementation of the principles of the Lisbon Recognition Convention</b>	<b>30</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>9</b>
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<b>RECOGNITION</b>	<b>9. National Implementation of the principles of the Lisbon Recognition Convention</b>
<b>Green (5)</b>	<p>The Convention has been ratified and appropriate legislation complies with the legal framework of the Lisbon Convention and the later Supplementary Documents have been adopted in appropriate legislation and applied in practice, so that the <b>five</b> main principles are fulfilled and:</p> <ul style="list-style-type: none"> <li>- applicants have a right to fair assessment,</li> <li>- there is recognition if no substantial differences can be proven,</li> <li>- in cases of negative decisions the competent recognition authority demonstrates the existence of (a) substantial difference(s)</li> <li>- the country ensures that information on its institutions and their programmes is provided</li> <li>- an ENIC has been established</li> </ul>
<b>Light green (4)</b>	<p>The Convention has been ratified and appropriate legislation complies with the legal framework of the Lisbon Convention and the later Supplementary Documents have been adopted in appropriate legislation, but some amendments are needed to apply in practice the principles of the Supplementary Documents.</p>
<b>Yellow (3)</b>	<p>The Convention has been ratified and appropriate legislation complies with <b>three or four</b> of the five abovementioned principles of the Lisbon Recognition Convention.</p>
<b>Orange (2)</b>	<p>The Convention has been ratified and appropriate legislation complies with <b>one or two</b> of the five abovementioned principles of the Lisbon Recognition Convention.</p>
<b>Red (1)</b>	<p>The Convention has been ratified but appropriate legislation has <b>NOT</b> been reviewed against the legal framework of the Lisbon Convention or the Supplementary Documents.</p> <p style="text-align: center;"><b>OR</b></p> <p>Convention has not been ratified</p>

The Lisbon Recognition Convention is the only legally-binding instrument that applies to the Bologna process. This criterion was more demanding in 2007 than in 2005, with the emphasis not only on ratification of the convention, but also on applying in practice the five main principles of the Supplementary Documents.

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Many countries have recently amended their legislation and are applying the principles of the Convention in practice. Some countries also extend the application of Convention principles to applicants from countries that are not parties to the LRC. Several countries have established databases of recognition decisions with a view to simplifying procedures in future.

However, some of the reality is hidden within the apparently very good results. The terminology used for national recognition procedures is often confused and this may conceal huge differences between countries. Many countries say that their HEIs need more information on Convention principles and training on how to apply them in practice. While it appears from national reports and action plans on recognition that legislation is largely compliant with the *letter* of the LRC, there are various approaches to recognition at institutional level that may not fully embody the *spirit* of all the Convention principles.

For 2009-2010, it would be worthwhile to examine more closely the conduct of recognition procedures in institutions, and to clarify some indicators of good practice. It would also be useful to check how well countries have transposed LRC principles into national laws, while recognising HEIs' autonomy. Another aspect that is worthy of examination is how recognition is linked to quality assurance: if fair recognition of qualifications is seen as an indicator of quality, LRC implementation could be checked as part of the QA process.

<b>10. Stage of implementation of ECTS</b>	<b>24</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>
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<b>RECOGNITION</b>	<b>10. Stage of implementation of ECTS</b>
<b>Green (5)</b>	In 2007 ECTS credits are allocated in all first and second cycle programmes, enabling credit transfer and accumulation.
<b>Light green (4)</b>	In 2007 credits are allocated in at least 75 per cent of the first and second cycle Higher Education programmes, using ECTS <b>OR</b> a fully compatible credit system enabling credit transfer and accumulation
<b>Yellow (3)</b>	In 2007 credits are allocated in 50-74 per cent of Higher Education programmes, using ECTS or a fully compatible national credit system enabling credit transfer and accumulation
<b>Orange (2)</b>	In 2007: ECTS credits are allocated in less than 50 per cent of Higher Education programmes <b>OR</b> A national credit system is used which is not fully compatible with ECTS <b>OR</b> ECTS is used in all programmes but only for credit transfer
<b>Red (1)</b>	<b>No credit system</b> is in place yet

The criteria for this indicator were more specific and demanding in 2007 than in 2005. There has not been an increase in the number of countries gaining high scores.

The results demonstrate that there has been progress in the use of ECTS for credit accumulation. However, national reports also show that while many countries have begun to measure student workload in credits, a much smaller number link credits with learning outcomes. For the future, there needs to be more emphasis on the interdependence of credit accumulation, learning outcomes and qualifications frameworks. This will be more fully in line with the key features indicated in the ECTS: "Credits in ECTS can only be obtained after successful completion of the work required and appropriate assessment of the learning outcomes achieved. Learning outcomes are sets of competences,

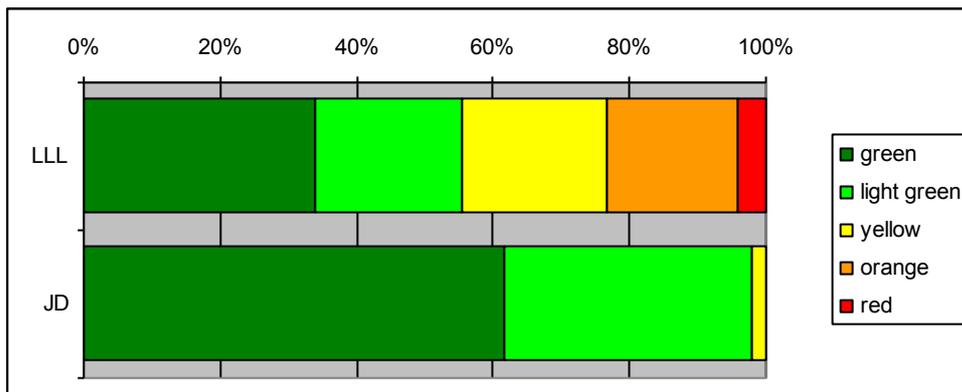
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expressing what the student will know, understand or be able to do after completion of a process of learning, long or short.”

**Table 4**  
**Number of countries in each colour category for indicators**  
**11-12**

<b>Lifelong learning and Joint degrees</b>	<b>Green</b>	<b>Light green</b>	<b>Yellow</b>	<b>Orange</b>	<b>Red</b>
11. Recognition of prior learning	<b>16</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>2</b>
12. Establishment and recognition of joint degrees	<b>29</b>	<b>17</b>	<b>1</b>	<b>0</b>	<b>0</b>

**Figure 4**  
**Percentage of countries in each category**



<b>11. Recognition of prior learning</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>2</b>
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<b>LIFELONG LEARNING</b>	<b>11. Recognition of prior learning</b>
<b>Green (5)</b>	There are procedures/national guidelines or policy for assessment of prior learning as a basis for 1) access to higher education programmes, and 2) allocation of credits towards a qualification and/or exemption from some programme requirements
<b>Light green (4)</b>	There are procedures/national guidelines or policy for assessment of prior learning but they are used for only one of the abovementioned purposes
<b>Yellow (3)</b>	Procedures/national guidelines or policy establishing for assessment of prior learning have been agreed or adopted and are awaiting implementation <b>OR</b> There are no specific procedures/national guidelines or policy for assessment of prior learning, but procedures for recognition of prior learning are demonstrably in operation at some higher education institutions or study programmes
<b>Orange (2)</b>	Implementation of recognition of prior learning is in a pilot phase at some higher education institutions <b>OR</b> Work at drawing up procedures/national guidelines or policy for recognition of prior learning has started
<b>Red (1)</b>	No procedures for recognition of prior learning are in place <b>EITHER</b> at the national <b>OR</b> at the institutional/programme level.

This was an entirely new indicator in 2007. The responses on the recognition of prior learning suggested a low level of implementation. There was also no common understanding of *recognition of prior learning*; in many cases it was taken to mean only recognising qualifications achieved in other institutions. Only a minority of countries have achieved high scores. There are very few concrete examples of practice.

*This is an area where there is a need to raise awareness of the issues and provide support for future development. It is also important to link with the development of national frameworks of qualifications. At this stage of progress, it might be too early to apply the indicator approach to stocktaking in this area.*

<b>12. Establishment and recognition of joint degrees</b>	<b>29</b>	<b>17</b>	<b>1</b>	<b>0</b>	<b>0</b>
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<b>JOINT DEGREES</b>	<b>11. Establishment and recognition of joint degrees</b>
<b>Green (5)</b>	Legislation allows and encourages establishing joint programmes and joint degrees. A number of HEIs have already established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries at all levels.
<b>Light green (4)</b>	There are no legal or other obstacles to establishing joint programmes and the awarding and recognition of joint degrees or at least double or multiple degrees, but legislation does not specifically refer to joint degrees. <b>OR</b> Legislation for establishing joint programmes, awarding and recognition of joint degrees has been prepared and agreed, but not yet implemented.
<b>Yellow (3)</b>	There are no legal or other obstacles to establishing joint programmes with HEIs of other countries, but a degree is awarded in only one country after completion of the joint programme.
<b>Orange (2)</b>	There are obstacles to establishing joint programmes, awarding or recognizing joint degrees, but legislation or regulations are being drafted.
<b>Red (1)</b>	There are no possibilities to establish joint programmes, award and recognize joint degrees under current legislation and there are no plans to change this situation

This was also a new indicator for 2007. Almost all countries state that legislation either explicitly encourages or at least does not prevent HEIs awarding joint degrees with HEIs from other countries. Quite a number of countries have reviewed and changed their legislation recently in order to allow establishment and recognition of joint degrees. It may be regarded as a good example of how the stocktaking in the Bologna process can have an effect on national policy and practice. However, it is also likely that the development of joint degrees has been stimulated by the Erasmus Mundus programme. There are few concrete examples mentioned however, so this development is very much in its infancy.

## **Chapter 4**

### **Comment on progress in the Bologna process and issues arising**

#### ***Comment on other themes from National Reports***

##### ***Benefits of international co-operation***

Sharing of expertise has contributed to building capacity at both institutional and governmental levels and this has led to significant progress across all participating countries

##### ***Partnership***

Comment on

- Level of engagement of higher education institutions, staff and students as partners in the implementation of the Bologna Process
- Co-operation of business and the social partners in reaching the goals of the Bologna Process at national and European levels
- Contribution of international institutions and organisations to the Bologna Process
- Support provided for new countries joining the Bologna Process.

##### ***Other themes for comment/discussion***

- Higher education and research
- Employability of graduates
- Flexible learning paths in higher education
- Linkage of credit, learning outcomes, qualifications frameworks and lifelong learning/social dimension.

##### ***Future challenges***

Discuss the common trends identified in the national reports.

## **Chapter 5**

### **Conclusions and recommendations**

This chapter will draw conclusions about the progress towards achieving the 2010 goals. It will make recommendations for the future linked to the analysis in the preceding chapters.

#### ***Comment on***

- Areas where the most/least progress has been made
- Recommended solutions where there are gaps
- What still needs to be done to achieve 2010 goals
- Suggestions for the next stocktaking and for the next stages of the Bologna process based on the results for 2007 (for example work towards better integration of action lines, do not examine indicators in isolation)
- The challenges for the future, both for the Bologna process and for the participating countries.

The evidence from the 2007 stocktaking suggests that the Bologna Process is moving towards achieving the 2010 goals. However the effectiveness of the process in achieving the higher level goals of the EHEA cannot be assessed by the stocktaking exercise alone. The BFUG may wish to consider this issue in its deliberations about the next phase of the process.

## **Appendices**

1. Terms of reference for the stocktaking working group
2. Scorecard indicators in full
3. Template for national reports
4. Country scorecards