

The Bologna Process

Establishment of A European
Higher Education Area

Grahame Pope

Bologna Process

- ... the product & continuation of a series of European Ministerial Conferences and Policy decisions
- Aim to establish a European Area of Higher Education by 2010

Bologna Process

- Paris 1998
- Bologna 1999
- Prague 2001
- Berlin 2003
- Bergen 2005
- Decision making is carried out “inter-governmentally”
- Not administered by European Commission

Bologna Process

“ the most competitive and dynamic knowledge based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesions”

Objectives of Agreement

- Promotion of European dimension in HE
- Promotion of mobility for students and staff
- Promotion of European cooperation in QA
- Adoption of a system of easily read and comparable degrees
- System based on two main cycles; undergraduate & graduate
- Establishment of system of credits

Diploma Supplement

- Agreed at meeting Lisbon, 1997
- “Diploma Supplement” to be issued to all students obtaining a degree
- Describes
 - Type, level, context, and status of qualification in standardised way

European Credit Transfer & Accumulation System (ECTS)

- Assigns credits to course components based on student workload required to achieve objectives of course of study
- It ties closely to Bologna objectives

Today

- Descriptors of each cycle of activity (Dublin descriptors)
- Learning outcomes used to describe the programme
- Recommendations about third cycle - Doctoral

Cycles of activity

- First Cycle
 - Bachelor
 - Minimum of 180 credits (3yrs)
- Second Cycle
 - Masters
 - 90-120 credits
- Different models
 - 3+2 most common but others eg. 4+1

Relationship to Common Platform

- Aims to promote movement of students & staff
- Standardisation of education/qualification process across Europe
- Supported by Diploma supplement & ECTS

Focus for London 2007

- Implementation of QA standards & guidelines
- Implementation of national framework for qualifications
- Creating opportunities for flexible learning paths in HE, including procedures for recognition of prior learning