

Developments in
European higher education
after Salamanca and Prague

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European higher education area :

BOLOGNA : why ?

- **Lessons learnt from large scale mobility**
 - endlessly running into the same problem ?
 - entering a new phase: reform of systems/structures
- **Growing tension national systems and Europeanisation/internationalisation**
 - degrees awarded/accredited/recognised nationally
 - but used on an effective European labour market
- **Comparative efficiency of national systems**
 - failures and dropouts
 - access to labour market and employability
- **Diminishing attractiveness of Europe's universities ?**
 - to students/faculty from other world regions:
lack of readability, visibility, recognition
 - to students at home:
role of foreign providers/accreditors
lower enrolments in Science/Technology

European higher education area

FROM BOLOGNA TO PRAGUE

- **Strong interest for the process**
 - **European-wide debate in all countries/universities**
 - **various actors in higher education (except employers...)**
 - **revival of debate on division of tasks in binary systems**
- **Strong consensus on main goals**
 - **mobility**
 - **employability (impetus for college/polytechnic sector)**
 - **compatibility**
 - **attractiveness/competitiveness**
 - **countries have different reasons to do similar reforms**
- **Diminishing fears/resistance concerning:**
 - **alleged attempt to eliminate binary system**
 - **uniformisation of content/systems**
 - **loss of control over imported credit transfer**
 - **disappearance of curricular logic (credit systems seen as equivalent to the "cafeteria" model)**
 - **possible infringement on university autonomy**

- **Growing acknowledgement that the value of first (intermediate, Bachelor-type) degrees is manifold:**
 - **stage in two-tier education process**
 - **good basis for LLL**
 - **tool for diversifying learning itineraries (flexibility)**
 - **tool for diversity: professional, technical, broad-based academic or specialised academic Bachelors;**
 - **makes admission of foreign students easier**
 - **important role as an orientation platform (same or different subject, university or country)**
 - **enhances credibility of higher (graduate) degree in international arena**
 - **favours vertical mobility.**

- **Convergent change/reforms in preparation or in progress :**
 - **new/more Bachelors/Masters in many countries (various patterns of introduction)**
 - **European standard for first degree: 180–240 ECTS points**
 - **ECTS and Diploma Supplement on way to generalisation**
 - **more QA/accreditation agencies: integrated vs. separate**
 - **the golden triangle of reforms: BA/MA + ECTS + QA**
 - **promotion of attractiveness outside Europe (new curricula, marketing, visa policies)**
 - **expansion/introduction/upgrading of binary systems**

- **Issues in :**
 - **certain countries, subject areas, degree structures**
 - **college/polytechnic sector: the least coherent part ?**
 - **accreditation : inroads from abroad**

European higher education area :

towards Bachelor-type degrees all over Europe

(Red = 3-year Bachelors. Black = 4-year Bachelors)

Traditional	United Kingdom, Ireland, Malta
Established	Iceland, Sweden, Norway, Denmark Latvia, Lithuania, Estonia, Turkey
In Consolidation	Netherlands, Czech Republic, Slovak Republic, Finland, Bulgaria, Poland Portugal, Cyprus
Newly introduced	Italy, Germany Austria, Switzerland, Liechtenstein Belgium (Flanders), France
Separate tracks (not the Bologna pattern)	Hungary, Romania
Undecided	Spain, Belgium (French community); Greece, Croatia
Differential duration in binary systems (e.g. Netherlands)	

European higher education area

the emerging structure of the European qualifications framework

sub-degree level

60 – 120 ECTS	Certificate Diploma
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first degree level

180 ECTS	various types of Bachelor-level degrees
<u>or</u> 240 ECTS	Advanced Bachelor degrees

postgraduate level

less than 60 ECTS	postgraduate certificate postgraduate diploma
60 – 120 ECTS (90 – 120 ECTS)	Master-type degrees Masters of Arts/Sciences)
(not credit-rated)	Doctorate/Ph.D.

European higher education area :

2001 : CONFIRMED COMMITMENTS

HIGHER EDUCATION INSTITUTIONS (SALAMANCA)

- higher education = public good, not commodity
- all types of HEI; no section on colleges/polytechnics
- quality assurance mechanisms = key to success
- creation of EUA

STUDENTS (GÖTEBORG)

- stress on social aspects of process
- emphasis on mobility

MINISTERS (PRAGUE)

- 30 + 3 countries : an open process
- mandate to push forward
- role of quality assurance/accreditation
- role of competitiveness/attractiveness
- curricula with a European structure/content
- no explicit reference to colleges/polytechnics
- organisation of follow-up process : 2 groups
- towards BERLIN, 2003

European higher education area

the way after Prague : some directions for the future

- **In degree structure, special attention needed to:**
 - **Masters level**
 - **college/polytechnic sector (structure, transparency of binary systems, raising the profile of the sector, contradictory signals on involvement in follow-up)**
 - **Bachelor as platform for orientation/choice**
- **Need for more, not less coordination/guidance (degrees, ECTS, Diploma Suppl., terminology, standards)**
- **Quality aspects are key to success**
 - **avoiding a jungle of agencies/procedures**
 - **need for mechanisms with European dimension**
- **External aspects need still more attention (degree acceptance, attractive curricula, gateway to information, user-friendly procedures upon arrival)**
- **Progress possible mostly along subject lines (e.g. EFMD categories of Business degrees)**
- **Degrees that can effectively be used all over Europe:**
 - **a students' need and right**
 - **a responsibility of HEI and governments**