



Learning and Teaching Committee

13 January 2006
Paper LTC 06/03
Agenda Item 5

Bologna Update

Introduction

This paper updates members on developments within the Bologna process and other related developments.

Work of the Bologna Follow Up Group

Under the UK Presidency, the UK took over secretariat responsibility for the Bologna Follow Up Group (BFUG), which oversees the development and monitoring of the process between ministerial summits. The UK will be responsible for the BFUG secretariat up to and including the London summit in May 2007. The website can be found at: www.dfes.gov.uk/bologna

The Bergen Communiqué, which is available on the Bologna Secretariat website, emphasises the importance of HEIs and students as partners in the Bologna Process, which is a particularly positive development. It also indicates that ministers welcome Armenia, Azerbaijan, Georgia, Moldova and Ukraine as new participants to the process. The Communiqué recognises that the development and implementation of new structures and processes in higher education takes time and that the next few years will require a period of consolidation and capacity building. Unlike previous communiqués, the Bergen Communiqué does not identify new priorities, but emphasises the areas where ministers wish to monitor progress. The stocktaking process is a key part of the Bologna Process and ministers expect stocktaking to continue in the fields of the degree system, quality assurance and recognition of degrees and study periods, and that by 2007 the implementation of these three intermediate priorities will be largely complete. In particular, they will be looking for progress in:

- implementation of the standards and guidelines for quality assurance as proposed in the ENQA report;
- implementation of the national frameworks for qualifications;
- the awarding and recognition of joint degrees, including at the doctorate level;
- creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.

BFUG Work Programme

The BFUG Work Programme for 2005-07 is attached at Annex A. It includes information on the five working groups the BFUG has established in order to take forward the priorities for the next two years (Stocktaking; the External Dimension; the Social Dimension and data on mobility; the London Communiqué Drafting Group; and Qualifications Frameworks, on which Scotland has two representatives). The programme also includes information on the eight official Bologna Seminars which will form a key part of the process over the next two years. It also outlines the main areas for discussion at BFUG, two projects which will form part of the process (a report on the

practicalities of implementing a register of European quality assurance agencies and a report on the further development of the basic principles for doctoral programmes) and a list of the areas of priority which are the responsibility of individual countries within the process. Annex B provides a revised but still incomplete checklist for the sector in Scotland, for discussion. In addition to the seminars, Austria and the Council of Europe will host an event to support the countries which joined the process at Bergen. There is a possibility that this will include discussions about sharing of good practice, an area of particular interest to the sector in Scotland. ENQA, EUA and ESIB will be attending that event, which might allow for a variety of exchanges in different areas.

European Co-ordinating Group/Europe Unit survey

The European Co-ordinating Group, which provides a steer to the work of the UK Europe Unit, conducted a survey during 2005 of UK HEIs' engagement in the Bologna Process. A paper outlining the results of the UK survey is attached at Annex C and an analysis of the Scottish responses conducted by the Europe Unit is attached at Annex D. It is worth noting that, while there are similarities in terms of implementation and perspective in the survey outcomes for different countries within the UK, there are some significant differences, particularly in terms of implementation of the Diploma Supplement, where Wales has made the most progress, followed by Scotland. There are also significant differences in perspective in relation to aspects such as difficulties in implementing the Diploma Supplement and recognition difficulties.

The European Commission's consultation on a European Qualifications Framework for Lifelong Learning

Universities Scotland has submitted its response to the EQF for Lifelong Learning. This will be circulated under separate cover.

Recommendation

Members are invited to consider and discuss the content and implications of the paper and annexes.

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Annex A - BFUG WORK PROGRAMME - 2005-2007

The Work Programme for 2005-2007 was agreed by BFUG in October 2005. It was agreed that it would comprise 5 working groups; 8 seminars; 2 projects; discussions at BFUG; and a number of priorities to be taken forward at national level. Details of each stand of the Work Programme are given below.

Over and above the Work Programme, there will be a number of other events and activities that will contribute to the development of the European Higher Education Area. This includes EUA's Trends V and the surveys being planned by ESIB, EURASHE and EI Pan European Structure. Details of all events and activities will be promoted on the Bologna website at: <http://www.dfes.gov.uk/bologna/>

Working Group				
Subject	Lead	Other Members	Notes	Start
Stocktaking	Andrejs Rauhvargers Latvia	Belgium (Flemish Community) Estonia Germany Greece Norway Romania Slovenia Turkey Bologna Secretariat rep.	<p>Terms of Ref (BFUG7 9)</p> <p>In order to realise the objectives set by the Ministers, the Working Group shall:</p> <ol style="list-style-type: none"> 1. Identify the key issues to be addressed through the stocktaking exercise as well as the methodology to be used in this exercise; 2. Collaborate with partner and other organisations in order to maximise the use of data sources; 3. Define, where appropriate, the structure of a separate questionnaire to be used in the stocktaking should this be required; 4. Prepare a structure for the national contributions to the stocktaking to be submitted by member States; and 5. Prepare a report for approval by the BFUG in advance of the London Conference in 2007. <p>The Working Group will be supported in its task by the Secretariat, and shall draw on expertise as it considers appropriate.</p> <p>The Group shall submit reports to the BFUG, and shall make its draft reports and other relevant documents accessible for all BFUG members on the web.</p> <p>EUA shall participate in the work for stocktaking through delegating an expert.</p> <p>The working group can decide to select more organizations to participate as</p>	<p>Terms of Reference agreed by BFUG in October 2005.</p> <p>The first meeting of the Working Group will take place in Riga, Latvia on 9 December 2005.</p>

			experts in its meetings	
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Working Groups Continued				
Subject	Lead	Other Members	Notes	Start
Elaborate and agree on a strategy for the external dimension.	Toril Johansson, Norway	Denmark France Germany Greece Holy See Malta Portugal Presidency Spain Sweden Bologna Secretariat rep. Consultative members: EUA EU ESIB UNESCO Council of Europe EI - Pan European Structure ACA	<p>Terms of Reference (BFUG7 5d – revised)</p> <p>The Working Group is responsible for developing a strategy document on the external dimension of the Bologna Process. Three seminars will be arranged during 2006 in order to give significant input to their work:</p> <ol style="list-style-type: none"> 1. A seminar in April 2006 with focus on attractiveness of the EHEA, based on European cultural and historical identity and academic values, hosted by the Holy See 2. A seminar in June 2006 with focus on information about how the Bologna process operates and what has been achieved so far, the links and interaction with other areas of the world, hosted by Greece 3. A seminar in September 2006, discussing the draft report, with emphasis on areas that has not been focused on in the previous seminars, e.g. competitiveness and capacity building. The seminar is hosted by the Nordic countries. <p>An expert will, in collaboration with the Working Group, prepare a report to the Nordic seminar in September. This report will be available to seminar participants and BFUG in August 2006 at the latest.</p> <p>Together with the outcomes from the three seminars, the report will found the basis for the strategy work of the Working Group.</p> <p>The Working Group will report regularly to BFUG. Before it finalises its work, a draft strategy document shall be discussed in a full BFUG-meeting.</p>	Terms of Reference agreed by BFUG in November 2005.

Working Groups Continued				
Subject	Lead	Other Members	Notes	Start
Social dimension and data on the mobility of staff and students in participating countries; report on comparable data on mobility of staff and students as well as on the social and economic situation of students, as the basis for future stocktaking.	Annika Persson, Sweden	Austria Bosnia Herzegovina France Ireland Luxembourg Ukraine UK Bologna Secretariat rep. Consultative members: EUA EI – Pan European Structure ESIB Eurostudent OECD Eurostat	Terms of Reference Mission statement: 1. To define the concept of social dimension based on the ministerial communiqués of the Bologna Process; 2. To present comparable data on the social and economic situation of students in participating countries; 3. To present comparable data on the mobility of staff and students; and 4. To prepare proposals as a basis for future stocktaking. The Working Group will be led by a Steering Committee. The work will be organised along three broad projects and with subsequent subgroups working with a) and b) and c) will be the responsibility of the Steering Committee: a. Definition of the social dimension using the previous communiqués as a starting point for discussion; b. The collection and exploration of data with three strands: socio- and economic situation of the students based upon the definition, mobility of students and mobility of staff; and c. Recommendations on the scope of a future stocktaking exercise on the social dimension and on mobility, according to the definition emerging from subgroup (a) and the availability of comparable data as identified by subgroup (b).	Terms of Reference agreed by BFUG in November 2005. The first meeting of the working group will take place in December 2005
London Communiqué drafting group	Presidency (tbc)	Membership to be based on same principles as previous Communiqué		Autumn 2006

		Drafting Working Group.		
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Working Groups Continued				
Subject	Lead	Other Members	Notes	Start
Report on implementation and further development of overarching qualifications framework	Mogens Berg, Denmark	Hungary Netherlands Russia Spain "the former Yugoslav Republic of Macedonia" Chair of the WG on Stocktaking Bologna Presidency (UK-AT-FI-GER) Bologna Secretariat rep.	<p>Terms of Reference (BFUG7 5c - revised)</p> <p>In order to realise the objectives set by the Ministers, the Working Group shall:</p> <ol style="list-style-type: none"> 1. Consider what further development of the framework may be required, particularly the linkage between national frameworks and the EHEA-framework; the Working Group may invite member countries to participate in pilot projects of self-certification of national frameworks; it may conduct a survey on how credit ranges and credits are defined in national legislation; 2. Support the Working Group on Stocktaking in the stocktaking exercise of implementation of national frameworks; 3. Monitor the development of the European Qualifications Framework for Lifelong Learning with the aim of ensuring complementarity between that framework and the EHEA framework and advise BFUG on the matter; and 4. Provide assistance to member countries working to introduce national frameworks. <p>The Group will submit progress reports to BFUG and a final report of its findings to the London Conference through BFUG.</p>	<p>Terms of Reference agreed by BFUG in October 2005</p> <p>The first meeting of the Working Group took place in Copenhagen, Denmark on 21 November 2005.</p>

Seminars			
Subject	Lead	Notes	Start
External dimension: Attractiveness of the EHEA	Holy See	Theme – cultural patrimony and academic values of European universities and the attractiveness of the EHEA Europe's cultural and historical identity and academic values.	Spring 2006
External dimension: information for external regions	Greece	The seminar will present information about the Bologna Process to an external audience, It will focus on information about how the Bologna process operates and what has been achieved so far, the links and interaction with other areas of the world.	June 2006
Preparing students for the labour market and lifelong learning – promoting employability of graduates with bachelor qualifications?	United Kingdom	ESIB, EURASHE and UNICE would like to contribute to the seminar. Note EURASHE doing a survey on employability of Bachelor graduates.	Summer 2006
Joint degrees – a hallmark of EHEA	Germany		September 2006
External dimension: developing a strategy	Norway with Sweden Denmark	The seminar will discuss a draft report on the external dimension, with an emphasis on areas that has not been focused on in the previous seminars, e.g. competitiveness and capacity building.	September 2006
Doctoral Programmes Follow Up	EUA France with Austria	Part of work on 3 rd cycle	December 2006, France
Making Bologna a reality – staff mobility	EI Pan European Structure		Early 2007
Recognition of prior learning and	Latvia/CofE	Poland, ESIB and Belgium (Flemish Community) interested in helping to organise	Early 2007

recognition of European degrees outside Europe	with ESIB	Link with event under consideration by the Netherlands.	
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Discussion At BFUG		
Subject	Notes	Comments
Share expertise to build capacity at institutional and government level		Initial discussion at BFUG, October 2005; agreed Council of Europe and others would continue to offer support as appropriate.
Assisting the new participating countries to implement the goals of the Process		Initial discussion at BFUG, October 2005; Austria agreed to organise an induction meeting for the new member countries in January 2006.
Portability of grants and loans	Proposed by Netherlands	Initial discussion at BFUG, October 2005; agreed the Netherlands, in conjunction with other interested countries, would prepare a more detailed paper for discussion at BFUG in April 2006.
Awarding professional and academic titles – using new three cycle degree system	Proposed by Slovenia	
Future development of EHEA post 2010 – global and European competition/co-operation, academic mobility etc?	Proposed by UNESCO CEPES	
Social dimension	Proposed by France & Germany	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.
European dimension (including joint degrees)	Proposed by France	Link to discussion of outcomes from German seminar on joint degrees (September 2006)
Staff mobility	Proposed by EI - Pan European Structure	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.

Mobility	Proposed by ESIB and Germany	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.
Discussion At BFUG Continued		
Subject	Notes	Comments
Implementation of Quality Assurance standards and guidelines	Proposed by Germany	Link to update from ENQA on European Consultative Forum
Implementation of National Qualifications Frameworks	Proposed by Germany	Link to the report on implementation and further development of overarching qualifications framework.
Exploration of arrangements to support the Process beyond 2010.		Late 2006

Projects			
Subject	Lead	Notes	Start
Report on practicalities of implementing a European register of quality assurance agencies – by ENQA in co-operation with EUA, EURASHE and ESIB.	ENQA	<p>Terms of Reference (BFUG7 5b)</p> <ol style="list-style-type: none"> 1. E4 group to develop the Register in accordance with the proposals contained in the ENQA Report and endorsed in the Bergen communiqué, subject to the outcome of further analysis by E4 into the purposes and value of the Register; 2. ENQA, on behalf of E4 Group, to brief BFUG on the results and subsequent timetable at the April 2006 BFUG meeting. 	Terms of Reference agreed by BFUG in October 2005.
Preparation of report on further development of the basic principles for doctoral programmes – EUA, with other interested partners	EUA with Austria France ESIB EuroDoc	<p>Terms of Reference (BFUG7 5a Annex B)</p> <ol style="list-style-type: none"> 1. To prepare a report on the further development of the (agreed) basic principles for doctoral programmes to be presented to Ministers in 2007; 2. Thus to continue work on the basis of the 10 Salzburg Seminar Recommendations and taking specific account of the issues mentioned in the relevant § of the Bergen Communiqué; 3. Thereby taking account of the results achieved and the good practice identified by the 49 Universities participating in the EUA Doctorates Programme project that provided the input for the Salzburg Seminar; and 4. To prepare recommendations for the London Communiqué as an integral part of the report. 	Terms of Reference agreed by BFUG in October 2005.

National & Stocktaking Priorities

- Implement the degree system, quality assurance and the recognition of degrees and study periods (stocktaking)
- Implement the ENQA standards and guidelines for QA (stocktaking)
- Introduce peer review of quality assurance agencies
- Improve student participation and international cooperation in QA
- Elaborate national qualifications frameworks compatible with the overarching framework for qualifications of the EHEA (to be started by 2007) (stocktaking)
- Award and recognition of joint degrees, including at doctorate level (stocktaking)
- Ratify the Lisbon Recognition Convention, ensure full implementation of its principles and incorporate in national legislation as required
- Produce a national plan to improve the recognition of foreign qualifications (stocktaking)
- Create opportunities for flexible learning paths, including recognition of prior learning (non-formal and informal) (stocktaking)
- Remove any obstacles to access between cycles
- Make higher education equally accessible to all
- Ensure necessary institutional autonomy to implement reforms
- Improve synergy between HE and other research sectors
- Achieve an overall increase in the number of doctoral candidates taking up research careers
- Intensify co-operation with business and social partners
- Increase employability of graduates (stocktaking)
- Facilitate the portability of loans and grants
- Lift obstacles to mobility and make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes

Bologna Secretariat
November 2005

Annex B

Post-Bergen Bologna Checklist for Scotland

Action	Action required/ suggested in Scotland	Responsible	Process	Timescale	Comment
Priority Action Lines					
Degree System/QFs					
3-cycle system	None		Complete	n/a	
Develop NQF	Check/revise QF against criteria	SACCA	Officers to analyse, SACCA to discuss	Nov 2005 to July 2006	
Ensure Compatible with QF for EHEA	Develop pilot project Nominate international expert	QAAS/US SACCA	Officers to develop Officers to consult	Nov 2005 to July 2006	
	Submit self-assessment	SACCA		Summer 2005	
Increase acceptance of Bachelors degree	Ongoing work on revised Bachelor	SACCA	Phase 3 – Consultant Followed by consultation	Spring 2006?	
	Consider/clarify issues re 'intermediate' Qs	BFUG secretariat?	??		Also, implications for role of eg colleges and ASC
Remove obstacles to access between cycles	Consider whether or not there are significant issues for UK/Scotland	Europe Unit/SACCA			
Ensure complementarity between frameworks for EHEA/LLL	Requires active engagement in discussions with Commission.	US/QAAS Europe Unit EUA, MEPs			
Address issues identified by NARICs	National action plan – part of national reports for next summit	UK NARIC in first instance			
Improve RPL, including non-formal & informal	Continue with current work. Disseminate results	SACCA			
Quality Assurance					
Standards	Conduct 'audit' of QEF	QAAS/TQF		July/Aug 2005	
	Revise arrangements as req.			Sep/Oct 2005	Depending on what's req., may not take so long
	Make submission to ENQA	??		Dec 2005	Depends on above.
Peer Review of QA Agencies	Conduct 'audit' of QA agency (QAAS or QAA UK?)	??		July/Aug 2005	
	Revise arrangements			Sept/Oct 2005	
	'apply' for peer review	QAA/QAAS		Nov/Dec 2005	Timing depends on progress by BFUG

Register	Submission to Register	??			Timing depends on progress by BFUG
European QA Consultative Forum	Consider nominations/ representation requirements	??			
Action	Action required/ suggested in Scotland	Responsible	Process	Timescale	Comment
Research					
Develop further the principles for doctoral degrees	UK to contribute to debate/ keep watching brief on developments	Europe Unit, RCC		Not defined	
Develop interdisc training & transf skills		RCC		Not defined	
Social Dimension					
Widening access	UK to contribute to discussions	Europe Unit /attendees at seminars			Meaning of "social dimension" and "widening access" not clear/agreed
Other actions required					
ECTS	Engage in discussions re future of ECTS/compatibility with existing CAT systems	US/QAA Europe Unit			
Joint degrees	Consider how to encourage greater involvement by Scottish HEIs	LTC, Bologna Promoters			
Diploma Supplement	Consider further action needed	LTC/BPs			
mobility	Facilitate delivery of visa & work permits	FCO, UUK			
	Improve outward mobility of staff and students	US/UKSEC			
Miscellaneous points					
Capacity building	Trawl for offers/requests for assistance/expertise	BFUG Secretariat			
	Offer to share experience, seek to influence by example.	LTC/ academics			Crucial aspect – Scotland has valuable expertise to offer. Can also help safeguard Scotland's position
stocktaking	Ensure process fair and consistent with Bologna goals	BFUG Secretariat, US/QAAS			Avoid contradictions between/within goals and measures (cf ECTS, access between cycles). Get member on WG.
Creating flexible learning paths	Engage in debate, share developments re SCQF	US/QAAS			
External dimension	UK to engage in debate				

Future of BP	Engage in debate over future arrangements				Key concern is to ensure some overarching mechanism for ongoing review of process. Need to avoid vacuum, or Commission will fill it.
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UK HE Europe Unit: Survey Sub-Group

Paper LTC 06/03 - Annex C

3 November 2005

Results of Europe Unit survey on UK HEIs engagement in European higher education policy

Introduction

1. The UK HE Europe Unit has now analysed the results of its survey of UK HEIs engagement in European HE and Bologna issues, conducted in July. The annex to this paper includes the raw data.
2. Meeting participants are invited to consider the results and in particular the proposed:
 - issues for discussion (paragraph 5)
 - Europe Unit follow-up activities (paragraph 6)
 - areas for further research (survey stage two) (paragraph 7)

Key results

3. The full results of the survey are attached as an annex. 159 HEIs received the survey and 85 responded, meaning a response rate of 53%. 66 HEIs in England or Northern Ireland responded, 12 from Scotland and seven from Wales. Three Standing Conference of Principals Members responded.
4. While the results can be presented with either a positive and negative gloss, the Unit has sought to summarise key results below, in terms of both strong areas of engagement and issues where further progress is required.

Strong UK HEIs EU/Bologna engagement

- Nearly all respondents are aware of the Bologna Process requirement to issue the Diploma Supplement “automatically and free of charge to students graduating in 2005”.
- 73% of respondents currently produce transcripts of graduates that accord with the Minimum Data Set provided within the Progress File Guidelines – confirming that most of the information required by the Diploma Supplement is already acquired by HEIs.
- Nearly a third of respondents currently issue the Diploma Supplement to some

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students graduating from their institution; and almost half have plans to do so in the next couple of years.

- Two thirds of respondents make some use of a credit system – indicating broad support for this key Bologna ‘mobility’ tool; and many have internal credit systems which are broadly compatible with ECTS. This may be interpreted as a positive sign for the Burgess consultation on National Credit Arrangements for the use of Academic Credit in Higher Education in England.
- 73% of respondents have the power to award joint degrees – indicating that only some HEIs have charters/statutes ruling out this form of collaborative provision.
- Respondents indicated that joint degrees awarded with an institution in another country are at master’s level and few recognition difficulties are reported – indicating widespread acceptance of UK’s one-year master’s qualification.
- The results of the survey suggest that master’s provision in respondent institutions is broad, for example including 9 month full-time equivalent, 14-15 month and 3 year reflective practice master’s programmes, demonstrating a range of delivery which goes beyond one-year programmes.
- Over half of respondents offering full-time integrated master’s programmes answered that industrial placements or teaching take place during summer vacations during such programmes – therefore bringing credit allocation for such qualifications in line with the Overarching Framework for Qualifications in the EHEA.

Areas where further HEIs action is required

- In concrete terms, only 1 in 3 respondents have met the 2005 Diploma Supplement deadline.
- 81% of respondents have encountered difficulties producing the Diploma Supplement.
- Concern expressed with regard to the future recognition of one-year master’s and integrated master’s. 12 respondents provided contact details and indicated a willingness to give further information about recognition difficulties they have encountered in future.
- Few respondents stated use of ECTS as a credit and accumulation system, as called for in the 2005 stocktaking report for the Bergen ministerial summit of the Bologna Process.

Issues for discussion

5. Meeting participants may wish to consider the following issues for deliberation.

- Questionnaire design
 - Questions 9 and 10 on use of credit. What conclusions is it possible to draw given the wording of these questions? Are there different understandings of what constitutes a “credit accumulation system”?
 - Question 29 on integrated master’s programmes does not accommodate Scottish integrated master’s programmes lasting five-years.

- Responses to questions 15 and 20 on joint/multiple degrees show low numbers of HEIs offering joint/multiple degrees with institutions outside the EHEA, six and ten percent respectively. Is this reliable?
- Which are the areas requiring most development for UK HEIs?
 - Diploma Supplement?
 - use of ECTS
- Are there any issues for particular consideration by Welsh and Scottish HE sectors?:
 - translation of the Supplement in Welsh
- Discussion regarding integrated master's qualifications:
 - Does the master's level content of integrated qualifications (on average 73% of an entire full-time integrated master's programmes taking place at Bachelor level and 27% at master's level) indicate alignment with second cycle credit range defined in the Overarching Framework for Qualifications in the EHEA¹?
 - Should the sector be encouraged to assess students for continued study on the integrated master's around the same point, for example at end of second year?

Follow – up activities

6. The Europe Unit will be pleased to discuss with meeting participants the survey results in terms of next steps. Potential Europe Unit activities to assist HEIs in key areas follow below.
 - Given that over four fifths of institutions stated difficulties issuing the Diploma Supplement, what activities should the Unit consider to assist institutions in this area? for example, calls for a UK template for the **Diploma Supplement** and discussion with the main four IMS providers on development of Diploma Supplement template? (This may tie in with activities of UK Bologna Promoters.)
 - Provision of information on **ECTS** grading systems. (Although given the current Burgess consultation on credit (and the survey's lack of clarity over credit, the Unit is proposing to postpone consideration of acivities in the sphere of credit until the outcomes of the Burgess consultation are known, January 2006).
 - How should the Europe Unit follow-up in terms of **international/European collaboration**? For example should the Europe Unit encourage HEIs to participate in EUA database on joint

¹ Second cycle qualifications may typically include / be represented by 90-120 ECTS credits – the minimum requirement should amount to 60 ECTS credits at second cycle level.

degrees? This database effectively compiles existing Joint Master Programmes in Europe, involving two or more universities from different countries. It aims to provide information for institutions and academics seeking new partners, as well as for interested students. Participation might further demonstrate UK engagement in the Bologna action line on promoting the European dimension of HE.

- In view of concern expressed regarding legal issues relating to **joint degrees** – support for QAA follow-up activities in this sphere.
- Follow-up activity on **recognition** issues - in particular of one-year and **integrated master's** programmes - working with respondents who expressed willingness to discuss recognition difficulties.

Areas requiring further information – survey stage two?

7. Analysis of the survey results shows that clarification and further information about HEIs activities a number of areas would be helpful. These include:

- HEIs collaborative provision both in and outside the EHEA²?
- use of credit, particularly in England, to identify exactly how HEIs are using credit, collect views on ECTS? (See point with regard to Burgess above)
- recognition difficulties
- engagement in EU/international mobility programmes

8. The Bologna Follow-Up group is also in the process of identifying new areas for the stocktaking process for the London 2007 ministerial summit. Suggested issues, directly relevant to HEIs are listed below. Should the Europe Unit request further information on these issues, either from the sector or a more targeted group, ahead of the 2007 stock taking process – to strengthen the UK's final response?

- implementation of the ENQA standards and guidelines for QA
- improved student participation and international cooperation in QA
- award and recognition of joint degrees, including at doctorate level
- creation of opportunities for flexible learning paths, including recognition of prior learning (non-formal and informal)
- increase in the number of doctoral candidates taking up research careers
- intensify co-operation with business and social partners

² http://www.eua.be/eua/jsp/en/client/Joint_Masters_Catalogue.jsp

Annex – Survey Results

Respondents

- 159 HEIs received the survey including universities in England, Scotland, Wales and Northern Ireland and 39 SCOP institutions in England, Wales and Northern Ireland.
- 85 HEIs responded meaning a 53% response rate overall.

The Diploma Supplement

- 73% of respondents currently produce Transcripts of graduates that accord with the Minimum Data Set provided within the Progress File Guidelines.
- 99% of respondents are aware of the Bologna Process requirement to issue the Diploma Supplement “automatically and free of charge to students graduating in 2005.
- 28% of respondents currently issue the Diploma Supplement to some students graduating from their institution.
- Of those institutions that do not currently issue the Diploma Supplement, 16% plan to do so later in 2005, 38% in 2006 and 8% in 2007. 12% will respond to the outcomes of the Burgess Steering Group consultation on Measuring and Recording Student Achievement.
- 2% of respondents stated they have no plans to introduce the Diploma Supplement.
- 81% of respondents have encountered difficulties producing the Diploma Supplement.
- 91% of respondents cited adapting information management systems as a difficulty when producing the Diploma Supplement, 48% cited the lack of a formal promoted UK template, 39% stated that costs were an obstacle, 20% cited ‘other’ difficulties and 10% security issues.
- Bilingualism in Wales and the need to provide the Diploma Supplement in Welsh was cited as a difficulty by Welsh institutions.
- Other difficulties cited include incompatibility of the ECTS grading system and “the disproportionate effort involved”.
- 1 respondent stated that the new information management systems for the Diploma Supplement would be useful for general record keeping within the institution.

Credit

- 66% of respondents in England use credit.
- 84% of respondents in the UK have a credit accumulation system. Of those, 25% follow Northern Universities Consortium for Credit Accumulation and Transfer (NUCCAT) guidelines, 23% the Southern England Consortium for Credit Accumulation and Transfer (SEEC) guidelines, 18% use the Scottish Credit and Qualifications Framework (SCQF), 10% the Credit and Qualifications Framework for Wales (CQFW), 15% the European Credit Transfer System (ECTS) and 20% use another credit system.
- 13% of respondents use their own internal credit systems.

Collaboration

- 73% of respondents have the power to award joint degrees while 58% have the power to award multiple/double/dual degrees.
- Of those respondents able to award joint degrees, 31% do so in collaboration with an institution in one of the 44 other Bologna Process signatory countries and 6% do so with an institution outside of the European Higher Education Area.
- Most joint degrees awarded with an institution in another country are at master's level. Around one third of the awards are at doctoral level.
- Of those institutions able to award multiple/double/dual degrees, 24% do so in collaboration with an institution in one of the 44 other Bologna Process signatory countries and 10% do so with an institution outside of the European Higher Education Area.
- Multiple/double/dual degrees awarded by respondents with an institution in another Bologna Process signatory country were evenly divided between Bachelor and master's level.
- Multiple/double/dual degrees awarded by respondents with an institution in a country outside of Europe are generally at master's level.
- Some respondents called for a resolution to the lack of certainty over the legal status of chartered institutions' status regarding the award of joint degrees.

Master's programmes

- 56% of respondents offer one calendar year full-time equivalent master's programmes.
- 39% of respondents offer both one calendar year full-time equivalent and two calendar year full time equivalent master's programmes.

- Other programmes offered by respondents include 9 month full-time equivalent, 14-15 month and 3 year reflective practice master's programmes.

Integrated Master's programmes

- 60% of respondents offer full-time integrated master's programmes of which 90% offer MEng degrees, 51% offer MChem, 39% offer MMaths, 39% offer MPhys, 35% offer MSci and 29% offer MPharm.
- Other examples of integrated master's programmes offered by respondents include MPlan, MNutr and MArch.
- 53% of respondents offering full-time integrated master's programmes award master's level (second cycle) degree certificates only, 22% award both Bachelor and master's (first and second cycle) certificates while 18% offer only a Bachelor level (first cycle) certificate.
- On average, 73% of an entire full-time integrated master's programmes offered by respondents takes place at Bachelor level and 27% at master's level.
- 53% of respondents offering full-time integrated master's programmes answered that industrial placements or teaching take place during summer vacations during such programmes.
- 33% of respondents assess students on four-year integrated master's programmes for progression at the end of the second year, 31% at the end of the third year and 14% at the end of both the second and third years of study.

Recognition

- The majority of respondents were not aware of graduates from their institution experiencing difficulties in gaining recognition elsewhere in Europe, or in the rest of the world, for one-year master's programmes or integrated master's programmes.
- 9% of respondents reported difficulties in gaining recognition elsewhere in Europe of one-year master's programmes, of which 38% reported graduates experiencing difficulties in both recognition for access to further study and employment.
- 6% of respondents reported difficulties in gaining recognition outside Europe for one-year master's programmes, of which 60% was for access to employment.
- Comments from respondents under this section of the questionnaire include:



“We are aware that the integrated master’s is not universally favoured by overseas students. According to Degree Programme Directors, particularly in Engineering, such students seem to prefer to take the three-year BEng and then a one-year MSc instead since this seems to have greater recognition in their home countries. We certainly want to retain the four year master’s for our Home students since it usually gives them Chartered status.”

*“we are **extremely** concerned that this will begin to happen as the EHEA beds down, given the credit ranges for the 2nd cycle qualifications outlined in the Framework for Qualifications of the EHEA”*

- 12 respondents gave contact details and expressed a willingness to provide further information about recognition difficulties they have encountered if required in the future.

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Annex D

Results of UK HE Europe Unit survey on European HE developments – Scottish respondents

Scottish respondents

- 159 HEIs received the survey including universities in England, Scotland, Wales and Northern Ireland and 39 SCOP institutions in England and Northern Ireland.
- 85 HEIs responded meaning a 53% response rate overall.
- 21 Scottish HEIs received the survey and 12 responded meaning a 57% response rate for Scotland (slightly higher than the overall UK response rate).

The Diploma Supplement

- Almost 70% of Scottish respondents currently produce Transcripts of graduates that accord with the Minimum Data Set provided within the Progress File Guidelines.
- 100% of Scottish respondents are aware of the Bologna Process requirement to issue the Diploma Supplement “automatically and free of charge to students graduating in 2005”.
- 42% of Scottish respondents currently issue the Diploma Supplement (DS) to some students graduating from their institution which compares favourably with the UK average of 28% of respondents. In Wales, 75% of respondent institutions issue the DS to some students.
- 25% of Scottish respondents currently issue the Diploma Supplement to both students graduating with a first degree and postgraduate degrees.
- Of those Scottish institutions that do not currently issue the Diploma Supplement, 67% plan to do so in 2006.
- 92% of Scottish respondents have encountered difficulties producing the Diploma Supplement.
- 75% of Scottish respondents cited adapting information management systems as a difficulty when producing the Diploma Supplement, 16% stated that costs were an obstacle, 8% cited the lack of a formal promoted UK template and 8% security issues. 33% of Scottish respondents cited ‘other’ difficulties.
- Other difficulties cited by Scottish institutions include “the disproportionate effort involved”, staff resources and “awaiting template”.
- Almost 60% of Scottish respondents are aware of the European Commission’s Diploma Supplement label.

Credit

- 100% of Scottish respondents stated that they use a credit accumulation system and specified the Scottish Credit and Qualifications Framework system. (66% of respondents in England use a credit accumulation system.

- 83% of Scottish respondents are aware of the European Commission's ECTS label.

Collaboration

- 83% of Scottish respondents have the power to award joint degrees while 67% have the power to award multiple/double/dual degrees. These figures are both approximately 10% higher than the UK average.
- Of those Scottish respondents able to award joint degrees, 33% do so in collaboration with an institution in one of the 44 other Bologna Process signatory countries and 8% do so with an institution outside of the European Higher Education Area.
- Of those institutions able to award multiple/double/dual degrees, 25% do so in collaboration with an institution in one of the 44 other Bologna Process signatory countries and 8% do so with an institution outside of the European Higher Education Area.

Masters programmes

- 50% of Scottish respondents offer both one calendar year full-time equivalent and two calendar year full time equivalent Masters programmes.

Integrated Masters programmes

- 67% of Scottish respondents offer full-time integrated Masters programmes which is higher than the UK average of 60% of respondents.
- 25% of Scottish respondents offering full-time integrated Masters programmes award Masters level (second cycle) degree certificates only and 25% award both Bachelor and Masters (first and second cycle) certificates.
- On average, 74% of an entire full-time integrated Masters programmes offered by Scottish respondents takes place at Bachelor level and 26% at Masters level.
- 42% of Scottish respondents offering full-time integrated Masters programmes answered that industrial placements or teaching take place during summer vacations during such programmes.
- 33% of Scottish respondents assess students on integrated Masters programmes for progression at the end of the third year and 16% at the end of the fourth year¹.

Recognition

- The majority of Scottish respondents were not aware of graduates from their institution experiencing difficulties in gaining recognition elsewhere in Europe, or in the rest of the world, for one-year Masters programmes or integrated Masters programmes. Only 16% of Scottish respondents reported any recognition difficulties.
- 8% of Scottish respondents reported difficulties in gaining recognition elsewhere in Europe of one-year Masters programmes for both recognition and access to further study and employment.

¹ Several respondents pointed out that in Scotland, integrated Masters programmes last for five years. Seven of the twelve Scottish respondents answered this question (29).

- 2 Scottish respondents gave contact details and expressed a willingness to provide further information about recognition difficulties they have encountered if required in the future.

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