

The Bologna Process and the European Higher Education Area

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UNIVERSIDADE DE COIMBRA



CG member universities

- **39 Universities from 23 European countries**
- **1.358M students**
- **235,000 staff** (teaching, research, admin.)
- **36,000 students annually in Erasmus mobility (KA103) to/from the CG (16% of the total number of Erasmus students in Europe)**
- **Multi-billion € total annual research budget**

About me

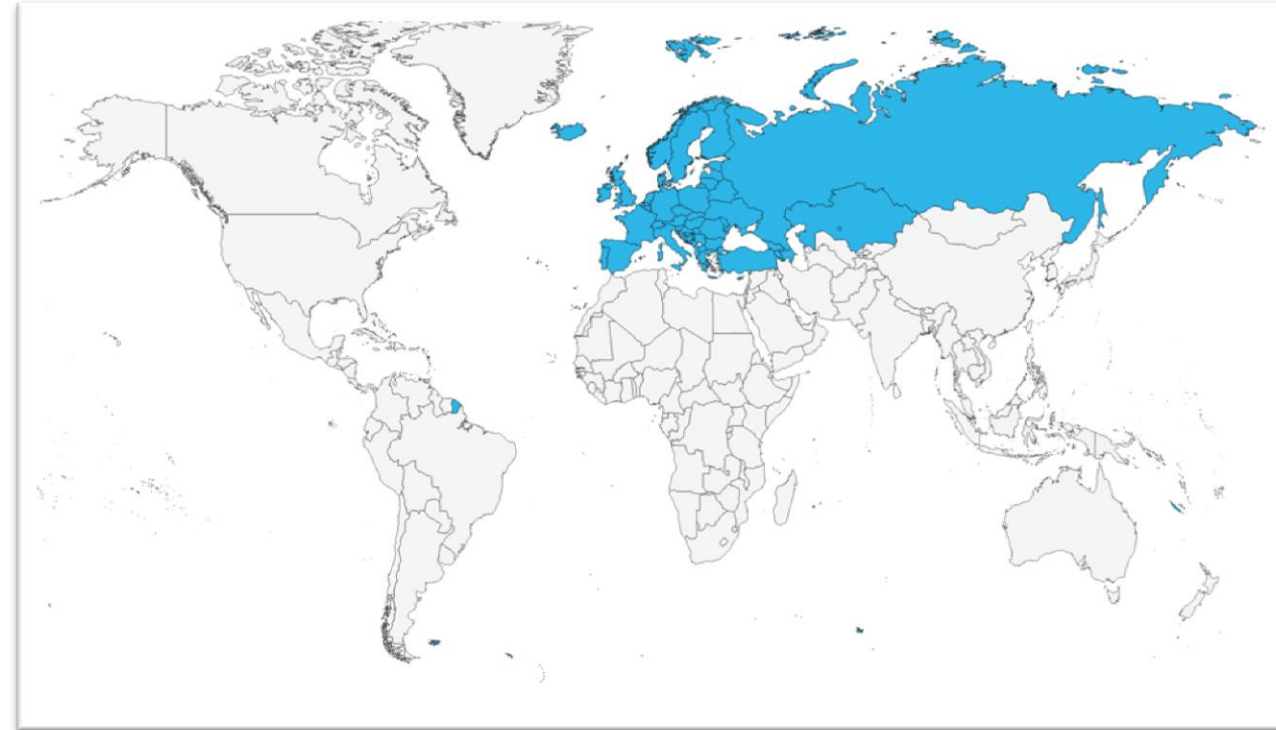
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- Involved in various projects and activities in the area of academic internationalisation, since 2001.
- Participation and coordination of several European funded projects and networks.
- ECTS counsellor to the European Commission.
- Has been the UC Vice-rector for International Affairs of University of Coimbra Portugal, since March 2011.
- Currently a member of the Executive Board the Coimbra Group of European universities.

What is the European Higher Education Area?

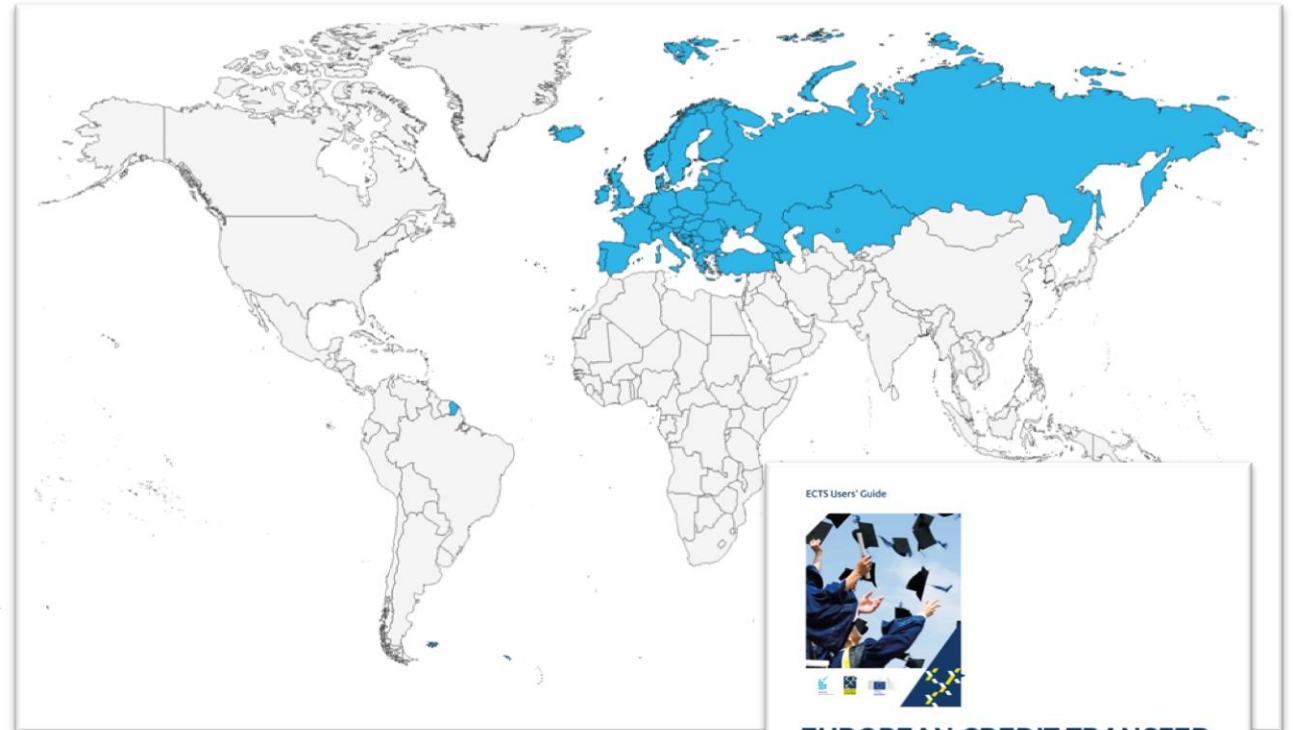
- A higher education **reform and harmonization** process in the European region.
- It is related to the Bologna Process, started in 1999, with the **aim to make higher educational systems more compatible in Europe.**
- Currently involves **48 countries** and touches degree systems, credit systems, quality assurance, recognition and related issues.



“For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability.”

Why it is important?

- **What** was achieved:
 - Recognition of studies and mobility periods
 - Easily understood qualifications
 - Quality Assurance Framework
- **How** it was achieved
 - A voluntary process involving 48 countries, with no overarching authority
- The **tools and concepts** used
 - Credit systems, definition of learning outcomes, grades conversion, recognition of studies, diploma supplement, quality assurance guidelines and registry



ECTS Users' Guide



EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area (EHEA) for making studies and courses more transparent and thus helping to enhance the quality of higher education.

The revised ECTS Users' Guide was endorsed by the Bologna Follow-Up Group (BFUG) during its meeting on 27-28 November 2014 in Rome. **The guide was approved at the Ministerial Conference in May 2015 in Yerevan, Armenia.**

Achievements

- Any student from a (legally accredited) university in the EHEAA is assured his/her degree is recognized in 48 countries.
- Mobility of students and staff encouraged.
- Standard formats for course description and diplomas.
- Common standards for quality assurance. Easy mechanism to assess if a given institution is accredited.
- Link to common qualification frameworks.
- Ministers of Higher Education meet regularly (2-3 years), and joint assessment of progress is made.

History

1999 to 2010: from initial vision to formally established

- 1999, Bologna Declaration, 29 countries
 - adopt a system of easily readable and comparable degrees
 - adopt a system with two main cycles (undergraduate/graduate)
 - establish a system of credits (ECTS)
- 2001, Prague
 - inclusion of lifelong learning strategies
 - involvement of higher education institutions and students as essential partners in the Process
- 2003, Berlin
 - Quality assurance, two main cycles, recognition of degrees.
- 2010, Budapest-Vienna
 - EHEA Officially established with 47 countries.
- 2012, Bucarest
 - Wider access, employability and increased mobility.
- 2015 Yeravan
 - Quality assurance Standards and Guidelines, Quality assurance in joint programmes, new ECTS Guide.
- 2018 Paris
 - Short cycle qualifications (1-2 years), revised Diploma Supplement.

Why so many countries?

- 1999: Austria, Belgium (Flemish and French Communities separately), Bulgaria, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.
 - 2001: Croatia, Cyprus, Liechtenstein, Turkey, European Commission
 - 2003: Albania, Andorra, Bosnia and Herzegovina, Vatican City, Russia, Serbia, Macedonia
 - 2005: Armenia, Azerbaijan, Georgia, Moldova and Ukraine
 - 2007: Montenegro
 - 2010: Kazakhstan
 - 2015: Belarus
- Originally linked to facilitate the movement of people inside the European Union.
 - If people can work anywhere, their qualifications must be valid everywhere.
 - **Tools and processes useful in other contexts: institutional, regional, national, trans-national.**

The process

“The Bologna Process is a rather unique approach to reform and internationalise higher education systems and institutions and establish regional convergence. At its heart is the partnership between national governments. It is not a European Union initiative, but all EU Member States and the European Commission are involved in the Process. Bologna is a voluntary process: reforms are jointly agreed, but implementation is subject to national suzerainty”

European University Association

<http://www.eua.be/policy-representation/higher-education-policies/the-european-higher-education-area-and-the-bologna-process>

How does the Bologna Process work?

- **Ministers meet every two to three years in Bologna Ministerial Conferences**
 - Assess progress made set out new goals and actions through Ministerial Communiqués.
- **The Bologna Follow-up Group (BFUG)** gathers two to three times a year the representatives of Ministries and consultative members.
 - Actual work rules and working methods, working groups, task forces, conferences.
- **The Bologna Board meets usually twice a year:** outgoing, present and incoming EHEA co-chairs (i.e. the EU Presidency country plus a non-EU Bologna country, in total six), the European Commission, and four consultative members (Council of Europe, EUA, ESU, EURASHE). Prepares ministerial meetings.
- **Outcomes:**
 - Ministerial Communiqués.
 - Reports from working groups
 - Binding Documents such as Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

EXAMPLE

DIPLOMA SUPPLEMENT ALLOWING PROPER ASSESSMENT OF QUALIFICATION
OBTAINED IN A EHEA UNIVERSITY



VILNIAUS UNIVERSITETAS

DIPLOMO PRIEDĖLIS Nr.
DIPLOMA SUPPLEMENT No

1050850

(Be bakalauro diplomo BA Nr. 1011701 negalioja)

(Not valid without bachelor diploma BA No 1011701)

Sis diplomo priedelis atitinka Europos Komisijos, Europos Tarybos ir UNESCO/CEPES sukurtą pavyzdį. Priedelio paskirtis – pateikti pakankamai objektivių tarptautiniams kvalifikacijų (diplomų, laipsnių, sertifikatų ir t. t.) akademiniam bei profesiniam pripažinimui. Jame nurodoma studijų, kurių diplomo savininkas turintis. Jame neturi būti jokių sprendimų, palyginimų ar pasiūlymų pripažinti kvalifikacija. Turi būti užpildyti visi priedelio punktai arba turi būti

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide information on the content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which it is attached. It is not intended to contain any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not available, the holder should indicate this.

Studijos baigtos
Studies completed

Vilniaus universitete, Istorijos fakultete,
universiteto kodas 2119 50810, Universiteto g. 3, LT-01513 Vilnius, Lietuva
at Vilnius University, the Faculty of History,
University code 2119 50810, Universiteto g. 3, LT-01513 Vilnius, Lithuania



1. DIPLOMO SAVININKAS
INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

5. KVALIFIKACIJOS TEIKIAMOS GALIMYBĖS

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Galimybės toliau studijuoti:

Access to further study:

Turi teisę stoti į antrosios pakopos studijas
Access to the second cycle studies

5.2. Galimybės užsiimti profesine veikla:

Professional status:

Istorijos bakalauras gali dirbti mokslinius tyrimus atliekančiose institucijose, paveldosaugos sistemoje, kultūrinio turizmo srityje, muziejuose, archyvuose, mokyklose; taip pat kitose srityse, kur reikalingi tokie bendrieji gebėjimai kaip analitinis mąstymas, mokėjimas dirbti komandoje, naudojimasis kompiuteriu, pan.

Bachelor in History is competent to work in history research institutions, in the field of cultural heritage conservation, in the field of cultural tourism, in museums, in archives and in secondary schools, as well as in fields where such basic skills as analytical thinking, team work and computer literacy are required.

8. INFORMACIJA APIE ŠALIES AUKŠTOJO MOKSLO SISTEMĄ INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Aukštosios mokyklos

Lietuvoje veikia dviejų tipų aukštosios mokyklos: universitetai ir kolegijos. Universitete (akademijoje, seminarijoje, aukštojoje mokykloje) vyrauja studijos pagal universitetinių studijų programas, kolegijoje – pagal neuniversitetinių studijų programas.

Aukštosios mokyklos gali būti valstybinės ir nevalstybinės. Nevalstybinės aukštosios mokyklos veikia pagal Lietuvos Respublikos Vyriausybės nustatyta tvarka išduotą leidimą vykdyti studijas.

Studijos aukštosiose mokyklose

Aukštasis išsilavinimas įgyjamas tik aukštosiose mokyklose. Studijos aukštojoje mokykloje gali būti neuniversitetinės ir universitetinės.

Neuniversitetinės studijos yra pagrindinės, pirmosios pakopos. Baigus šias studijas įgyjamas profesinio bakalauro kvalifikacinis laipsnis ir profesinė kvalifikacija, liudijami profesinio bakalauro arba aukštojo mokslo diplomu.

Universitetinės studijos yra trijų pakopų: pirmoji pakopa (pagrindinės bakalauro arba profesinės studijos), antroji pakopa (magistrantūros, specialiosios profesinės studijos) ir trečioji pakopa (rezidentūros, doktorantūros ir meno aspirantūros studijos).

Baigus pagrindines bakalauro studijas įgyjamas bakalauro kvalifikacinis laipsnis arba bakalauro kvalifikacinis laipsnis ir profesinė kvalifikacija, liudijami bakalauro diplomu. Baigus pagrindines profesines studijas įgyjama tik profesinė kvalifikacija, liudijama aukštojo mokslo diplomu.

Vientisosios studijos – tai studijos, kai tęstinumu susiejamos pirmosios ir antrosios pakopos universitetinės studijos. Baigus šias studijas įgyjamas

Higher Education Institutions

There are two types of higher education institutions in Lithuania: universities and colleges. In universities („akademijoje“ (academy), „seminarijoje“ (seminary), „aukštojoje mokykloje“ (higher education institution)) the university type studies dominate. In colleges non-university studies dominate.

Lithuanian higher education institutions are either state or non-state. Non-state higher education institutions can pursue their activities according to a licence issued by the Government of the Republic of Lithuania.

Studies at Institutions of Higher Education

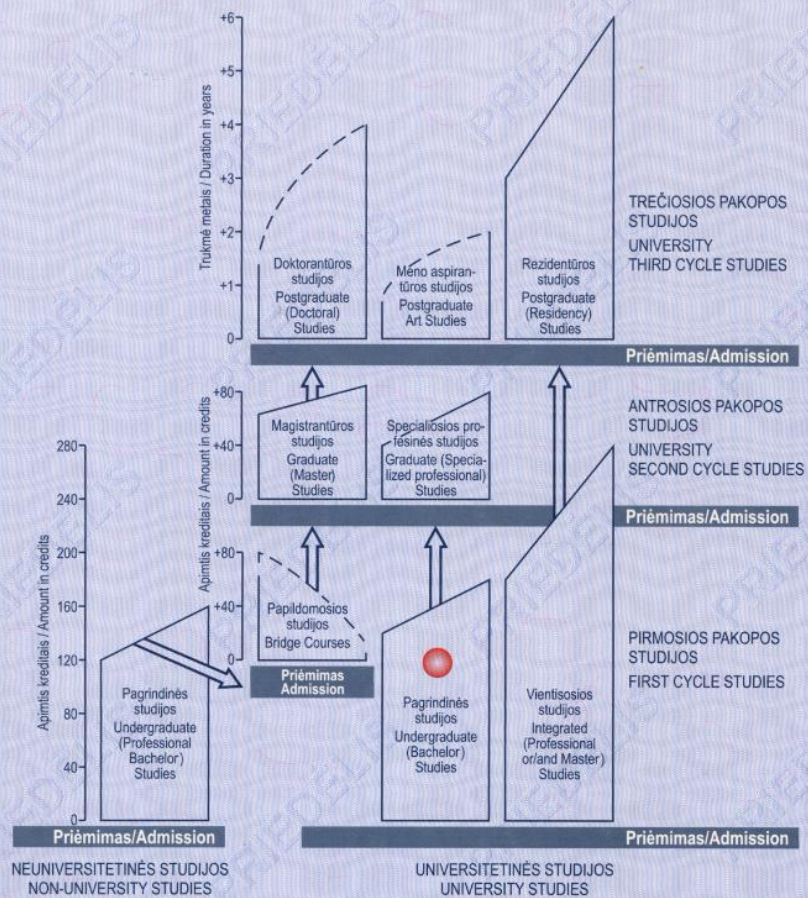
Qualification of higher education can only be acquired in higher education institutions. Studies at higher education institutions are either higher education non-university or higher education university type.

Non-university studies are undergraduate (professional), first-cycle, aimed at acquiring Professional Bachelor's degree and professional qualification, testified by the Professional Bachelor's or Higher Education Diploma.

University studies are organised in three cycles: first cycle – undergraduate (Bachelor or professional), second cycle – graduate (Master's or specialised professional) and third cycle – post-graduate (doctoral, residency or postgraduate art).

Upon the completion of undergraduate university studies, Bachelor Diploma is awarded, testifying Bachelor's degree or Bachelor's degree and professional qualification. After completing undergraduate professional study programme the Higher Education Diploma is awarded, testifying

**LIETUVOS AUKŠTOJO MOKSLO SISTEMA
LITHUANIAN HIGHER EDUCATION SYSTEM**



Nr. No	Dalykas Subject	Dalyko apimtis Workload		Pažymys ar įskaita Value of mark or grade	Paprastasis (M), išvestinis (G) pažymys arba įskaita (P) ² Mark (M), grade (G) or pass (P) ²
		Nacionaliniai kreditai National credits	ECTS ¹ kreditai ECTS ¹ credits		
1	2	3	4	5	6
29	Introduction to Sociocultural History	4	6	10 (puikiai)	M
30	Sociologijos įvadas Introduction to Sociology	2	3	9 (labai gerai)	M
31	SSRS istorija (1917-1990 m.) History of the USSR (1917-1990)	4	6	8 (gerai)	M
32	Studijų įvadas Study Skills	4	6	įskaityta	P
33	Turizmo teisinis reglamentavimas Legal Regulation of Tourism	2	3	8 (gerai)	M
34	Užsienio kalba (anglų) Foreign Language (English)	8	12	9 (labai gerai)	M
35	Vadybos pagrindai Fundamentals of Management	4	6	10 (puikiai)	M
36	Vidurio ir Rytų Europos istorija History of Middle and East Europe	4	6	10 (puikiai)	M
37	Visuotinės architektūros istorijos įvadas Introduction to the History of Architecture	4	6	7 (vidutiniškai)	M
38	Benilukso šalyų Europos civilizacijos kryžkele: sociokultūrinė ir politinė istorija ³ The Low Countries at the Crossroads of European Civilization: Socio-cultural and Political History ³	4	6	13	-
39	Europos identitetai ir vizualinės istorijos ³ European Identities and Visual Histories ³	4	6	attendance	-
40	Flamandų menas ir Europos kultūra ³ Flemish Art and European Culture ³	4	6	16	-
41	Kultūra ir negalia ³ Culture and Disability ³	3	4	14	-
42	Olandų kalba: EILC kursas ³ Dutch Language: EILC Course ³	3	5	14	-
43	Tarptautiniai santykiai ir Europos integracija po Antrojo pasaulinio karo ³ International Relations and European Integration since WWII ³	4	6	13	-
	Iš viso Total	146	219		

4. Vertinimo skalė ir pažymiai:

Grading scheme and grade distribution guidance:

Išlaikyta, neišlaikyta <i>Pass/fail system</i>	Vertinimo sistema ¹ <i>Marking system¹</i>	Apibūdinimas <i>Definition</i>
IŠLAIKYTA PASS	10 (puikiai)	Puikios, išskirtinės žinios ir gebėjimai. Excellent performance, outstanding knowledge and skills (excellent) ←
	9 (labai gerai)	Tvirtos, geros žinios ir gebėjimai. Strong performance, good knowledge and skills (very good) ←
	8 (gerai)	Geresnės nei vidutinės žinios ir gebėjimai. Above the average performance, knowledge and skills (good) ←
	7 (vidutiniškai)	Vidutinės žinios ir gebėjimai, yra neesminių klaidų. Average performance, knowledge and skills with unessential shortcomings (highly satisfactory)
	6 (patenkinamai)	Žinios ir gebėjimai (igūdžiai) žemesni nei vidutiniai, yra klaidų. Below average performance, knowledge and skills with substantial shortcomings (satisfactory)
	5 (silpnai)	Žinios ir gebėjimai (igūdžiai) tenkina minimalius reikalavimus. Knowledge and skills meet minimum criteria (sufficient)
NEIŠLAIKYTA FAIL	4, 3, 2, 1 (nepatenkinamai)	Netenkinami minimalūs reikalavimai. Knowledge and skills do not meet minimum criteria / below minimum criteria (insufficient)

Žinios gali būti vertinamos ne tik balais, bet ir įskaita. Egzaminai ir baigiamieji darbai paprastai yra vertinami pažymiu. Studijų programų dalykai gali būti vertinami įskaitomis, kuriomis siekiama patikrinti studento įgytas žinias. Studentas išlaiko įskaitą, jei įrodo, kad įsisavino ne mažiau kaip 50 % dalyko žinių.

Alongside the ten-point system the institution uses the pass/fail system of evaluation. Examinations and work defence evaluations, as a rule, are graded. For the courses that do not end with examinations the pass/fail system is used to test if a student has earned the credits allocated to it. A student passes when he/she proves that he/she assimilated not less than 50 % of the required knowledge scope.

Pažymių absolventų pasiskirstymas procentais:

Grade distribution within qualification:

5. Diplomo klasifikacija:
10 (puikiai) - 21%, 9 (labai gerai) - 26%, 8 (gerai) - 28%, 7 (vidutiniškai) - 13%, 6 (patenkinamai) - 8%, 5 (silpnai) - 4%

Overall classification of the qualification:

Tools

ECTS Users' Guide



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ESG
2015



Standards and Guidelines for Quality Assurance
in the European Higher Education Area

STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE (ESG)

The revised version of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area", commonly known as ESG has been endorsed by the Bologna Follow-Up Group (BFUG) in September 2014. **The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 were finally adopted by the Ministers responsible for higher education in the European Higher Education Area in May 2015.**

THE FRAMEWORK OF QUALIFICATIONS

The overarching framework of qualifications of the European Higher Education Area sets the parameters within which the countries of the EHEA will develop their national qualifications frameworks. This means that national frameworks will have much in common, but not that they will be identical.

The overarching framework of qualifications of the European Higher Education Area was adopted by the Ministers of Education of the Bologna Process at their meeting in Bergen in May 2005, through the [Bergen Communiqué](#).

 [The framework of qualifications for the European Higher Education Area - May 2005](#)



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ECTS key features

ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements¹ and individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.

ESG
2015



Standards and Guidelines for Quality Assurance
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The framework of qualifications for the European Higher Education Area

The Bergen Conference of European Ministers Responsible for Higher Education 19-20 May 2005 adopted the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. Ministers committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.

	Outcomes	ECTS Credits
First cycle qualification	<p>Qualifications that signify completion of the first cycle are awarded to students who:</p> <ul style="list-style-type: none"> • have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; • can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; • have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; • can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; • have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. 	Typically include 180-240 ECTS credits

Second cycle qualification	<p>Qualifications that signify completion of the second cycle are awarded to students who:</p> <ul style="list-style-type: none"> • have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; • can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; • have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; • can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; • have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. 	Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2 nd cycle
Third cycle qualification	<p>Qualifications that signify completion of the third cycle are awarded to students who:</p> <ul style="list-style-type: none"> • have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; • have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; • have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; • are capable of critical analysis, evaluation and synthesis of new and complex ideas; • can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; • can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society. 	Not specified

Conclusions

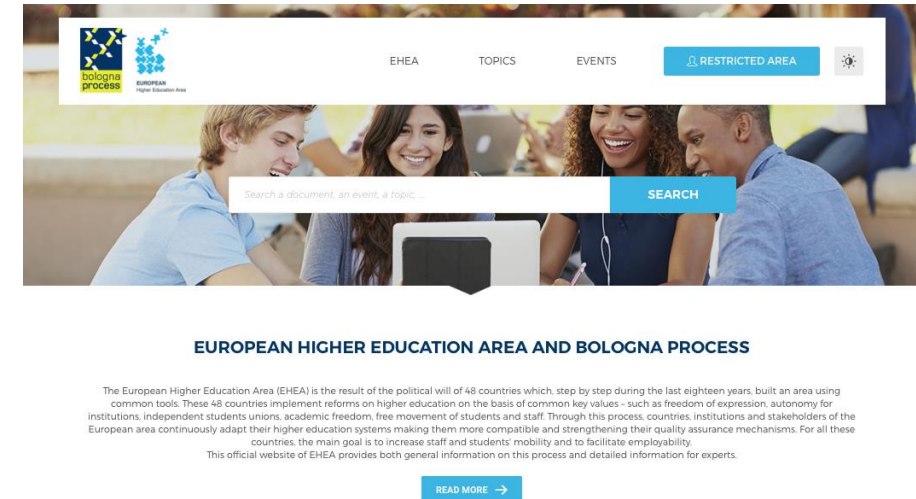
- Harmonized Higher Education Space highly valuable for students, institutions, employers and societies in general
- Creation of the EHEA testifies capacity of voluntary coordination in education.
- Tools developed in the context of the EHEAA valuable in order contexts

Know more

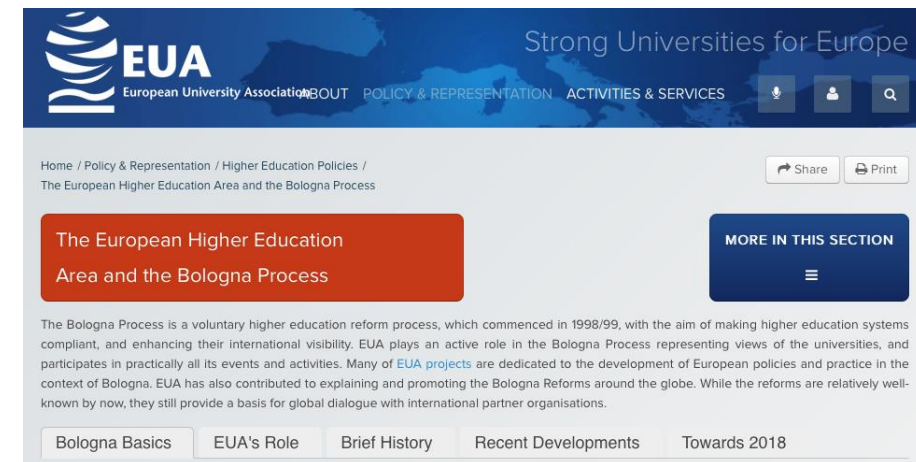
- Official website of the EHEA
<https://www.ehea.info>
- Page of the European University Association on the EHEA:

<http://www.eua.be/policy-representation/higher-education-policies/the-european-higher-education-area-and-the-bologna-process>

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The screenshot shows the homepage of the European Higher Education Area (EHEA) website. At the top, there is a navigation bar with the EHEA logo on the left and links for 'EHEA', 'TOPICS', 'EVENTS', and a 'RESTRICTED AREA' button on the right. Below the navigation bar is a search bar with the placeholder text 'Search a document, an event, a topic...' and a 'SEARCH' button. The main content area features a large image of four diverse students looking at a laptop. Below the image, the title 'EUROPEAN HIGHER EDUCATION AREA AND BOLOGNA PROCESS' is displayed. A paragraph of text follows, explaining that the EHEA is the result of the political will of 48 countries, which have implemented reforms on higher education based on common key values such as freedom of expression, autonomy for institutions, independent students unions, academic freedom, free movement of students and staff. The text concludes that the main goal is to increase staff and students' mobility and to facilitate employability. A 'READ MORE' button with a right-pointing arrow is located at the bottom of the text block.



The screenshot shows a page from the European University Association (EUA) website. The header features the EUA logo on the left and the tagline 'Strong Universities for Europe' on the right. Below the header is a navigation bar with links for 'ABOUT', 'POLICY & REPRESENTATION', and 'ACTIVITIES & SERVICES'. The main content area has a breadcrumb trail: 'Home / Policy & Representation / Higher Education Policies / The European Higher Education Area and the Bologna Process'. There are 'Share' and 'Print' icons. A red button labeled 'The European Higher Education Area and the Bologna Process' is prominent. To its right is a dark blue button labeled 'MORE IN THIS SECTION' with a hamburger menu icon. Below this, a paragraph of text describes the Bologna Process as a voluntary higher education reform process that commenced in 1998/99, aimed at making higher education systems compliant and enhancing their international visibility. The text mentions that the EUA plays an active role in the Bologna Process, representing views of universities and participating in its events and activities. A footer navigation bar contains links for 'Bologna Basics', 'EUA's Role', 'Brief History', 'Recent Developments', and 'Towards 2018'.