

DALILA – HEIs system

Higher Education System in Europe: Bologna Process and credits



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Bologna Declaration

The Bologna Process starts with the **Bologna Declaration** signed in 1999 by 32 European countries!

The Bologna Process is based on the **voluntary collaboration** of the Governments and their commitment to converge towards common goals



Bologna Declaration

Main goal for 2010

“The creation of a European Higher Education Area (EHEA), as a key way to **enhance citizens’ employability** and **mobility** in Europe and to **promote the attractiveness of the European higher education** in the world.”

Specific Goals

- ✓ Adoption of a system essentially based on **two cycles** (later that became **3 cycles**)
- ✓ Adoption of a system of **easily readable** and **comparable degrees**
- ✓ Establishment of a **system of credits**
- ✓ Promotion of **mobility**
- ✓ Promotion of European cooperation in **Quality Assurance**
- ✓ Promotion of the European dimension in higher education

Other Goals

- ✓ Lifelong Learning
- ✓ Involvement of Higher Education Institutions and students
- ✓ Promoting the attractiveness of the European Higher Education Area
- ✓ European Higher Education Area and European Research Area – two pillars of the knowledge-based society

Countries in 2015

Albania	Georgia	Netherlands
Andorra	Germany	Norway
Armenia	Greece	Poland
Austria	Holy See	Portugal
Azerbaijan	Hungary	Romania
Belgium	Iceland	Russian Federation
Bosnia Herzegovina	Ireland	Serbia
Bulgaria	Italy	Slovak Republic
Croatia	Kazakhstan	Slovenia
Cyprus	Latvia	Spain
Czech Republic	Liechtenstein	Sweden
Denmark	Lithuania	Switzerland
Estonia	Luxembourg	Turkey
Finland	Malta	United Kingdom
France	Moldova	Ukraine
FYROM	Montenegro	



European
Higher Education
Area
49 countries

- ❖ Launch 10 years after the first Bologna Process meeting
- ❖ 49 members

Professor Tanya Sammut-Bonnici



A new member

The Communiqué issued by the higher education Ministers after the Yerevan meeting (14/15 May 2015) states that:

“Ministers welcome the application of **Belarus** to join the European Higher Education Area and in particular its commitment to implement reforms, 16 years after the launch of the Bologna Process, to make its higher education system and practice compatible with those of other EHEA countries.

On that basis, Ministers welcome Belarus as a member of the EHEA and look forward to working with the national authorities and stakeholders to implement the reforms identified by the BFUG and included in the agreed roadmap attached to Belarusian accession.

Ministers ask the BFUG to report on the implementation of the roadmap in time for the 2018 ministerial conference.”

Main Actors in the Process

The Ministers of Education of the participating countries meet every two years and release joint official communications.

The Bologna Follow-Up Group is responsible for managing the process and preparing the meetings and consists of:

- ✓ Representatives of the 48 participating countries (full members)
- ✓ The European Commission (full members)
- ✓ Associations of institutions and students (EUA, EURASHE, ESU)
- ✓ International organizations (Council of Europe, Unesco CEPES)
- ✓ The European Network of Quality Assurance Agencies (ENQA)
- ✓ Education International (EI/ETUCE)
- ✓ Business Europe

THE EUROPEAN HIGHER EDUCATION AREA (EHEA)



European Higher Education Area

The European Higher Education Area (EHEA) was officially launched in 2010 with the Vienna-Budapest Declaration.

EHEA is based on a common platform of:

1. Principles
2. Actions/Reforms
3. Policies
4. Tools



The screenshot shows the top part of the EHEA website. It features a navigation menu with 'EHEA', 'TOPICS', and 'EVENTS'. Above the menu are logos for the Bologna Process, the European Higher Education Area, and the Italian BFUG Secretariat (2018-2020). A search bar is located in the top right corner. Below the navigation menu is a large image of four diverse students (two women and two men) smiling and looking at a laptop screen. Below the image is the heading 'European Higher Education Area and Bologna Process' and a paragraph of text.

European Higher Education Area and Bologna Process

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the **political will of 48 countries** with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: **structural reforms and shared tools**. These 48 countries agree to and adopt reforms on higher education on the basis of common key values—such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to **increase staff and students' mobility and to facilitate employability**. This official website of EHEA provides both general information on this process and detailed information for experts.

Principles

A student-centred approach!

Programmes of study are designed on the basis of

1. Defined learning outcomes

“statements of what the individual knows, understands and is able to do on completion of a learning process”

2. Estimated learning time (workload)

“The time the individual typically needs to complete all learning activities, such as lectures, seminars, projects, practical work, work placements and individual study, required to achieve the defined learning outcomes in formal learning environments”.

(ECTS Users' Guide, 2015)

Principles

A student-centred approach!

3. Programmes of study are delivered

- ✓ giving learners enough choice of content, mode and pace of learning and helping them to build on their individual learning styles and experiences,
- ✓ using effective teaching/learning methods,
- ✓ providing learners with adequate educational guidance and facilities

(ECTS Users' Guide, 2015)

Principles

ECTS

Workload

Learning
Outcomes
(LOs)

Learning
agreement
(LA)

Credit
mobility and
Recognition

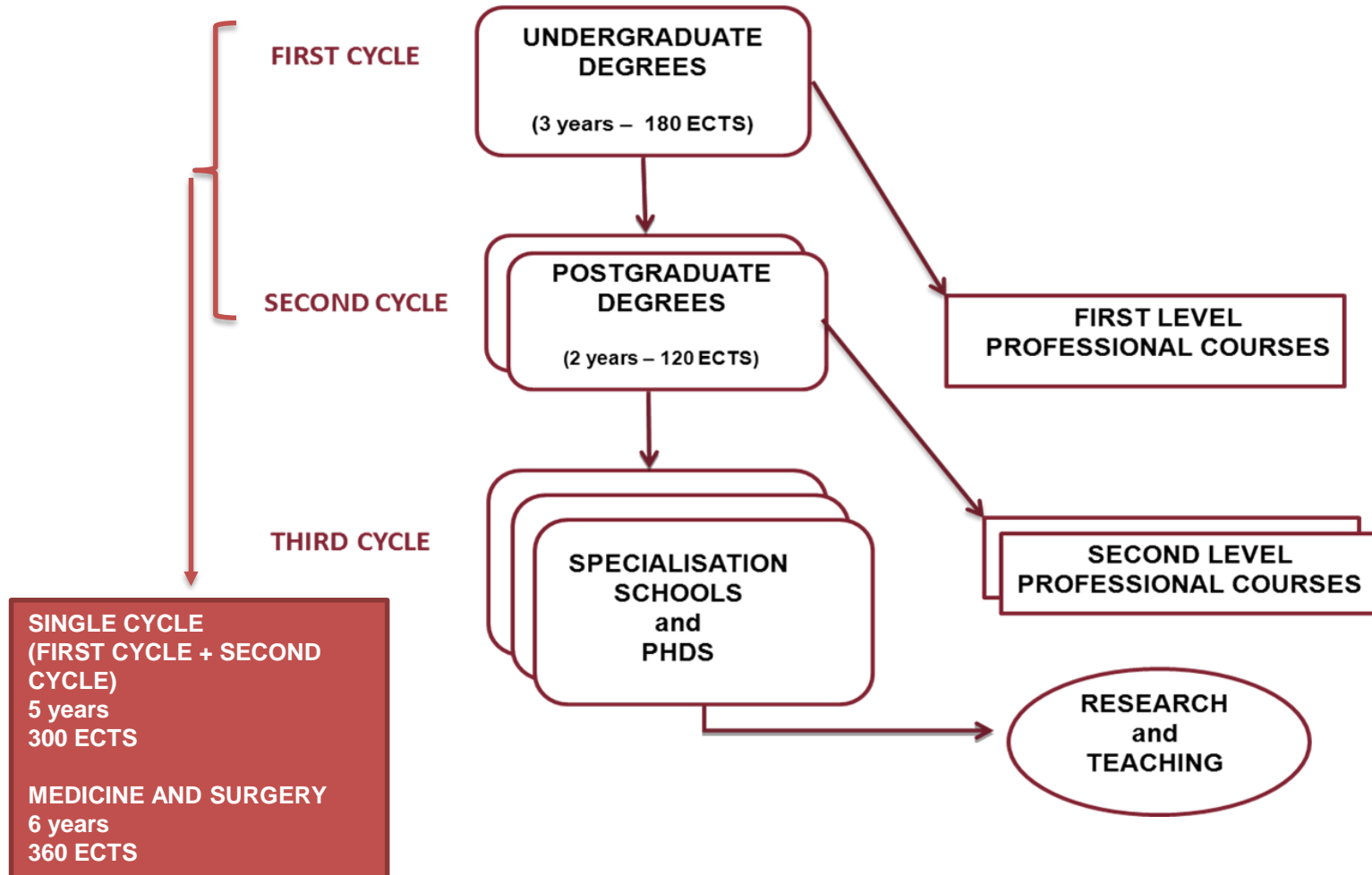
Grade
conversion

A Framework for Qualifications of the EHEA”

The overarching European qualifications framework shows the **common degree structure** based on **three cycles**, and makes transparent the relationship with the national higher education frameworks of qualifications. It also serves as an articulation mechanism between national frameworks.

A national qualifications framework provides a systematic description of the **full range of qualifications** within a given education system as well as the **ways in which learners** can move between them.

Italian Higher Education System



A Framework for Qualifications of the EHEA”

The three cycles are defined through

- ✓ agreed ranges of credits
- ✓ agreed general learning outcomes

A Framework for Qualifications of the EHEA”

The **European Credit Transfer System (ECTS)** is used by Italian universities to evaluate and measure the workload of single courses, as well as entire qualifications.

ECTS credits represent the **total student workload** (class time, individual study, exam preparation, practical work etc) needed to complete a course/module/degree.

According to Italian legislation, one **ECTS/ CFU credit is equivalent to 25 hours**.

Exams are graded using a grading **scale of 30**, where **18** is the minimum passing grade and **30 cum laude** the highest grade.

For further information on the
Italian Higher Education System
<http://www.miur.it/guida/guide.htm>



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Thank you for your attention!

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