



# **TSC in Bologna process: Developments in SCHE in EUROPE**

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# PRESENTATION OUTLINE

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- About EURASHE
- Policy context for SCHE
- EU initiatives
  - EURASHE initiatives
  - Bologna process

## General information about EURASHE

- Founded in 1990 as a European not-for profit association
- More than 700 members in over 30 countries in the EHEA and associate members in partner countries
- Members of EURASHE are National Associations of University Colleges, Universities of applied science, Individual HEIs, professional associations & stakeholder organisations
- Professional Higher Education in the Bologna Process

# EURASHE Policy Issues

The major issues we deal with in the Bologna Process:

- Innovation & Applied research
- Social dimension & employability
- Quality Assurance & Accreditation (through “E4 group”)
- Linking the National Qualifications Framework to the European Qualifications Framework
- Lifelong Learning issues, comprising Recognition of Prior Learning (RPL)

# 1. National policy context within the EU policy context

- Education remains the remit of the individual MS
- No legal basis for the EU and the EC to impose any changes on the education systems of the individual MS
- Understanding of the consecutive changes that were implemented in HE in many European countries (even beyond EU) recently within the European context

## 2. European policy in Education

### Treaty of Rome (1957)

- seeds of future co-operation in education and training
- several principles for dealing with issues such as on-the-job training and the recognition of qualifications across borders

### Resolution of the Council and of the Ministers of Education (1976)

- *action programme in the field of education*
- areas: children of migrants, knowledge of education systems, facts and figures, equal opportunities, languages and HE

## 3. EC Initiatives

### Initiatives by EC: **Community's Action Programme for university cooperation**

- grants for Joint Study Programmes and for Study Visits to prepare or facilitate university cooperation
- 1981-1986 pilot **student exchanges**
- Erasmus Programme (1987)

**Lack of legal basis = Cooperation difficult**  
**need of a common framework** (and for more compatibility between the different systems of the MS to facilitate student mobility)

## 4. Treaty of Maastricht

### Treaty of Maastricht (1992)

- education explicitly mentioned

*“The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.”*

### **ECTS** – first step to common framework

- created following a pilot project by EC (1988-1995) to promote student mobility and the recognition of periods of study abroad.

ECTS makes teaching and learning more transparent and facilitates the recognition of studies (formal, non-formal and informal).

## 5. Sorbonne Declaration

### Sorbonne Declaration (1998) – FR, DE, IT, UK

- Major boost for restructuring the European HE
- Joint declaration on harmonisation of the architecture of the European higher education system
- establishment of a more coherent framework of reference for major levels of qualifications
- promotion of co-operation between the worlds of universities and governments, with some involvement of students and economic circles
- to focus on degree qualifications rather than academic titles
- Declaration refers only to undergraduate degrees (in the sense of bachelor's degrees, master's and doctoral degrees). **Short cycle higher education is not mentioned.**

## 6. Bologna Declaration

### **Bologna Declaration (1999) – EU + associate members**

- commitment to make the structures of higher education more compatible, readable and comparable,
- to improve the competitiveness of European HE
- to construct a European Higher Education Area (EHEA) by 2010

### **Bi-annual meetings**

- to document progress towards the goals established in the Bologna Declaration
- to identify challenges and emerging issues
- to re-evaluate short-term objectives
- to chart future action lines

**BOLOGNA PROCESS** - best known for the objective to structure higher education in Europe along three cycles (Bachelor, Master, Ph. D) and converging formerly very diverse structures in HE in Europe.

## 7. Lisbon Declaration

### Lisbon Declaration (2000)

*'The European Union is to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion'.*

In order to strengthen employment, economic reform and social cohesion as part of a knowledge-based economy *'Europe's education and training systems need to adapt both to the demands of the knowledge society and to the need for an improved level and quality of employment. They will have to offer learning and training opportunities tailored to target groups ... This new approach should have three main components: the development of local learning centres, the promotion of new basic skills, in particular in the information technologies, and increased transparency of qualifications.*

## 8. Prague Ministerial

### Prague Communiqué (2001)

#### “Towards the European Higher Education Area“

*“for greater flexibility in learning and qualification processes the adoption of common cornerstones of qualifications, supported by a credit system such as the ECTS or one that is ECTS-compatible, providing both transferability and accumulation functions, is necessary”*

**refers only to bachelor's and master's degrees**

(but points out that these degrees can in many countries be obtained at universities as well as at other higher education institutions).

## 9. Education and Training 2010 Programme (ET2010)

**Report from the Education Council to the European Council "The concrete future objectives of education and training (2001)**

- Increasing the quality and effectiveness of education and training systems in the European Union (improving the quality and effectiveness of education and training systems in Europe – DWP)
- facilitating the access of all to the education and training systems
- opening up education and training systems to the wider world

**Basis of the detailed work programme (DWP) for the Follow-up to Objectives of the education and training systems in Europe (February 2002)**

DWP develops into **Education and Training 2010 Programme**

# 10. Communication on LLL

## Communication: 'Making a European Area of Lifelong Learning a Reality' (2001)

- establishment of a European area of lifelong learning,
- the aim is to enable citizens to move freely between learning settings, jobs, regions and countries, making the most of their knowledge and competences.
- stressed that this development would be facilitated by bringing together within a lifelong learning framework education and training
- defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.
- It is about :
  - acquiring and updating all kinds of abilities, interests, knowledge and qualifications
  - valuing **all forms** of learning,

# 11. EURASHE involvement

In the preparation of the Berlin Ministerial (2003)

- Survey of existing tertiary short cycle education in Europe
- 33 Bologna signatory countries
- Kirsch, M., Beernaert, Y. & Norgaard, S. (2003). *Tertiary short cycle education in Europe. A comparative study.* (Brussels: EURASHE).
- All country reports were approved by the ministries concerned

# Scope of the 2003 SCHE Study

- All tertiary education (in the sense of the definition given by OECD) accredited with less than 180 ECTS credit points.
- In defining tertiary short cycle (TSC) education, the study followed the OECD definition of 'tertiary education', in preference to more conventional terms such as 'higher education' or 'post-secondary' education.
- 'Higher education' in many countries is often taken to mean the university, and indeed, to focus on the institution and its programmes.
- 'Post-secondary' seems to imply that the reference is secondary level education.
- It is undertaken in formal tertiary education institutions – universities, polytechnics, colleges; public and private – but also in a wide variety of other settings, including secondary schools, at work sites, via free-standing information technology-based offerings and a host of private and public entities'
- OECD definition: *a level or stage of studies beyond secondary education which can lead to a qualification recognised on the labour market*, OECD, (1998). *Redefining Tertiary Education*. Paris:OECD

# Findings of the 2003 SCHE Study

- TSC offered in most European countries in a wide variety of settings, (sometimes within higher, sometimes within secondary or post-secondary education)
- all studies in tertiary education that are validated with less than 180 ECTS credit points
- Tertiary short cycle /sub-degree/ intermediate degree
- Leading to panoply of titles
- Rapid and flexible response of this level to the needs of the labour market

**Recommendation:** TSC education should be included in the Bologna process, thus enhancing the transparency and recognition of TSC education in Europe

## 12. The Berlin Ministerial Conference: A turnaround for SCHE in the Bologna Process

**Berlin Communiqué (2003): *‘Realising the European Higher Education Area’***

- ***comprehensive restructuring of the European landscape of higher education was under way*** (To this two-cycle system added Phd. – to promote links between the European Research Area (ERA) and the European Higher Education Area (EHEA)).
- to elaborate an **overarching framework of qualifications for the EHEA** that would encompass the wide range of flexible learning paths, opportunities and techniques, and would make appropriate use of the ECTS credits
- encouraged the MS to elaborate a framework of comparable and compatible qualifications for their higher education systems, describing qualifications in terms of workload, level, learning outcomes, competences and profile
- stressed the important contribution of HE in **making LLL a reality** (including RPL)

## 12. The Berlin Ministerial Conference: A turnaround for SCHE in the Bologna Process

As a result of the study on TSC Ministers invited the Follow-up Group

***‘to explore whether and how shorter higher education may be linked to the first cycle of a qualifications framework for the European Higher Education Area’***

## 13. JQI meeting in Dublin (2004)

### Note on “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards”

This note proposed a shared ‘Dublin’ descriptor for qualifications awarded to students that signify completion of the **higher education short cycle (within the first cycle)**. The descriptor extends the existing Dublin descriptors for Bachelor’s, Master’s and Doctoral awards that have been published previously through the Joint Quality Initiative.

<http://www.jointquality.org/content/ierland/Shared%20descriptors%20Ba%20Ma.doc>

## 14. Dublin Descriptor for TSC/SCHE

- Qualifications that signify completion of the **higher education short cycle (within the first cycle)** are awarded to students who:
  - have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;
  - can apply their knowledge and understanding in occupational contexts;
  - have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;
  - can communicate about their understanding, skills and activities, with peers, supervisors and clients;
  - have the learning skills to undertake further studies with some autonomy.

# 15. Bergen Ministerial (2005)

Bergen Communiqué (2005): “The European Higher Education Area - Achieving the Goals”.

- Overarching framework for qualifications in the EHEA is based on the Dublin descriptors

*„We adopt 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.*

*We commit ourselves 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.“*

# 16. European Qualifications Framework for Lifelong Learning (EQF for LLL)(2008)



- translation device that relates all the countries' national qualifications systems (NQFs) to a common European reference framework
- enables European countries to link their qualifications systems to one another
- contrary to the framework for the EHEA (based on Dublin indicators) the EQF is an overarching lifelong learning framework, incorporating vocational and other qualifications as well as more academic qualifications.
- the EQF for LLL does not apply solely to HE but to all types of education, training and qualifications, from school education to academic, professional and vocational.
- EQF for LLL shifts the focus away from the traditional approach, which emphasises 'learning inputs' such as the length of a learning experience, or the type of institution, to the 'learning outcomes.'
- EQF also encourages lifelong learning by promoting the validation of non-formal and informal learning.

# 16. European Qualifications Framework for Lifelong Learning (EQF for LLL)(2008)



- All countries are encouraged to relate their qualifications systems or frameworks to the EQF for LLL by 2010 (**on a voluntary basis**)
- and to ensure that all new qualifications issued from 2012 on carry a reference to the appropriate EQF for LLL level.
- The core of the EQF for LLL are eight reference levels describing what a learner knows, understands and is able to do in terms of 'learning outcomes.'
- Levels of national qualifications should subsequently be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8).

## The learning outcomes relevant to Level 5 within EQF:

- “comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;
- a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;
- exercise management and supervision in contexts of work or study activities where there is unpredictable change;
- review and develop performance of self and others“

# EQF vs. Framework for EHEA

QFs that relate to HE are found at two levels:

- at the European level, expressed in an overarching framework that was adopted for the EHEA in 2005,
- and at the national level, expressed in national qualification frameworks that are compatible both with this **overarching framework** and with **the EQF for LLL**.

In fact, the overarching framework sets the parameters within which each country will or has developed its own national framework.

It is the national framework that most directly affects degree programmes.

**SCHE programmes** are placed at **level five (L5) of the EQF** and as an **intermediate level of the first cycle of the framework for the EHEA**.

## 17. London Ministerial (2007)

**London Communiqué (2007): ‘Towards the European Higher Education Area: responding to challenges in a globalised world’**

- Descriptors are not identical, but they are regarded to correspond and be compatible with each other

*‘We [the Ministers] are satisfied that national qualifications frameworks compatible with the overarching Framework for Qualifications of the EHEA will also be compatible with the proposal from the European Commission on a European Qualifications Framework for Lifelong Learning.’*

- Number of Bologna experts –should be possible to have one descriptor for both qualification frameworks.

## 18. Leuven-/Louvain-la-Neuve (2009)

**Leuven-/Louvain-la-Neuve Communiqué (2000): ‘The Bologna Process 2020 - The European Higher Education Area in the new decade’**

- adoption of a **three-cycle structure** including, within national contexts, the possibility of intermediate qualifications linked to the **first cycle**.
- emphasize the social characteristics of HE and aim to provide equal opportunities to quality education.
- access into HE should be widened by fostering the potential of students from underrepresented groups.
- stress that within national contexts, intermediate qualifications within the first cycle can be a means of widening access to higher education.
- **SCHE seems to have found its rightful place within the EHEA although the organisation and recognition of the SCHE within the first cycle is still on a voluntary basis as the adoption of these intermediate qualifications is just ‘a possibility within national contexts’**

# **EURASHE SCHE study 2010**

**In order to monitor progress that has been made in the field of short cycle higher education in Europe, the European Commission has asked EURASHE to carry out a follow-up report.**

**The study will be made by Yves Beernaert and Magda Kirsch (EDUCONSULT), two of the researchers who also carried out the first TSC study in 2003.**

**They are at present collecting information and the results of the study should be available at the end of 2010.**

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ANY QUESTIONS?

THANK YOU FOR YOUR  
ATTENTION!