

# **Bologna Post Bergen: consolidation and implementation**

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# Bergen stocktaking report card

Overall some progress in establishing the EHEA, although uneven across the participating countries.....however..we could do better especially in relation to:

- Improving student participation in quality assurance
- Increasing the level of student participation in the first two cycles
- International participation in quality assurance

# Progress and further commitments

- The adoption of the overarching framework for qualifications in the European Higher education Area (EHEA)

*“we commit ourselves to elaborating national frameworks for qualifications in the EHEA by 2010, and to have started work on this by 2007”*

# The EHEA overarching framework for higher education qualifications

- 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

# **Seeking complementarity between European frameworks for qualifications**

## **EHEA overarching framework**

- three cycles
- generic descriptors
- credit ranges for first and second cycles
- Agreed by Ministers in Bergen

## **EU EQF for Lifelong Learning**

- eight levels including doctoral
- more complex descriptors
- credits to be used but not yet specified in the text
- in consultation process

# Qualifications Frameworks: towards London 2007

- Bologna Follow UP Group (BFUG) has established a Working Group on Qualifications to report on the implementation and further development of the EHEA framework for qualifications
- The BFUG work plan will include some support for the 'self-certification' of national frameworks, identify ways of supporting participating countries to develop national frameworks and look at the 'complementarity' with the EU EFQ for LLL.
- The Working Group will contribute to the further 'stocktaking' on qualifications by 2007

# Further work allied to qualifications

- Improving the employability of graduates with bachelor qualifications ‘including in appropriate posts in the public service’. BFUG has approved a seminar in the official work programme to take this forward ([www.dfes.gov.uk/bologna](http://www.dfes.gov.uk/bologna))
- A report on the further development of the basic principles for doctoral programmes

# Progress and further commitments

- The adoption of the European Standards and Guidelines for Quality Assurance ([www.enqa.net](http://www.enqa.net))

*“we commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis.....”*

*“we shall look for progress in.....implementation of the standards and guidelines for quality assurance as proposed in the ENQA report....”*



# The European Standards and Guidelines for Quality Assurance (ESG) (1)

## Underlying principles

- The interests of students as well as employers and society in general in good quality higher education.
- The central importance of university autonomy, tempered by a recognition that this brings with it heavy responsibilities.
- The need for external quality assurance to be fit for purpose and to place only an appropriate and necessary burden on universities for the achievement of its objectives.

# ESG (2)

- European standards and guidelines for internal quality assurance within higher education institutions
- European standards and guidelines for the external quality assurance of higher education
- European standards and guidelines for external quality assurance agencies

# Standards and guidelines for internal quality assurance within higher education institutions

1. Policy and procedures for quality assurance
2. Approval, monitoring and review of programmes and awards (qualifications)
3. Assessment of students
4. Quality assurance of teaching staff
5. Learning resources and student support
6. Information systems
7. Public information

# ESG 1.1 Policy and procedures for quality assurance

- not simply about policies and procedures but also about the development of a culture in the university which recognises the importance of quality and quality assurance in its work
- the strategy, policy and procedures should have a formal status, be publicly available and should include a role for students and other stakeholders

## ESG 1.2 Approval, monitoring and periodic review of programmes and awards (qualifications)

- Well designed programmes that are regularly monitored and periodically reviewed to secure their continuing relevance and currency.
- The QA of programmes and awards includes
  - Development and publication of explicit intended learning outcomes
  - Availability of appropriate learning resources
  - Monitoring of the progress and achievements of students
  - Regular periodic review of programmes including external panel members

# ESG1.3 Assessment of students

Students should be assessed using published criteria, regulations and procedures which are applied consistently. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives
- have clear and published criteria for marking
- where possible not rely on the judgments of single examiners

# European Standards and Guidelines for QA

- Reflect core values and principles rather than defining the quality of learning experiences or setting academic standards
- There is still confusion on this matter and a potential danger that a tick box' approach to meeting them may be adopted

# Emerging debates and challenges

- Ensuring that innovation is not constrained by adopting the ESG or by the interpretation and implementation of them
- Resolving potential divergence of views as to the European Register of quality assurance agencies
- The importance and size of the awareness raising task about the development of the ESG and implementation of the three cycles of qualifications



# A final word

“reaching agreement on the European Standards and Guidelines is not the same as fulfilling the Bologna goal of a quality dimension for the EHEA. Ahead lies more work to implement the recommendations of the report and secure the implied quality culture among both the higher education institutions and the external quality assurance agencies.”