CARDS Project "Higher Education Mobility: Diploma Recognition Policy and Legislation"

The Place of Higher Education Institutions in the Modern World

Inge Knudsen
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The „traditional university"

- originally established by kings, princes, the church, later national establishments

- educated 2-5% of a youth cohort

- trained priests, lawyers, later civil servants for the emerging nation states

- integrated in a social hierarchy

- disciplines based on persons/"chairs"

- gradually supplemented by specialised higher education institutions

Changes in the role of HE

- post-WW II (agrarian => industrial => service => 'knowledge' society)
- explosion in numbers of students and new types of students (30-50% of school leavers; mature students; part-time students)
- 'service' alongside research and learning as part of HEI mission
- new and more stakeholders

Towards a 'Knowledge Society'

- change in the definition of 'knowledge' and rapid redundancy of knowledge
- HEIs no longer have a knowledge monopoly (new providers, diversity of sources and providers)
- explosion of electronic media
- changes in labour market structures (industrial => service => knowledge society)
- 'learning to learn' (+ life-long learning, updating professional skills, re-orientation activities, widening participation)

Bologna Process - 1

- inter-governmental process

- comparability and compatibility of HE structures

- catering for needs of diversified student populations and a constantly changing labour market

- certification of skills

- learning processes and life-long learning

- facilitate mobility and comparability

- from teaching-based to learning-based

Bologna Process - 2

Tools:

- Credit accumulation and transfer

- Diploma supplement

- Qualification frameworks

- Quality assurance

To enhance

- Flexibility

- Transparency

- Recognition and transferability

Towards a European Higher Education Area

- Increasing emphasis on learning outcomes
- More attention to student experience
- Facilitating student/graduate mobility
- Increasing transparency (incl. 'employ-ability')
- Underlining the quality aspects of learning structures and HEIs