

Overview on Bologna Tools: Qualifications framework, ECTS and Diploma Supplement

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Bologna Tools

In the last two decades, various instruments have been developed, adopted and implemented at the European, national, regional and institutional level aiming at **facilitating fair recognition of foreign qualifications and/or study periods abroad**.

Those instruments are amongst others, the **ENIC and NARIC networks**, the **European Credit Transfer and Accumulation System (ECTS)**, the **Diploma Supplement (DS)**, the **overarching and national qualifications frameworks (QFs)**, the **European Standards and Guidelines for Quality Assurance of Higher Education (ESG)**.

From the Bologna Process to The European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) was launched at the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. Building on the main objective of the Bologna Process since its inception in 1999, the EHEA is meant to ensure more comparable, compatible, coherent and attractive systems of higher education in Europe.

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to **provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of qualifications** (diplomas, degrees, certificates etc.).

It is designed to provide a **description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification** to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

Composed by a common structure of **eight sections**.

Structure of the Diploma Supplement (1/2)

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name(s):
- 1.2 Given name(s):
- 1.3 Date of birth (day/month/year):
- 1.4 Student identification number or code (if available):

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language):
- 2.2 Main field(s) of study for the qualification:
- 2.3 Name and status of awarding institution (in original language):
- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
- 2.5 Language(s) of instruction/examination:

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of the qualification:
- 3.2 Official length of programme in credits and years:
- 3.3 Access requirements(s)

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

- 4.1 Mode of study:
- 4.2 Programme learning outcomes:
- 4.3 Programme details: individual units taken, credits gained and grades/marks/credits obtained (if this information is available on an official transcript this should be used here)
- 4.4 Grading system and, if available, grade distribution table:
- 4.5 Overall classification of the qualification (in original language):

Structure of the Diploma Supplement (2/2)

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to further study:
- 5.2 Access to a regulated profession (if applicable):

6 ADDITIONAL INFORMATION

- 6.1 Additional information:
- 6.2 Further information sources:

7 CERTIFICATION OF THE SUPPLEMENT

- 7.1 Date:
- 7.2 Signature:
- 7.3 Capacity:
- 7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The Framework of Qualifications for the European Higher Education Area QF-EHEA

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.

Cycle	Outcomes (LO or Dublin Descriptors)	ECTS credits
1st	<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

Cycle	Outcomes (LO or Dublin Descriptors)	ECTS credits
2nd	<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 2nd cycle

Cycle	Outcomes (LO or Dublin Descriptors)	ECTS credits
3rd	<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

Short-first cycle

A number of countries offer short-first cycle programmes which are practice-oriented and provide students with professional knowledge, skills and competences to facilitate entering the labour market. The European Qualifications Framework for Lifelong Learning includes short cycle programmes at level 5. In some countries these programmes may lead to an undergraduate programme, in others they may be part of it. In yet some other countries this type of programme does not belong to higher education at all. However, they are not counted as a fourth cycle of higher education.

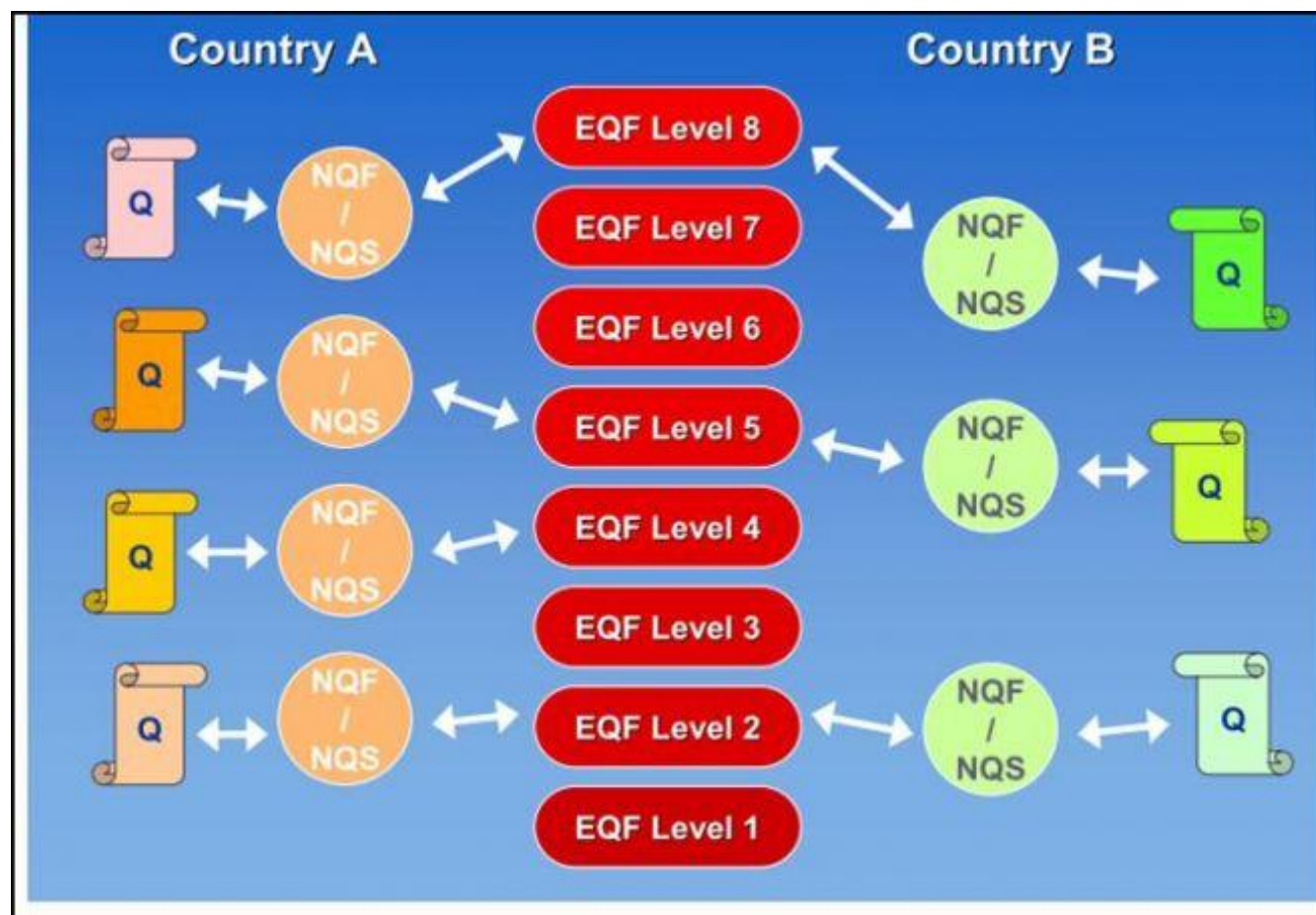
To note that EQF level 5 is linked with Dublin Descriptor “short cycle qualifications” (within or linked to the first cycle). This is not formally part of the Bologna Framework – In adopting the Bologna Framework, Ministers agreed that the Framework would include, within national contexts, the possibility of intermediate qualifications.

Dublin Descriptors

The Dublin Descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles. A level descriptor includes the following five components:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

European Qualifications Framework EQF



EQF purposes

European Qualifications Framework (EQF) (March 2005)

- To bring together three distinct areas of policy:
 - Copenhagen Process
 - Lisbon Strategy
 - Bologna Process
- To support mutual recognition of qualifications
- Strengthen mutual trust and co-operation between stakeholders
- Not enforceable, and will not replace national or sectoral frameworks

QF-EHEA vs EQF

Qualification	QF-EHEA (Bologna)	EQF
Associate degree	Short cycle QF-EHEA	EQF Level 5
Bachelor's degree	First cycle QF-EHEA	EQF Level 6
Master's degree	Second cycle QF-EHEA	EQF Level 7
Doctorate degree	Third cycle QF-EHEA	EQF Level 8

ECTS system

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.

1 ECTS credit = 25/30 h (60 ECTS credits from 1.500 to 1.800 h)

Awarding ECTS credits

Awarding credits in ECTS is the act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. **Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment.** If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

ECTS and the QF-EHEA

In the QF-EHEA, **three main cycles** are identified and described by the so-called Dublin Descriptors, in terms of: applying knowledge and understanding, making judgments, communication skills, and learning to learn.

The **first** and **second cycles** are also characterised by credit ranges:

- First cycle qualifications typically include **180 or 240 ECTS credits**. (Short cycle qualifications - within or linked to the first cycle, but not formally part of the QF-EHEA - typically include 90 or 120 ECTS credits).
- Second cycle qualifications typically include **90 or 120 ECTS credits**, with a minimum of 60 ECTS credits at the level of the second cycle.
- The use of ECTS in the third cycle varies.

ESG

The first Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005. 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 2015 revision was prepared by :

European Association for Quality Assurance in Higher Education (ENQA)

European Students' Union (ESU)

European University Association (EUA)

European Association of Institutions in Higher Education (EURASHE)

in cooperation with:

Education International (EI)

BUSINESSEUROPE

European Quality Assurance Register for Higher Education (EQAR)



Scope and Concepts of ESG

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.

The standards for quality assurance have been divided into three parts:

- ☐ Internal quality assurance
- ☐ External quality assurance
- ☐ Quality assurance agencies

ENIC-NARIC Network

NARIC network

1984 : *National Academic Recognition Information Centres* in the European Union created by the European Commission

ENIC network

1997 : *European Network of National Information Centres* on academic recognition and mobility created by the Council of Europe and UNESCO to implement the Lisbon Recognition Convention and to develop policy and practice for the recognition of qualifications

Networks supported by

- **Three Secretariats** → European Commission, Council of Europe and UNESCO
- **ENIC Bureau and NARIC Advisory Board** → to reinforce the role of the Networks

55 Countries

ENIC-NARIC

Austria
Belgium
Bulgaria
Ciprus
Croatia
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Iceland
Ireland
Italy
Latvia
Liechtenstein
Lithuania
Luxembourg
Malta
Netherlands
Norway
Poland
Portugal
Romania
Slovak Republic
Slovenia
Spain
Sweden
United Kingdom

ENIC

Albania
Andorra
Armenia
Australia
Azerbaijan
Belarus
Bosnia-Herzegovina
Canada
Georgia
Holy See
Israel
Kazakhstan
Moldova
Monaco
Montenegro
New Zealand
Russian Federation
San Marino
Serbia
Switzerland
Teh Former Yugoslav
Republic of Macedonia
Turkey
Ukraine
USA

Why ENIC-NARIC network is a successful experience

Based on Lisbon Recognition Convention (1997)

Is it a question of **mutual TRUST???**

NOT only, or not necessary as the first element.

It is a question of **mutual INTEREST!!!**

ENIC-NARIC centres NEED information on different HE systems worldwide, on the status of HE institutions, on different elements of qualifications...

The ENIC-NARIC website

ENIC-NARIC website: “UNESCO Regions” section

<http://www.enic-naric.net/unesco-regions.aspx>

Details of official
bodies in charge of
higher education issues
and their contact
details (not official lists
- coming from the
ENIC-NARIC
experience).

The screenshot displays the ENIC-NARIC website interface. At the top, there is an accessibility bar with options A-, A, A+, and A. The main header features the ENIC-NARIC logo with the tagline "gateway to recognition of academic and professional qualifications" and a group photo of five diverse young adults. A search bar is located on the right with the text "Search in the site:" and a "Start searching" button. Below the header, the "UNESCO Regions" section is active, showing a breadcrumb trail "home > UNESCO Regions". The main content area explains that users can find information on academic and professional mobility within the higher education sector in different UNESCO Regions. It lists the contents of each region's web page: Country List, Legal Framework, Resources, and Networks. A sidebar on the right titled "SELECT A COUNTRY" lists 33 countries with their respective flags. On the left, a "You need information on recognition issues as" section offers links to "Higher Education Institution", "Credential evaluator", "Employer", and "Individual wishing to study/work abroad", each with a "More details" link. At the bottom, a "Highlights" section is partially visible.

Accessibility: A- A A+ A

enic-naric.net
gateway to recognition of academic and professional qualifications

Contact details - Restricted Area

Search in the site: [Start searching](#)

[home](#) > UNESCO Regions

UNESCO Regions

In this section you can find information on academic and professional mobility within the higher education sector in different [UNESCO Regions](#).

Each UNESCO Region Web page contains details on:

- Legal Framework:** Information on the regional recognition convention.
- Country List:** List of the countries in the region concerned. For each country, details of the official body(ies) in charge of higher education issues and their contact details.
- Resources:** Other sources of information available online and tools created in each region for mobility and recognition purposes.
- Networks:** Information on networks and associations of higher education institutions and universities operating in each region.

[Africa](#)

[Arab States](#)

[Asia and the Pacific](#)

[Europe and North America](#)

[Latin America and the Caribbean](#)

[Mediterranean Region](#)

You need information on recognition issues as

- Higher Education Institution**
[More details](#)
- Credential evaluator**
[More details](#)
- Employer**
[More details](#)
- Individual wishing to study/work abroad**
[More details](#)

Highlights

With the support of UNESCO © 2012-2014 - This web site is maintained by ENIC-NARIC Networks and hosted by CIMEA (Italian ENIC/NARIC).

SELECT A COUNTRY

- [Albania](#)
- [Andorra](#)
- [Armenia](#)
- [Australia](#)
- [Austria](#)
- [Azerbaijan](#)
- [Belarus](#)
- [Belgium](#)
- [Bosnia and Herzegovina](#)
- [Bulgaria](#)
- [Canada](#)
- [Croatia](#)
- [Cyprus](#)
- [Czech Republic](#)
- [Denmark](#)
- [Estonia](#)
- [Finland](#)
- [France](#)
- [Georgia](#)
- [Germany](#)
- [Greece](#)
- [Holy See](#)
- [Hungary](#)
- [Iceland](#)
- [Ireland](#)
- [Israel](#)
- [Italy](#)
- [Kazakhstan](#)
- [Latvia](#)
- [Liechtenstein](#)
- [Lithuania](#)
- [Luxembourg](#)
- [Malta](#)
- [Moldova](#)

Country List

In this section you can find information regarding national authorities in charge of higher education issues in the Asia and the Pacific UNESCO Region.

Samoa



Samoa - Country Details

Organisation name 1: Ministry of Education, Sports & Culture

Address: Apia

E-Mail: t.aiafi@mesc.gov.ws

Website: mesc.gov.ws

Organisation name 2: Samoan Qualifications Authority (SQA)

Address: Tui Atua Tupua Tamasese Efi (TATTE) Building, Sogi, PO Box L851, Apia

Phone: (+685) 20976

E-Mail: sqa@sqa.gov.ws

Website: www.sqa.gov.ws

Country List

In this section you can find information regarding national authorities in charge of higher education issues in the Arab States UNESCO Region.

Saudi Arabia



Saudi Arabia - Country Details

Organisation name 1: Ministry of Education

Address: Riyadh

Website: www.moe.gov.sa

Organisation name 2: Ministry of Higher Education

Address: Riyadh

Phone: (+966) 210-7533

E-Mail: de@mohe.gov.sa

Website: www.mohe.gov.sa

Organisation name 3: National Commission for Academic Accreditation and Assessment (NCAAA)

Address: Riyadh

Website: ncaaa.org.sa

Organisation name 4: Technical and Vocational Training Corporation

Address: Al-Muraba Quarter, Al-Washam Street Intersection with King Fahd Road, PO.Box 7823, 11472 - Riyadh

Phone: (+966) 01-2896666

Website: www.tvtc.gov.sa

Country List

In this section you can find information regarding national authorities in charge of higher education issues in the Latin America and the Caribbean UNESCO Region.

Mexico



Mexico - Country Details

Organisation name 1: Secretaría de Educación Pública (SEP) [Federal Department of Public Education]

Address: Argentina #28 Centro Histórico México D.F., 6020 - Mexico City

Phone: (+52) 55-3601-1000

Website: www.sep.gob.mx

Organisation name 2: Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) [National Association of Universities and Higher Education Institutions]

Address: Tenayuca 200, Col. Santa Cruz Atoyac, 3310 - Mexico City

Phone: (+52) 55-5420 4900

Website: www.anuies.mx

Organisation name 3: Colegio Nacional de Educación Profesional Técnica (CONALEP) [National Institute for Technical Professional Education]

Address: September 16th Street North # 147, Col Lazaro Cardenas - Metepec

Phone: (+52) 722-2710800

Website: www.conalep.edu.mx

Organisation name 4: Consejo para la Acreditación de la Educación Superior (COPAES) [Council for Higher Education Accreditation]

Address: Cádiz Norte No. 35. Entre Carracci y Empresa (entrada por Carracci) Col. Extremadura Insurgentes. Delegación Benito, uárez, 3740 - Mexico City

Phone: (+52) 55-5615-7281

Website: www.copaes.org.mx

Organisation name 5: Centro Nacional de Evaluación para la Educación Superior (CENEVAL) [National Center for the Evaluation of Higher Education]

Address: Av. Camino al Desierto de los Leones (Altavista) 19, Col. San Ángel, Deleg. Álvaro Obregón,, 1000 - Mexico City

Phone: (+52) 55-3000-8700

Website: www.cenevalac.edu.mx

Organisation name 6: Consejo Mexicano de Investigación Educativa (COMIE) [Mexican Council for Educational Research]

Address: Mexico City

Phone: (+52) 55-3089-2815

E-Mail: comie@comie.org.mx

Website: www.comie.org.mx

Organisation name 7: Consejo Nacional de Fomento Educativo (CONAFE) [National Council for Educational Development]

Address: Insurgentes Sur No. 421, Conjunto Aristos, Edificio "B", Col.

Thank you!

Luca Lantero
Vera Lucke



info@cimea.it



www.cimea.it



[@CIMEA_Naric](https://twitter.com/CIMEA_Naric)



<https://youtu.be/020sJzh5uJs>