



# Introduction to and Update on the Bologna Process

workshop leading to the TAICEP Bologna Process Certificate

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# Housekeeping

- Keep your phone on silent/vibrate
- Feel free to ask questions at any time

# 20<sup>th</sup> Anniversary of the Bologna Process

# Agenda

- History of Bologna Process
- Communiqués
- Lisbon Recognition Convention
- Elements of a qualification
- ECTS
- System of degrees
- Qualifications frameworks
- Diploma Supplement
- Verification of qualifications
- Issues for credentials evaluators
- Mirror of Bologna Process by non-signatory countries

# History

“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.”

*Source: <http://www.ehea.info/>*

# Who?



# Who and When?

Albania – 2003	Bulgaria – 1999	Georgia - 1999	Kazakhstan – 2010	Netherlands - 1999	Slovak Republic – 1999
Andorra – 2003	Croatia – 2001	Germany - 1999	Latvia – 1999	Northern Macedonia – 1999	Slovenia – 1999
Armenia – 2005	Cyprus - 2001	Greece - 1999	Liechtenstein – 1999	Norway – 1999	Spain – 1999
Austria – 1999	Czech Republic – 1999	Holy See - 2003	Lithuania – 1999	Poland – 1999	Sweden – 1999
Azerbaijan - 2005	Denmark – 1999	Hungary – 1999	Luxembourg – 1999	Portugal – 1999	Switzerland - 1999
Belarus - 2015	Estonia – 1999	Iceland – 1999	Malta – 1999	Romania - 1999	Turkey - 2001
Belgium – 1999	Finland – 1999	Ireland - 1999	Moldova – 2005	Russian Federation – 2003	Ukraine - 2005
Bosnia & Herzegovina - 2003	France - 1999	Italy - 1999	Montenegro - 2007	Serbia- 2003	United Kingdom - 1999

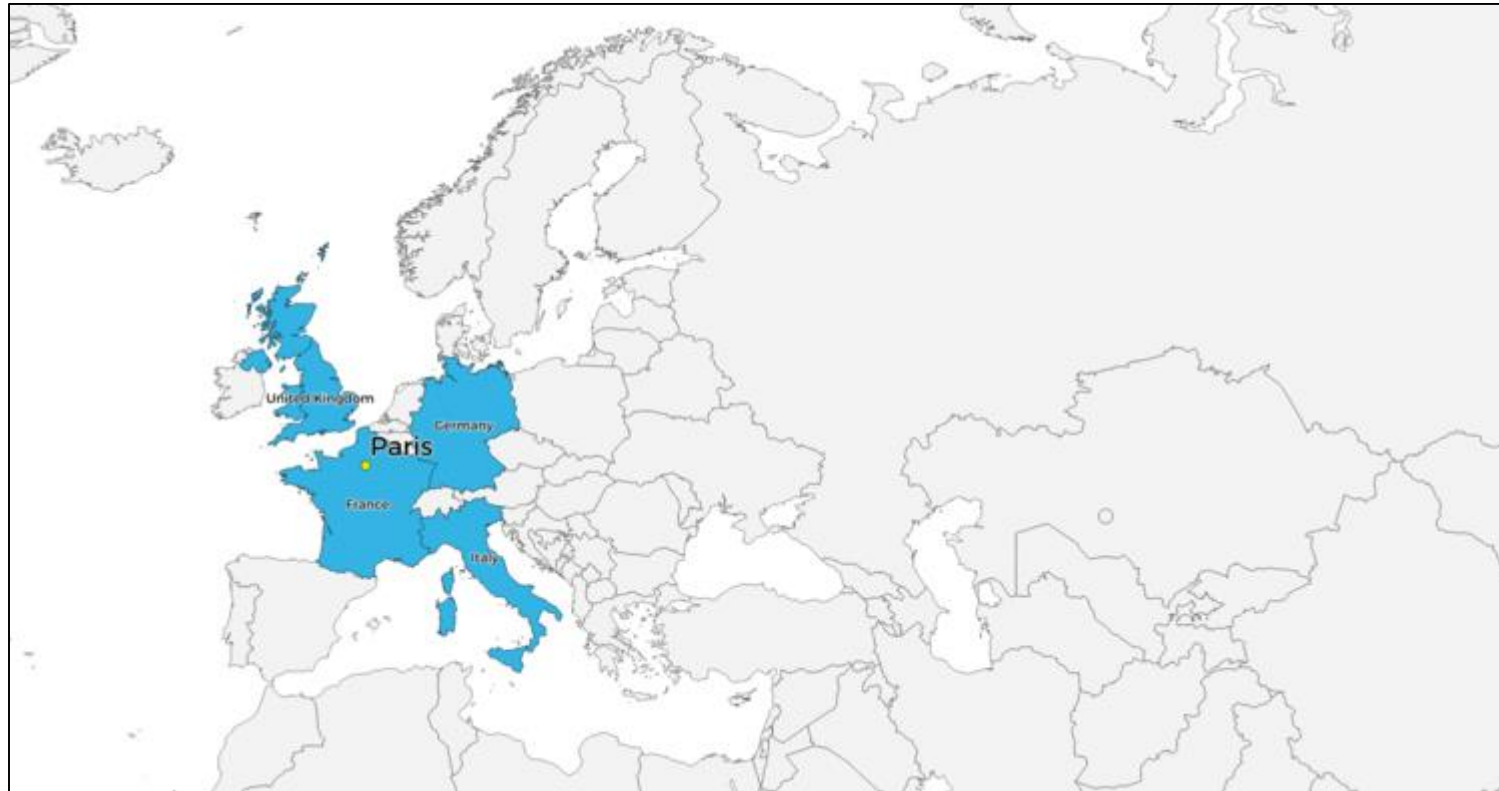
# Why?

- Easily readable and comparable degrees
- System based on two main cycles, undergraduate and graduate
- System of credits
- Increase mobility
- European co-operation in quality assurance
- European dimensions of higher education

# How?

- Ministerial Conference
- Communiqué
- Bologna Follow-Up Group - BFUG
- Secretariat

# 1998 - Sorbonne Declaration



# 1998 - Sorbonne Declaration

## **European higher education system design is declared**

- France
- Germany
- Italy
- United Kingdom

## **Goals:**

- Promote mobility for students, graduates, and teaching staff
- Ensure promotion of qualifications with regards to job market

# 1999 - Bologna Declaration



# 1999 - Bologna Declaration

- A common vision of a European Higher Education Area
- Easily readable & comparable degrees, with Diploma Supplement
- System based on two main cycles, undergraduate and graduate
- System of credits
- Mobility
- European co-operation in quality assurance
- European dimensions in higher education

# 1999 - Bologna Declaration

Austria

Belgium

Bulgaria

Czech Republic

Denmark

Estonia

Finland

France

Georgia

Germany

Greece

Hungary

Iceland

Ireland

Italy

Lithuania

Luxembourg

Malta

Netherlands

Norway

Poland

Portugal

Romania

Slovak Republic

Slovenia

Spain

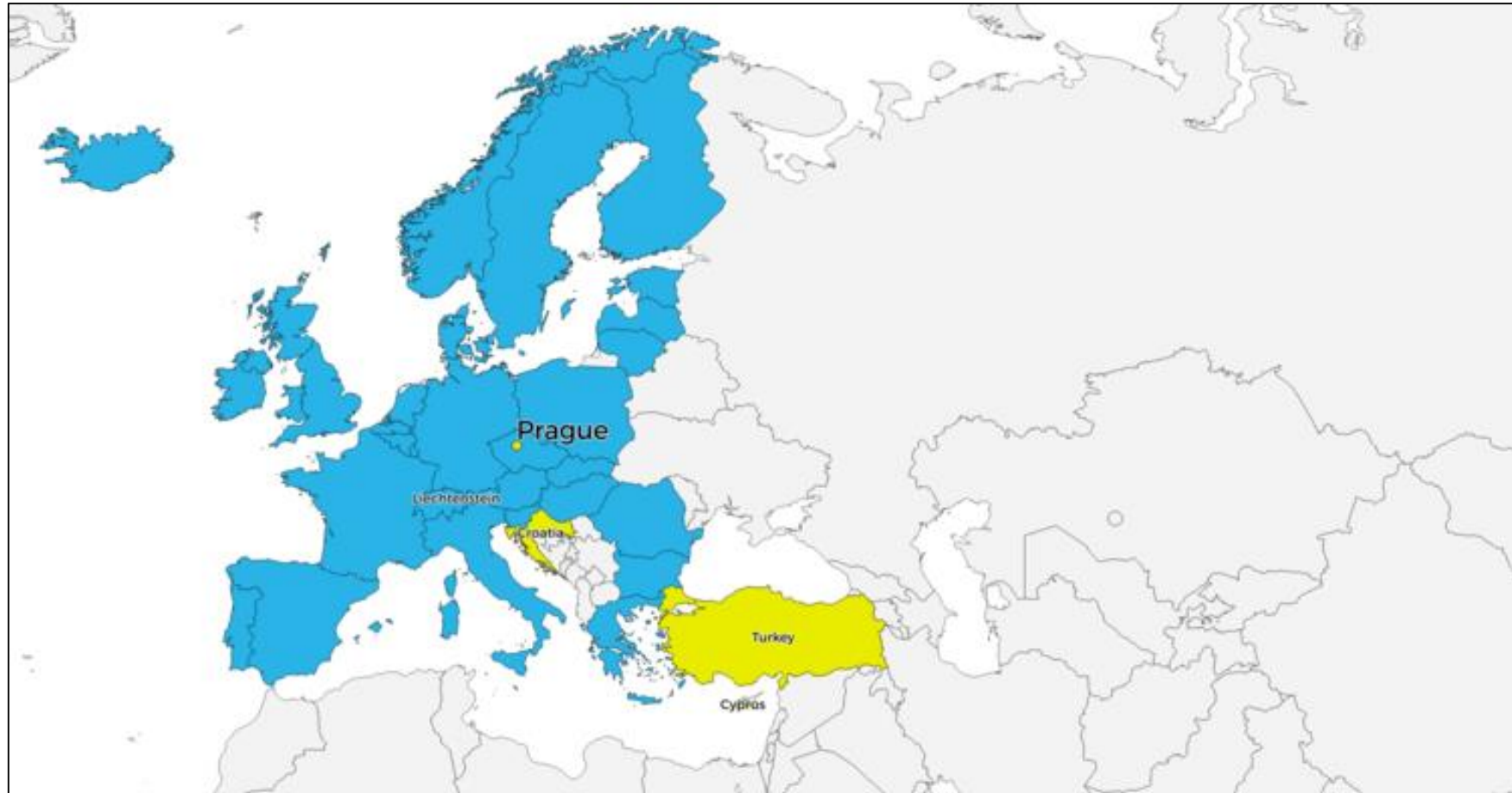
Sweden

Switzerland

United Kingdom/

Scotland

# 2001 – Ministerial Conference Prague



# 2001 – Ministerial Conference Prague

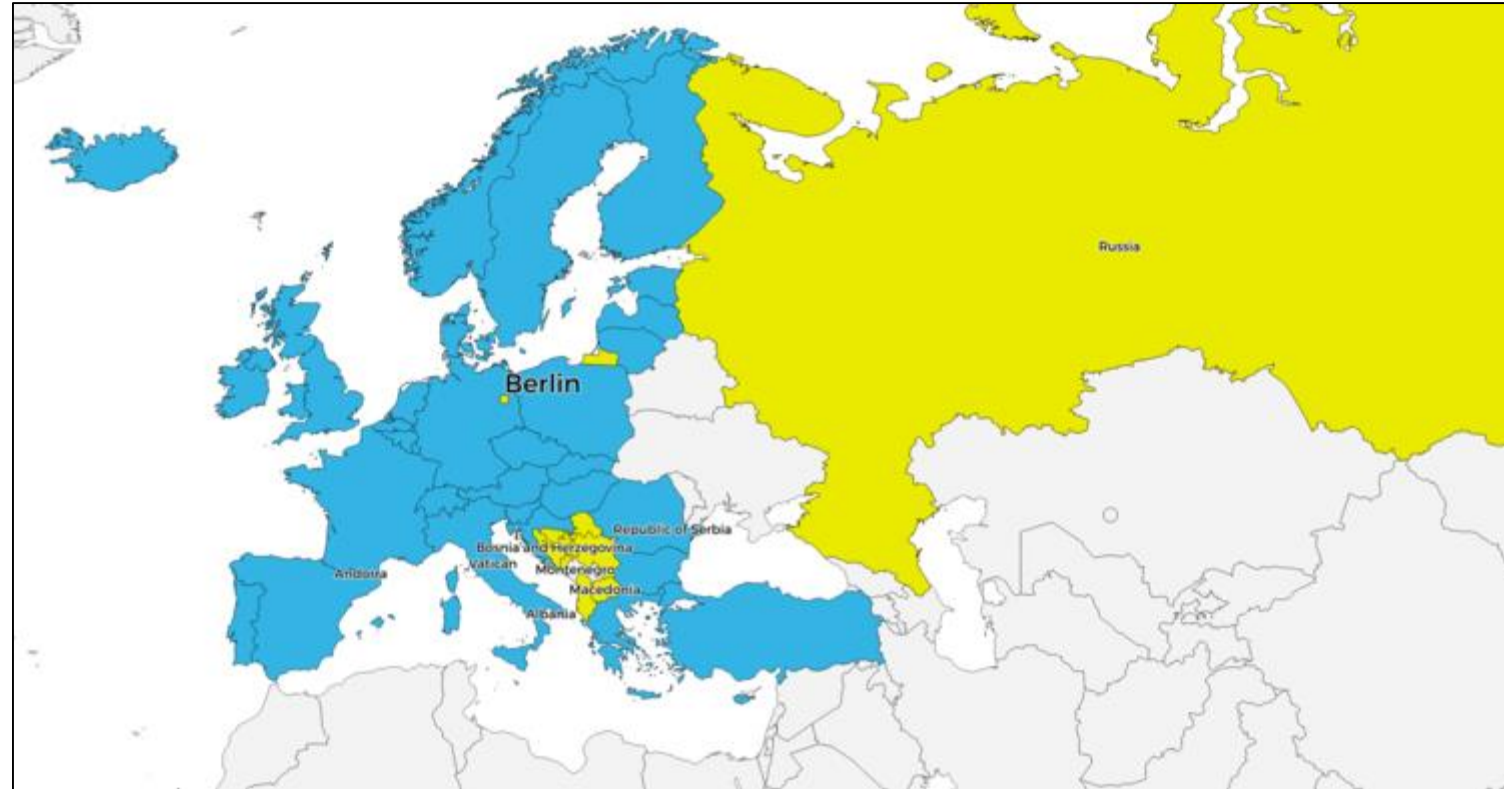
## Expansion of Objectives

- Lifelong learning
- Involvement of students as active partners in the process
- Enhance attractiveness and competitiveness of EHEA
- Quality assurance
- National qualification frameworks

## Three additional nations (total now 32)

- Turkey
- Cyprus
- Croatia

# 2003 – Ministerial Conference Berlin



# 2003 – Ministerial Conference Berlin

- Reaffirm that higher education is public good and responsibility
- Agree to secure closer links between higher education and research systems
- Fundamental role in development of EHEA by higher education institutions and student organizations

Seven additional nations (total now 40)

- Albania
- Andorra
- Bosnia and Herzegovina
- Holy See
- Serbia and Montenegro
- Former Yugoslav Republic of Macedonia

# 2005 – Ministerial Conference Bergen



# 2005 – Ministerial Conference Bergen

- Framework comprising three cycles
- Standards and guidelines for quality assurance
- Action plans to improve recognition of foreign qualifications.
- Importance of higher education in enhancing research and the importance of research in higher education
- Create opportunity for students to complete their studies without social & economic obstacles
- Lift obstacles to mobility in delivery of visa and work permits

Additional nations (now 45)

- Armenia, Azerbaijan, Georgia, Moldova and Ukraine

# 2007 – Ministerial Conference London



# 2007 – Ministerial Conference London

- Commitment to compatibility and comparability of higher education systems in member nations, while recognizing their diversity
- Closer alignment of the EHEA with the European Research Area (ERA)
- Ensure HEIs have resources to fulfil purposes

Additional nation (total now 46)

- Montenegro

# 2009 – Ministerial Conference Leuven/Louvain-la-Neuve



# 2009 – Ministerial Conference Leuven/Louvain-la-Neuve

- First to be broadcast on the internet
- Symbolic location to highlight role the academic community plays in the achievement of the Bologna goals
- Highlighted lifelong learning, widening access to higher education, and mobility
- by 2020 at least 20% of graduates in the European Higher Education Area should have had a study or training period abroad

Membership remains at 46 nations

# 2010 – Ministerial Anniversary Conference Budapest Vienna



# 2010 – Ministerial Anniversary Conference Budapest Vienna

- Officially launches of European Higher Education Area
- Confirms commitment to cooperation based on partnership between governments, higher education institutions, staff, students and other stakeholders is at the core of EHEA
- Recommitment to academic freedom as well as autonomy and accountability of higher education institutions
- Highlight role HEI play in fostering peaceful democratic societies and strengthening social cohesion

Additional nation (now 47)

- Kazakhstan

# 2012 – Ministerial Conference Bucharest



# 2012 – Ministerial Conference Bucharest

- Bucharest Communiqué
- Mobility Strategy for 2020
- Implementation on Bologna Process Report

# 2015 – Ministerial Conference Yerevan



# 2015 – Ministerial Conference Yerevan

- Renewed vision for Bologna Process/EHEA
  - Enhance quality and relevance of learning and teaching
  - Foster employability of graduates throughout their working lives
  - Make systems more inclusive
  - Implementing agreed structural reforms
- Identify best ways to reinforce Bologna Process in future and beyond 2020
- Strengthen dialogue within and outside EHEA
- Draft ECTS Users Guide
- Revision of “Standards and Guidelines for Quality Assurance in the European Higher Education Area/ESG”

Additional nation (now 48)

- Belarus

# 2018 – Ministerial Conference Paris



# 2018 – Ministerial Conference Paris

- Included 5th Bologna Policy Forum
- Pursue dialogue between EHEA and non-EHEA countries.
- Peer support approach for the implementation of the three Bologna key commitments
  - Belarus strategy for 2018-2020
  - Short cycle qualifications as a stand-alone qualification level within the overarching Qualifications Framework of the EHEA
  - Revised Diploma Supplement approved

Communiqués

# Communiqués

- Document meetings of European Ministers in charge of higher education
- Opportunity to review progress in building European Higher Education Area
- Set short-term priorities to advance long-term goals
- Eight in total - always named after city where meeting took place

# Communiqués

2001 – Prague

2003 – Berlin

2005 – Bergen

2007 – London

2009 – Leuven/Louvain-la-Neuve

2012 – Bucharest

2015 – Yerevan

2018 - Paris

# Communiqués and Credential Evaluation

## **Berlin, 2003**

- Quality Assurance
- Recognition of degrees and periods of study

## **London, 2007**

- Qualifications Frameworks
- Adoption of Bologna framework in other parts of the world

## **Leuven/Louvain-la-Neuve, 2009**

- Lifelong Learning
- Mobility

## **Paris, 2018**

- Innovation in teaching and learning
- Digitalization
- Develop and enhance inter-disciplinary programs

# Lisbon Recognition Convention

# Lisbon Recognition Convention

- Convention on the Recognition of Qualifications concerning Higher Education in the European Region
- International agreement between 55 signatory states
- Signed in Lisbon, Portugal in 1997
- Entered into force on February 1, 1999 (later in some countries depending on ratification date)
- Drafted by The Council of Europe, UNESCO, and member states of UNESCO's European and North America region

# Lisbon Recognition Convention

## Purpose

- Facilitates mobility of individuals through recognition of academic credentials
- Articulates responsibilities with respect to principles and mechanisms for recognition of academic credentials
- Focuses on recognition of qualifications unless substantial differences can be proved by the institution that is charged with recognition
- Guarantees fair recognition procedures for students and graduates

# Lisbon Recognition Convention

## **Substantial Difference:**

- Minor differences between qualifications do not provide sufficient reasons for non-recognition
- Takes into account diversity of higher education systems
- Responsibility of demonstrating a substantial difference lies with recognition authority
- Provides a reason for non-recognition without a corresponding obligation

# Lisbon Recognition Convention

## Examples of Substantial Differences:

- General education vs. specialized technical education
- Length of study that affects content of the curriculum
- Presence or absence of specific subjects or prerequisite courses
- Program designed from entry into higher education vs. employment

# Lisbon Recognition Convention

Convention established two bodies to oversee, promote, and facilitate implementation of Convention:

- Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region
- European Network of Information Centres on Academic Mobility and Recognition (the ENIC Network)

# Lisbon Recognition Convention

## Next Steps – 2012 and beyond

- UNESCO and Member States drafting a new Global Convention on Recognition of Qualifications concerning Higher Education

## Goals

- implementation of Sustainable Development Goal (SDG) 4
- growth in student mobility
- recognition of academic credentials as a global right
- international consistency in recognition procedures; and
- increased international cooperation

# Elements of a Qualification

# Elements of a Qualification

- Level
- Workload
- Quality
- Profile
- Learning outcomes

# European Credit Transfer and Accumulation System/ECTS

# European Credit Transfer and Accumulation System/ECTS

“... 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 recognizing learning achievement and qualifications and periods of learning.”

ECTS 2019 Handbook

# European Credit Transfer and Accumulation System/ECTS

Instituted in 1989

- Erasmus
- Transfer credits during study abroad

Now

- Transfer of credits
  - workload
  - achieved learning outcomes
- Facilitates mobility
- Eases recognition of study

# European Credit Transfer and Accumulation System/ECTS

## Key features

### *ECTS credits*

- Volume of learning
- 60 per academic year or equivalent
- Generally whole number

### *Learning outcomes*

- What individual knows, understands and is able to do
- Assessment based on clear and transparent criteria
- Used in NQFs to describe individual qualifications

# European Credit Transfer and Accumulation System/ECTS

## Key features

### *Workload*

- Estimation of time needed to complete all learning activities
- 1,500 – 1,800 hours/academic year
- One ECTS = 25-30 hours

### *Allocation of credits*

- Assigned to qualification, degree program or individual components
- Course units, dissertations, work placements
- Based on national legislation or practice

# European Credit Transfer and Accumulation System/ECTS

## Key features

### *Awarding credits*

- Awarded when learning outcomes achieved
- Formal or non-formal learning

### *Accumulation of credits*

- Credits accumulated to:
  - Obtain a qualification
  - Document personal achievements for lifelong learning purposes

# European Credit Transfer and Accumulation System/ECTS

## Key features

### *Transfer of credits*

- Credits awarded in one program/institution recognized by another
- Key to successful study mobility
- Agreements between institutions/programs/departments for automatic recognition and credit transfer

### *ECTS documentation*

- Course catalog, learning agreements, transcripts, work placement certificates
- Listed in Diploma Supplement

# European Credit Transfer and Accumulation System/ECTS

## ECTS grading scale

- Based on curve
- Institutional grading scale, ECTS or both

Grade	%	Definition
A	10	Outstanding performance without errors
B	25	Above average standard but with minor errors
C	30	Generally sound work with some errors
D	25	Fair but with significant shortcomings
E	10	Performance meets the minimum criteria
FX		Fail – some more work required before the credit can be awarded
F		Fail – considerable further work is required

# European Credit Transfer and Accumulation System/ECTS

## Native credit system vs. ECTS

- Many countries use own credit / grading system and ECTS
- Often convert own grading system to ECTS not based on curve
- Grades often shortchanged with ECTS
- Which system should be used?
- Consistency!

# Turkey



## IZMIR UNIVERSITY OF ECONOMICS TRANSCRIPT

**Last Name** : Faculty / School : Faculty of Economics and Administrative Sciences  
**Name** : Department : Business Administration  
**Student ID** : 20040202067 Track :  
**Date of Birth** : 01.04.1985 Graduation :  
**Date of Entry** : 08.09.2004 Degree Awarded : 2,72  
**Date of Graduation** : 19.06.2009 Date of Printing - No : 09.01.2012 - B.30.2.IEU.0.72.00.302.10.04 / 179

Code		Title of Course	2004 / 2005	
001		English Preparatory Program	U	Unsatisfactory

Code		Title of Course	2004 / 2005 (SUMMER SCHOOL)	
001		English Preparatory Program	S	Satisfactory

Code		Title of Course	ECTS Credits	ECTS Grade	IUE Grade	IUE Credits	Gr. Pts.
BA	100	Fundamentals of Law	4,0	C	CC	3,0	6,00
BA	101	Introduction to Business	4,0	C	CB	3,0	7,50
ECON	101	Principles of Microeconomics	5,0	B	BB	4,0	12,00
HUM	103	Principles of Social Sciences I	3,0	C	CC	3,0	9,00
MATH	101	Calculus I	5,0	B	BB	3,0	9,00
ENG	101	Academic Reading and Writing Skills I	4,0	C	CC	3,0	9,00
IUE	100	Academic and Social Orientation	1,0	A	AA	1,0	4,00
SPN	101	Spanish Language I	4,0	A	AA	3,0	12,00
GPA	2,71	TOTALS	30			23,0	62,50
CUM. GPA	2,71	GRAND TOTALS	30			23,0	62,50

Code		Title of Course	ECTS Credits	ECTS Grade	IUE Grade	IUE Credits	Gr. Pts.
BA	102	Introduction to Management	5,0	A	AA	3,0	12,00
ECON	102	Principles of Macroeconomics	5,0	E	DD	4,0	4,00

# Turkey

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Sakarya Cad. No:156 35330 Balçova,İZMİR-TÜRKİYE  
Tel: +90 (232)279 25 25 Fax: (232) 279 26 26

## TRANSCRIPT EXPLANATION

The transcript is official only if it bears the seal of the University and the signature of the Head of Student Affairs

### ENGLISH IS THE LANGUAGE OF INSTRUCTION THROUGHOUT THE UNIVERSITY

**PERIOD OF STUDY:** Associate degree can normally be obtained on completion of 2 academic years.

Bachelor's degree can normally be obtained on completion of 4 academic years.

Master's degree can normally be obtained on completion of 2 academic years after bachelor's degree.

Doctoral degree can normally be obtained on completion of 4 academic years after master's degree.

Doctoral degree can normally be obtained on completion of 5 academic years after bachelor's degree

**ACADEMIC YEAR:** One academic year consists of approximately two 16 week semesters including the final examination periods. Registration to Summer School is optional.

### GRADING SYSTEM

Percentage	90-100	85-89	80-84	75-79	70-74	65-69	60-64	50-59	49 and below
Local Course Grade	AA	BA	BB	CB	CC	DC	DD	FD	FF
Local Grade Coefficient	4.00	3.50	3.00	2.50	2.00	1.50	1.00	0.50	0.00
ECTS Grade	A	B	B	C	C	D	E	FX	F

- The minimum passing grade is DD for all undergraduate and associate degree programs; CC for all master programs; CB for all PhD programs.
- P, S, U, NI, EX, W grades are not to be incorporated into students GPA or CGPA.

# England

## 4.2 Details of Study

The University issues an official certificate to each student on graduation. The transcript which presents the full details of the study is given next.

**Date of commencement of Programme:** 26 September 2011

**Mode of Study:** Full Time

### Particulars of course pursued and completed:

Module Code	Module Title	Grade	Credits Awarded	ECTS
7CS079	Advanced Network Routing	D-	20.0	10.00
7CS080	Advanced Network Switching	C+	20.0	10.00
7CS090	Mobile and Wireless Networking	C	20.0	10.00
7CS092	Network Management Concepts	D	20.0	10.00
7CS093	Securing Networks	B-	20.0	10.00
7CS094	Studying at Masters Level & Research Methods	C+	20.0	10.00
7CS997	Independent Scholarship	D-	60.0	30.00
Total Number of Credits achieved at Level 7			180.0	90.0

\* Where a profile indicates less than 180 credits, evidence of previous credit at this or another institution should be held by the graduate



## Qualified for the degree of:

Master of Science in Advanced Computer Networks

**Classification of:** Pass

**Conferred on:** 21 February 2013

## 4.3 Grading Scheme

Report Grade	Descriptor Range
100-70% (A+,A,A-)	Excellent in most respects
69-60% (B+,B,B-)	Very good in most respects
59-50% (C+,C,C-)	Good in most respects
49-40% (D+,D,D-)	Satisfactory in most respects
P	Pass in a pass/fail graded module
N	Accredited Prior Learning

In order to qualify for the award of Master's Degree, students are required to gain 180 credits at Level 7. Students whose performance is outstanding are awarded the Master's Degree with Distinction. Students who perform very well are awarded the Master's Degree with Merit.

The award of these categories is based on the calculation of the average grade-points per credit and consideration of the grade profile of the full performance (all three stages) on the Master's programme. (In the cases of students who have joined the programme with APL, a pro rata analysis is undertaken).

## 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to Further Study  
Access to Doctorate (3rd cycle Degree)
- 5.2 Accredited by/Professional Status

## 6 CERTIFICATION OF THE SUPPLEMENT

6.1 Date  
18 March 2013

6.2 Signature

6.3 Capacity  
Registrar  
University of Derby

# Russia

## 4.4 Grading Scheme

ECTS Grades	10-point scale (Exam)	5-point scale	Pass/Fail Test	
A +	Excellent	10	отлично	зачтено (Passed)
A	Very good	9	отлично	зачтено (Passed)
A -	Very good	8	отлично	зачтено (Passed)
B +	Good	7	хорошо	зачтено (Passed)
B -	Good	6	хорошо	зачтено (Passed)
C +	Satisfactory	5	удовлетворительно	зачтено (Passed)
C -	Satisfactory	4	удовлетворительно	зачтено (Passed)
F	Fail	3	неудовлетворительно	не зачтено (Fail)
F	Fail	2	неудовлетворительно	не зачтено (Fail)
F	Fail	1	неудовлетворительно	не зачтено (Fail)

**Credits** Workload of student's training activity in National Research University Higher School of Economics (HSE) is defined in academic hours and credits. One academic hour is equal to 40 astronomic minutes of students' studies (both in theory and in practice). One credit is equal to 38 academic hours (apr.25 astronomic hours) depending on complexity of studied discipline.

**Academic Performance Rating** There are two forms of final academic performance rating in HSE: examination and test. As a rule educational institutions in Russian Federation apply 5-point grading scale in respect for students' knowledge. Educational outcomes of students in HSE are estimated by 10-point grading scale. Disciplines with final control in test form may also contain the mark in 10-point grading scale. Students of HSE are taught according to annual approved curriculum based on educational standards defining the contents, the forms, the goals and the terms of education. Regulatory time limit for full-time courses is the following: four years for obtaining the bachelor's degree, five years for obtaining the specialist's degree, two years for obtaining the master's degree. Student's pass to the next year of education is possible after getting the "pass" grade or higher in all disciplines of the current year of studies. Students who have completed the plan of studies in full size receive the diploma of higher education and obtain the qualification corresponding to their educational level.

## 4.5 Overall Classification

In the Russian Federation Diplomas with Distinction (degrees with honors) are awarded to students who have passed the state examination and defended the final qualifying work perfectly (ECTS - A) and have only good (ECTS -B) and excellent (no less than 75 % of the total) marks for all examinations, which they passed while studying at the university.

## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

### 5.1 Access to Further Study

The Degree allows to access the doctoral study.

### 5.2 Professional Status

Master's graduates build their careers in areas requiring fundamental knowledge and professional skills, including research and teaching (on the condition of a second major in education).

## 6. ADDITIONAL INFORMATION

### 6.1 Additional information

Higher School of Economics was founded on November 20, 1992 in Moscow (Russia) on the initiative of renowned Russian economists and leading reformers. In August 2008 the HSE became one of three Russian Universities operating under the auspices of the Government of the Russian Federation. In October 2009 the Higher School of Economics was awarded the status of a National Research University. Higher School of Economics is licenced to held educational activities in the field of higher education and accredited by Federal Service for Supervision in Education and Science.

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Myasnitskaya 20,

101000, Россия, г. Москва,  
ул. Мясницкая, д. 20,

## 8. RUSSIAN EDUCATIONAL SYSTEM

Age	Scientific Degrees
28	
27	<b>Doctor of Sciences</b> (Level 9) 2-3 years
26	<b>PhD/Candidate of Sciences</b> (Level 8)
25	
24	<b>Higher Education</b>
23	<b>Researcher, Lecturer</b> (University education, 180-240 credits, Level 8)
22	3-4 years
21	<b>Specialist</b> (Level 7) <b>Master</b> (Level 7)

# System of Degrees

# System of Degrees

## First-cycle programs

- Most 180 or 240 ECTS
- Kazakhstan – 231 ECTS (146 national credits) – previously 240 ECTS

## Second-cycle programs

- 120 ECTS in almost all countries
- 300 or 600 ECTS total first and second-cycle most common
  - Ireland, Ukraine, Scotland – 330 ECTS Belgium-Flemish Community – 240-300 ECTS
  - Malta – 270 ECTS
  - Kazakhstan – 350 ECTS/205 national credits

# System of Degrees

## Third-cycle programs

2005

- Doctoral studies recognized as third-cycle

2016 - 2017

- 5% of students in most countries
- Decrease from previous years

## Salzburg Principles

- Doctoral candidates early/first-stage researchers
- 3-4 years, full-time – may take longer

## Workload measurement

- ECTS used in most countries
- Taught courses
- Doctoral thesis

# Integrated Programs

- Combine first and second cycles
- Leads to second-cycle qualification
- Usually in regulated professions with specific qualification requirements
  - Medicine, dentistry, veterinary medicine, architecture, pharmacy, engineering, law

# Programs Outside of Bologna Structure

- Usually related to first-cycle studies
- May require first-cycle qualification for admission
  - 6 months to one year
  - Ireland – Higher Diploma (60 ECTS)
  - Latvia – (60-120 ECTS)
  - Malta – Bachelor of Accountancy (96 ECTS)
- Two-year programs – not considered short-cycle
  - Luxembourg – *Diplôme d'études supérieures générales* (120 ECTS)
  - Netherlands – associate degree (120 ECTS)

# Programs Outside of Bologna Structure

- Intermediate qualifications in second-cycle programs
  - Ireland – Postgraduate Diploma (60 ECTS)
- Second-cycle programs that do not lead to third-cycle studies
  - Albania – *Master Profesional*
  - Croatia – *Magistar* professional qualifications
  - Scotland – Postgraduate Certificate (30 ECTS)

# Short-cycle Programs

## 2003

- Discussion on shorter education linked to first-cycle qualifications
- Dublin Descriptors: short-cycle qualifications in or linked to first-cycle

## 2015

- Not fully clarified

# Short-cycle Programs

## Bologna Communiqués

- Recognition of short-cycle programs
- Mechanisms for recognition
  - Progression into first-cycle programs
  - Short-cycle qualifications from other countries
- Offered in Andorra, Luxembourg, Malta, Holy See, Iceland, Ireland, United Kingdom, France, Norway, Turkey, Cyprus, Latvia, Ukraine, Albania, Macedonia

# Short-cycle Higher Education vs. Short-cycle Tertiary Education

## Short-cycle Tertiary Education

- Vocational education
- May build on or include upper secondary education
- Workload measured in clock hours
  - Bosnia and Herzegovina: *Diploma Višeg Obrazovanje*
  - Cyprus: Πιστοποιητικό (Certificate)

# Short-cycle Higher Education vs. Short-cycle Tertiary Education

## Short-cycle Higher Education

- Progression into first-cycle programs
  - Universities vs. other post-secondary institutions
- Workload measured in ECTS
  - Croatia: *Stručni pristupnik* (120-150 ECTS)
  - Bosnia and Herzegovina: *Diploma o stečenom višem obrazovanju* (120-180 ECTS)

# Short-cycle programs considered part of higher education

Albania

Andorra

Belgium

Croatia

Denmark

France

Holy See

Hungary

Iceland

Ireland

Italy

Latvia

Luxembourg

Macedonia

Malta

Netherlands

Norway

Portugal

Spain

Sweden

Turkey

Ukraine

United Kingdom

# Qualifications Frameworks

# Qualifications Frameworks

## What is a qualifications framework?

- Formalized system of credentials at different levels and how those qualifications fit together
- Describes what learners should know, understand, and be able to do at each level in the framework

# Qualifications Frameworks

## National Frameworks

- System-specific frameworks
- Describe all qualifications in an education or higher education system and how they connect together
- Examples: Germany, the Netherlands, Malta, Scotland, etc.

## Overarching Frameworks

- More general than national frameworks
- Set parameters for which national frameworks are developed
- Facilitates movement between systems
- Examples: Qualifications Framework for European Higher Education Area (QF-EHEA)

# Qualifications Frameworks

## **Self-Certification**

- Final step in development of national qualifications frameworks
- Demonstrates that national framework is compatible with QF-EHEA
- Establishes legitimacy, acceptance, and trust
- Specific criteria and procedures

# Qualifications Frameworks

- Typically describe qualifications in terms of level, workload and learning outcomes
- Identify both academic and vocational qualifications
  - Qualifications can be at same level, but have different characteristics (example: employment vs. further studies)
- Not necessarily limited to higher education

# Scotland

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs		
12					Professional Apprenticeship		
11						Doctoral Degree	Graduate Apprenticeship Professional Apprenticeship SVQ
10						Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9					Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Higher Apprenticeship Technical Apprenticeship SVQ		
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Diploma Of Higher Education	Modern Apprenticeship SVQ		
6	Higher, Awards, Skills for Work Higher			Certificate Of Higher Education	Modern Apprenticeship Foundation Apprenticeship SVQ		
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ		
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ		
3	National 3, Awards, Skills for Work National 3						
2	National 2, Awards						
1	National 1, Awards						

Source: Scottish Qualifications Authority

# Malta

8	Doctoral Degree	
7	Master's Degree Post-graduate Diploma Post-graduate Certificate	
6	Bachelor's Degree	
5	Undergraduate Diploma Undergraduate Certificate	VET Higher Diploma Foundation Degree
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma (iv)
3	General Education SEC Grade 1-5	VET Level 3 (iii)
2	General Education Level 2 SEC Grade 6-7	VET Level 2 (ii)
1	General Education Level 1 School Leaving Certificate	VET Level 1 (i)
B	Introductory Level B*	
A	Introductory Level A*	

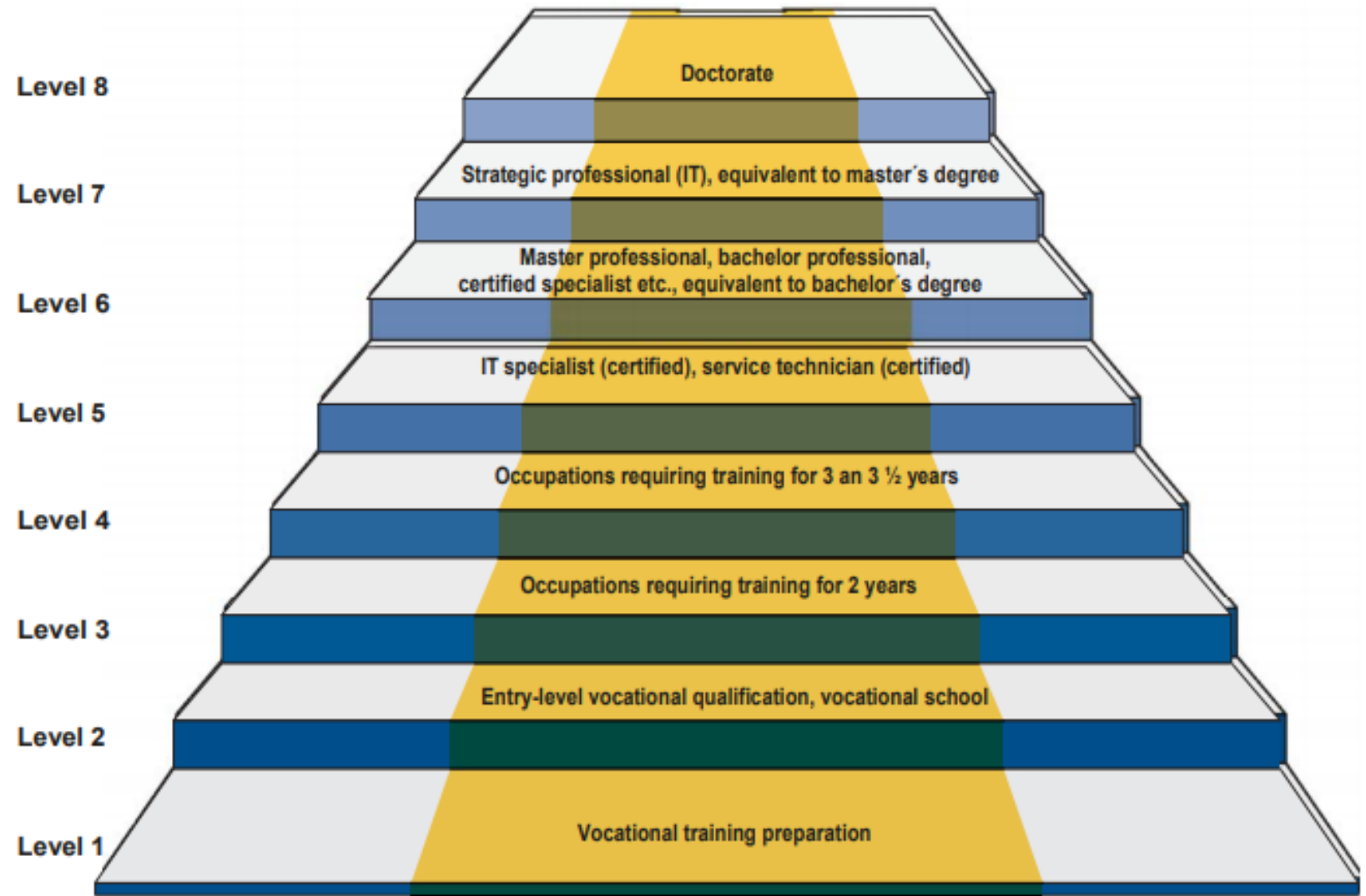
\* These are not yet included in legislation

**Annotations**

- A Full VET Level 1 qualification should enjoy the same parity of esteem as a Full Secondary School Certificate and Profile (SSC&P) Level 1.
- A Full VET Level 2 qualification should enjoy the same parity of esteem as 4 Secondary Education Certificate (SEC) subjects at Grade 6 and 7.
- A VET Level 3 Qualification should enjoy the same parity of esteem as 6 Secondary Education Certificate (SEC) subjects at Grades 1 to 5.
- A VET Diploma should enjoy the same parity of esteem as the Matriculation Certificate.

Source: Malta Qualifications Recognition Information Centre

# Germany



Source: Association of German Chambers of Commerce and Industry

## The framework of qualifications for the European Higher Education Area

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.

	Outcomes	ECTS Credits
First cycle qualification	<p>Qualifications that signify completion of <b>the first cycle</b> are awarded to students who:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</li> <li>• have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</li> </ul>	Typically include 180-240 ECTS credits

Second cycle qualification	<p>Qualifications that signify completion of <b>the second cycle</b> are awarded to students who:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</li> <li>• have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</li> </ul>	Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2 <sup>nd</sup> cycle
Third cycle qualification	<p>Qualifications that signify completion of <b>the third cycle</b> are awarded to students who:</p> <ul style="list-style-type: none"> <li>• have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</li> <li>• have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;</li> <li>• 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;</li> <li>• are capable of critical analysis, evaluation and synthesis of new and complex ideas;</li> <li>• can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;</li> <li>• can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.</li> </ul>	Not specified

Source: European Higher Education Area

# Diploma Supplement

# Diploma Supplement

Standardized description of studies

- Nature
- Level
- Content
- Status in country

# Diploma Supplement

- Developed in 1996 and 1998
- 2005
  - Education ministers agree issue to all graduating students beginning in 2005
  - Free of charge
    - Montenegro and Serbia charge fee
  - Language of country and widely spoken European language
    - Usually English
    - Estonia, Latvia, Macedonia, Poland, Serbia, Slovakia – student must request widely-spoken language version
    - Some countries charge fee for widely spoken version
- Provides detailed description of institution, program of study, courses, grades, credits

# Diploma Supplement

## 2016-2017

- Issued to first- and second-cycle graduates in 44 countries
  - Exceptions: Belarus, France, Greece, Ireland, Russia, UK (except Scotland)
  - Institutional autonomy
  - Belarus: no Diploma Supplement developed
  - UK – Diploma Supplement or Higher Education Achievement Report/HEAR
  - Azerbaijan, Bulgaria, Kazakhstan, Spain – must be requested by student

# Diploma Supplement

## Short-cycle graduates

- Iceland, Portugal, France, Norway, Latvia, Turkey, Ukraine, Hungary, Croatia
  - issued to all
- Lithuania, Ireland, Malta, Holy See, Cyprus, Luxembourg
  - issued to some

## Third-cycle graduates

- Not universally issued

# Diploma Supplement

## Eight sections

- Student name
- Qualification type and institution
- Qualification level
- Course content and results (grades)
- Qualification function
- Certification of DS
- Higher education system details
- Other relevant details



UNIVERSIDADE DE VIGO

R<sup>U</sup> UNIVERSITARIO DE TÍTULOS CONTROL UNIVERSITY NUMBER

20103010077

Este suplemento analiza el modelo elaborado por la Comisión Europea, el Consejo de Europa y la UNESCO/CEPES, e a seu obxectivo é o de ofrecer un volume suficiente de datos independentes para mellorar a "transparencia" internacional e o adecuado recoñecemento académico e profesional das cualificacións (diplomas, títulos, certificados, etc.).

Títalo de ofrecer unha descrición da natureza, do nivel, do contido, do contido e máis do rango das actividades realizadas polo poseedor ou posuidora da cualificación orixinal, a que se lle engade este suplemento. Deben evitarse notcias de valor, posibles equivalencias ou distincións de recoñecemento. Deben completarse as oito seccións, e en caso contrario, debe explicarse por que non se cobren.

Este suplemento se axusta ao modelo elaborado por la Comisión Europea, el Consejo de Europa y la UNESCO/CEPES, e su propósito es ofrecer un volumen suficiente de datos independientes para mejorar la "transparencia" internacional y el adecuado reconocimiento académico y profesional de las cualificaciones (Diplomas, Títulos, Certificados, etc.).

Se trata de ofrecer una descripción de la naturaleza, el nivel, el contenido, el contenido y más del rango de las actividades realizadas por el poseedor de la cualificación original a la que se añade este suplemento. Deben evitarse juicios de valor, posibles equivalencias o distinciones de reconocimiento. Deben cumplirse las ocho secciones, y en caso contrario, explicar por qué no se ha hecho así.

This Diploma Supplement follows the model 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, 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. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.



1 Datos da persoa titulada / Datos de la persona titulada / Information identifying the holder of the qualification

1.1 Apellidos / Apellidos / Family name(s)
1.2 Nome / Nombre(s) / Given name(s)
1.3 Data de nacemento / Fecha de nacimiento / Date of birth: 06 / 01 / 1987
1.4 Número de identificación / Número de identificación / Student identification number or code

2 Información sobre a titulación / Información sobre la titulación / Information identifying the qualification

Denominación da titulación e título conferido (no idioma orixinal) / Denominación de la titulación y título conferido (en idioma original) / Name of qualification and (if applicable) title conferred (in original language)

Licenciatura en Filoloxía Hispánica / Licenciatura en Filología Hispánica / Licenciada en Filología Hispánica / Licenciada en Filología Hispánica

Principais campos de estudo da titulación / Principales campos de estudio de la titulación / Main fields of study for the qualification

Lingua española. Literatura española e hispanoamericana. Gramática española. Historia da lingua española. Lingüística. Latín. Teoría da literatura e literatura comparada. / Lengua Española. Literatura Española e Hispanoamericana. Gramática Española. Historia de la Lengua Española. Lingüística. Latín. Teoría de la Literatura y Literatura Comparada. / Spanish language; Spanish and hispanic literature; Spanish grammar; History of the spanish language; Linguistics; Latin; Theory of literature and comparative literature.

Nome e natureza da institución que conferiu o título (no idioma orixinal) / Nombre y naturaleza de la institución que ha conferido el título (en idioma original) / Name and nature of awarding institution (in original language)

Universidade de Vigo / Universidade pública / Universidad pública / Public university

Nome e natureza da institución na que se imparten os estudos (no idioma orixinal) / Nombre y naturaleza de la institución en la que se imparten los estudios (en idioma original) / Name and nature of institution administering studies (in original language)

Facultade de Filoloxía e Tradución de Vigo / Facultad de Filología y Traducción de Vigo / Centro público / Centro público / Public center

Lingua utilizada na docencia e nos exames / Lengua utilizada en docencia y exámenes / Language of instruction / examination

Galego e Castelán / Gallego y Castellano / Galician and Spanish

3 Información sobre o nivel da titulación / Información sobre el nivel de la titulación / Information on the level of the qualification

Nivel da titulación / Nivel de la titulación / Level of qualification

Enino de primeiro e segundo ciclo, conducente ao título de Licenciatura en Filoloxía Hispánica. / Enseñanza de primer y segundo ciclo, conducente al título de Licenciatura en Filología Hispánica. / Long cycle degree leading to an academic degree of Licenciatura en Filología Hispánica

3.2 Duración oficial do programa / Duración oficial del programa / Official length of programme: 5 anos. O tempo total presencial en clases teóricas e prácticas é de 3.040 horas. O tempo total estimado de traballo do estudante por ano, incluíndo exames é de 3.600 horas. / 5 años. El tiempo total presencial en clases teóricas y prácticas es de 3.040 horas. El tiempo total estimado de trabajo del estudiante por año, incluyendo exámenes y su preparación, es de 3.600 horas.

3.3 Requisitos de acceso / Requisitos de acceso / Access requirement(s)

Bacharelato LOXSE + PAU, COU + selectividade. Formación profesional de grado superior, ciclos formativos de grado superior. / Bachillerato LOXSE + PAU, COU + Selectividad. Formación profesional de grado superior, Ciclos formativos de grado superior. / Títulos universitarios. / Bachillerato LOXSE (Upper Secondary School) + PAU (University admission exam), COU (University Oriented Programme) + Selectividad (University admission exam), Advanced vocational training, Upper-level training cycles, University graduates.

4 Información sobre o contido e os resultados obtidos / Información sobre el contenido y los resultados obtenidos / Information on the contents and results gained

4.1 Forma de estudo / Forma de estudio / Mode of study

Modo presencial / Modo presencial / Full time attendance

4.2 Requisitos do programa / Requisitos del programa / Programme requirements

O estudante ten que completar as horas do programa de estudos distribuídas da seguinte forma: 123 créditos de materias troncales (1.230 horas) / El estudiante tiene que completar las horas del programa de estudios distribuidas de la siguiente forma: 123 créditos de asignaturas troncales (1.230 horas) / The program is distributed as follows: 123 credits of core subjects (1.230 hours)

4.3 Datos do programa / Datos del programa / Programme details

Table with columns: Materias / Asignaturas / Subjects, Horas lectivas / Horas lectivas / Contact Hours, Cualificación / Calificación / Grade, Ano Académico / Año académico / Academic Year, Observacións / Observaciones / Observations. Lists subjects like Latin, Spanish, Linguistics, etc.

Créditos de libre elección / Créditos de libre elección / Credits of free election: Lingüaxe e desenvolvemento / Lengua y desarrollo / Language and development; Metodoloxía do ensino da lingua española / Metodología de la enseñanza de la lengua española / Methodology in teaching Spanish

5 Información sobre a función da titulación / Información sobre la función de la titulación / Information on the function of the qualification

5.1 Acceso a estudos posteriores / Acceso a ulteriores estudios / Access to further study: A Licenciatura en Filoloxía Hispánica habilita para o acceso ao Doutoramento e a outros estudos de posgrao. / La Licenciatura en Filología Hispánica habilita el acceso al Doctorado y a otros estudios de posgrado. / The degree of Licenciatura en Filología Hispánica gives access to doctoral and postgraduate studies.

5.2 Cualificación profesional / Cualificación profesional / Professional status (if applicable)

Esta titulación capacita para o exercicio de actividades profesionais no campo da tradución e interpretación, da crítica literaria e da conexión de textos nos aspectos lingüísticos, literarios e culturais inherentes á lingua española. / Esta titulación capacita para el ejercicio de actividades profesionales en el campo de la traducción e interpretación, crítica literaria y conexión de textos en los aspectos lingüísticos, literarios y culturales inherentes a la lengua española. / This qualification enables the holder to carry out activities in fields related to translating and interpreting, literary criticism, proof-reading/teaching and editing and cultural services.

6 Información adicional / Additional Information

http://www.uvigo.es / http://www.uvigo.es

7 Certificación do suplemento / Certificación del suplemento / Certification of the supplement

A Secretaría Xeral / La Secretaría General / The General Secretary

Data / Fecha / Date: 20 / 07 / 2010

A Xefe do Servizo de Alumnos / La Jefa del Servicio de Alumnos / The Head of the Student Services Center

Mano Inmaculada Vázquez Álvarez



Mano Cristina Rodríguez Ochoa

Selo Oficial / Sello oficial / Official stamp or seal

8 Información sobre o sistema nacional de ensino superior / Información sobre el sistema nacional de enseñanza superior / Information on the Spanish higher education system



## Higher Education Achievement Report

(incorporating European Diploma Supplement)



### 1 Personal Information

Family Name(s)	
Given Name(s)	
Date of Birth	
Student ID	
HESA ID	

### 2 Qualification Achieved

Name of Qualification	Doctor of Philosophy
Date of Completion <i>(The date at which a Board of Examiners confirms the result)</i>	11/11/2014
Award Date <i>(The date on which the award is conferred)</i>	05/12/2014
Classification	
Endorsements	None
Main Fields of Study	Scottish Universities Environmental Research Centre
Start Date	17/10/2011
Thesis Submission Date	16/09/2014
Awarding Institution	University of Glasgow
Language of Institution	English
Language of Instruction and Assessment	English

### 3 Qualification Level

Level of Qualification	PhD
National Qualification Framework Level	Level 12
Length of Programme (normally)	36 Months
Access Requirements	<i>The University's prospectus provides an indication of current entry requirements for this degree or award, see:</i> <a href="http://www.gla.ac.uk/prospectuses/undergraduate/">http://www.gla.ac.uk/prospectuses/undergraduate/</a> <a href="http://www.gla.ac.uk/prospectuses/postgraduate/">http://www.gla.ac.uk/prospectuses/postgraduate/</a> <a href="http://www.gla.ac.uk/researchopportunities/">http://www.gla.ac.uk/researchopportunities/</a> <i>Information on entry requirements for previous awards is available from the Recruitment &amp; International Office, for contact details see:</i> <a href="http://www.gla.ac.uk/services/rio/">http://www.gla.ac.uk/services/rio/</a>

### 4 Mode of study, Programme requirements and results gained

Academic Year 2011-12	Full-Time – University of Glasgow
Academic Year 2012-13	Full-Time – University of Glasgow
Academic Year 2013-14	Full-Time – University of Glasgow
Academic Year 2014-15	Full-Time – University of Glasgow

### 4b/c Programme Requirements/Specification

Details of Programme requirements and specifications can be found at the following link:  
<http://www.gla.ac.uk/services/teachingoffice/programmesearch/>  
*Programme specifications are published annually, please refer to the document published in the final session of study – see 4a above.*  
*Programme Specifications are not available for research degrees.*

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Date of HEAR: 12/09/2019

## Description of Higher Education in Scotland<sup>1</sup>

### Introduction

Scotland has a distinctive higher education system and also operates under a devolved government, which includes devolved responsibility for higher education. There is a separate Description of Higher Education in England, Wales and Northern Ireland where the system is different to that of Scotland.

Scotland's distinctive higher education system has 10 higher education institutions (HEIs), The 15 universities, the Open University in Scotland, a college of higher education, an art school, and a conservatoire all receive funding for research and for learning and teaching through the Scottish Funding Council (see [www.sfc.ac.uk/](http://www.sfc.ac.uk/)); funding is also received from other sources.

The HEIs are independent, self-governing bodies, active in teaching, research and scholarship. Where HEIs are degree awarding bodies they design the curriculum for the degrees they award, set the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes (bachelors and most masters degrees) from the power to award Research (doctoral) Degrees. Most universities have powers to award taught and research Degrees. Some other HEIs have powers to award taught Degrees while others offer programmes leading to Degrees awarded by HEIs with Degree awarding powers.

Lists of institutions with powers to award degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a Degree of another HEI may be found at [www.universities-scotland.ac.uk](http://www.universities-scotland.ac.uk).

A small number of taught Degrees are available in tertiary colleges by the authority of a duly empowered HEI.

### Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in 'The Framework for qualifications of higher education institutions in Scotland' which includes qualifications descriptors, developed with the university sector and published by the Quality Assurance Agency (QAA) ([www.qaa.ac.uk/](http://www.qaa.ac.uk/)). The Framework was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in October 2008. The Framework is also an integral part of a wider national framework: the Scottish Credit and Qualifications Framework (SCQF) that covers all forms of programmes and qualifications from school to doctorates (see Table 1 and [www.scqf.org.uk](http://www.scqf.org.uk)).

Institutions use SCQF levels and credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area.

### Admission

Admissions requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

The most common qualification for entry to higher education is the Higher and, for a small number of high tariff courses, the Advanced Higher or, for entrants from the rest of the UK, the General Certificate of Education at "Advanced" level or

comparable qualifications. Pupils seeking to enter a HEI would normally take a number of Highers at an appropriate stage in the Senior Phase (4th, 5th and 6th year) of secondary school, according to the requirements of their own learning journey, or at a tertiary college. HEIs usually require 4–6 Highers for entry, but this may vary with subject. Highers are studied in considerable depth, involving coursework and final examinations. Advanced Highers have historically been taken by some pupils in S6 as a means of extending their specialisation, normally following successful completion of a Higher in that subject. They are also available in some tertiary colleges. Pupils may also take a Scottish Baccalaureate in Sciences, Languages, Expressive Arts, or Social Sciences and these consist of related Highers and Advanced Highers and an interdisciplinary project. Another major route into Degrees, often with full transfer of credit, is from Higher National Qualifications<sup>1</sup> offered in tertiary colleges.

### Quality Assurance

The academic standards of qualifications are secured and the quality of the student learning experience enhanced by the HEIs using a range of processes including extensive use of external examiners and suitably qualified independent external individuals. In some subject areas, Professional, Statutory and Regulatory Bodies (PSRBs) have a role to ensure that programmes meet the needs and standards of a particular profession; PSRBs do not set or regulate the academic standards of awards, which is the responsibility of the Degree awarding body.

HEIs in Scotland demonstrate their public accountability for quality and standards through a national Quality Enhancement Framework which assures academic standards and the quality of learning experiences. It has a strong focus on enhancement as follows:

HEIs take account of the UK Quality Code for Higher Education, which is published by the QAA. The Quality Code is a UK-wide code of practice for quality assurance and enhancement, which includes qualifications frameworks and UK subject level 'benchmark statements' as well as extensive guidance on the quality of the student learning experience and provision of public information (see [www.qaa.ac.uk](http://www.qaa.ac.uk)). Higher Education providers use the Quality Code to design their respective policies for maintaining academic standards and to enhance quality. Reviewers use it as a key reference point for the external review and quality assurance of HEIs.

Subject level quality reviews are conducted by HEIs in accordance with guidance issued by the Scottish Funding Council (see [www.sfc.ac.uk/](http://www.sfc.ac.uk/)) and in light of the Quality Code.

External reviews of HEIs are conducted by the Quality Assurance Agency for Higher Education in Scotland (QAA Scotland). QAA Scotland is an independent body and charity established to provide public confidence in the quality and standards of higher education. The method of external review in Scotland involves teams of peer reviewers, including student and international reviewers. QAA Scotland publishes reports on the outcome of reviews and makes judgements about the effectiveness of the HEIs' arrangements for assuring academic standards and enhancing the quality of the learning experiences offered (see [www.qaa.ac.uk/](http://www.qaa.ac.uk/)). QAA Scotland also manages a programme of national Enhancement Themes (see [www.enhancementthemes.ac.uk/](http://www.enhancementthemes.ac.uk/)).

A national development service supports students in their role as active participants in assuring standards and enhancing quality (see [www.sparcs.org.uk](http://www.sparcs.org.uk)).

<sup>1</sup>Awarded by the Scottish Qualifications Authority

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Date of HEAR: 12/09/2019

TABLE 1

## The Scottish Credit and Qualifications Framework (SCQF)

The SCQF covers all the major qualifications in Scotland from school to Doctorate and including work-based Scottish Vocational Qualifications (SVQs)

SCQF Level	Qualifications of Higher Education Institutions	SQA Higher National and National Units, Courses and Group Awards	SVQs
12	Doctoral Degrees (Minimum 540 SCQF credits)		Professional Apprenticeship
11	Masters Degrees (Minimum 180 SCQF credits) Integrated Masters Degrees (Minimum 600 SCQF Credits) Postgraduate Diploma (Minimum 120 SCQF credits) Postgraduate Certificate (Minimum 60 SCQF credits)		Professional Apprenticeship SVQ 5
10	Bachelors Degree with Honours (Minimum 480 SCQF credits) Graduate Diplomas and Certificates		Professional Apprenticeship
9	Bachelors Degree (Minimum 360 SCQF credits) Graduate Diplomas and Certificates	Professional Development Award	Technical Apprenticeship SVQ 4
8	Diploma of Higher Education (Minimum 240 SCQF credits)	Higher National Diploma	Technical Apprenticeship SVQ 4
7	Certificate of Higher Education (Minimum 120 SCQF credits)	Advanced Higher Scottish Baccalaureate Higher National Certificate	
6		Higher	Modern Apprenticeship SVQ 3
5		National 5 Intermediate 2	Modern Apprenticeship SVQ 2
4		National 4 Intermediate 1	SVQ 1
3		National 3 Access 3 National 2	
2		Access 2	
1		National 1 Access 1	

### Notes

- SCQF levels represent increasing complexity and demand in learning outcome.
- One credit represents the outcomes achievable by the average student though 10 notional hours of learner effort. In general terms, one full-time undergraduate year is considered to be 120 credits worth of learning. A postgraduate year is 180 credits. 1 ECTS credit is deemed equivalent to 2 SCQF credits. Research degrees – Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are not credit rated.
- Graduate Certificates (minimum of 60 SCQF credits) and Graduate Diplomas (minimum of 120 credits) are offered at levels 9 and 10 within the SCQF framework. They are offered for programmes that are for graduates but do not have outcomes that are at postgraduate level.
- The Bachelors Degree (level 9) leads to employment and in some instances can give access to postgraduate study particularly when accompanied by relevant work or professional experience.
- At postgraduate levels, the framework and the higher education qualifications are the same as those for the rest of the UK. The Honours Degree levels of the two frameworks are considered to be in broad alignment (the Honours Degree in Scotland normally takes 4 years and that in the rest of the UK takes 3 years). Below Honours level the frameworks reflect the different educational structures of Scotland and the rest of the UK).

Student: 1108587

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Date of HEAR: 12/09/2019

# Diploma Supplement

## Digitalization

- Still a paper document in almost every country
- UK – developed and implemented by some universities
- Sweden – developing system for use by all universities
- Italy – some universities participating in national digitalization project
- Spain and Holy See – starting to examine digitalization possibilities

# Diploma Supplement

## Benefits to European countries

- Common framework
- Comparability of studies
- Academic qualification recognition
  - Employment
  - Further study
- Improved institution visibility
  - Employers
  - Other educational institutions

# Diploma Supplement

## Benefits to credential evaluators/admission officers

- Explanation of qualification
  - Entrance requirement
  - Length of study
  - Institution recognition
  - NQF level
  - Grading scale
- Country educational system

# Verification of Diplomas

# Verification of Diplomas

## Moldova

- Diplomas awarded 2008 to present
- <http://ctice.md:8082/verif/>

## Turkey

- Turkish identification card needed to access database
- <https://yoksis.yok.gov.tr/>

## Ukraine

- Diplomas awarded 2015 to present
- <https://info.edbo.gov.ua/edu-documents/>





# EHEA 2020-2030 from an Area to a Community

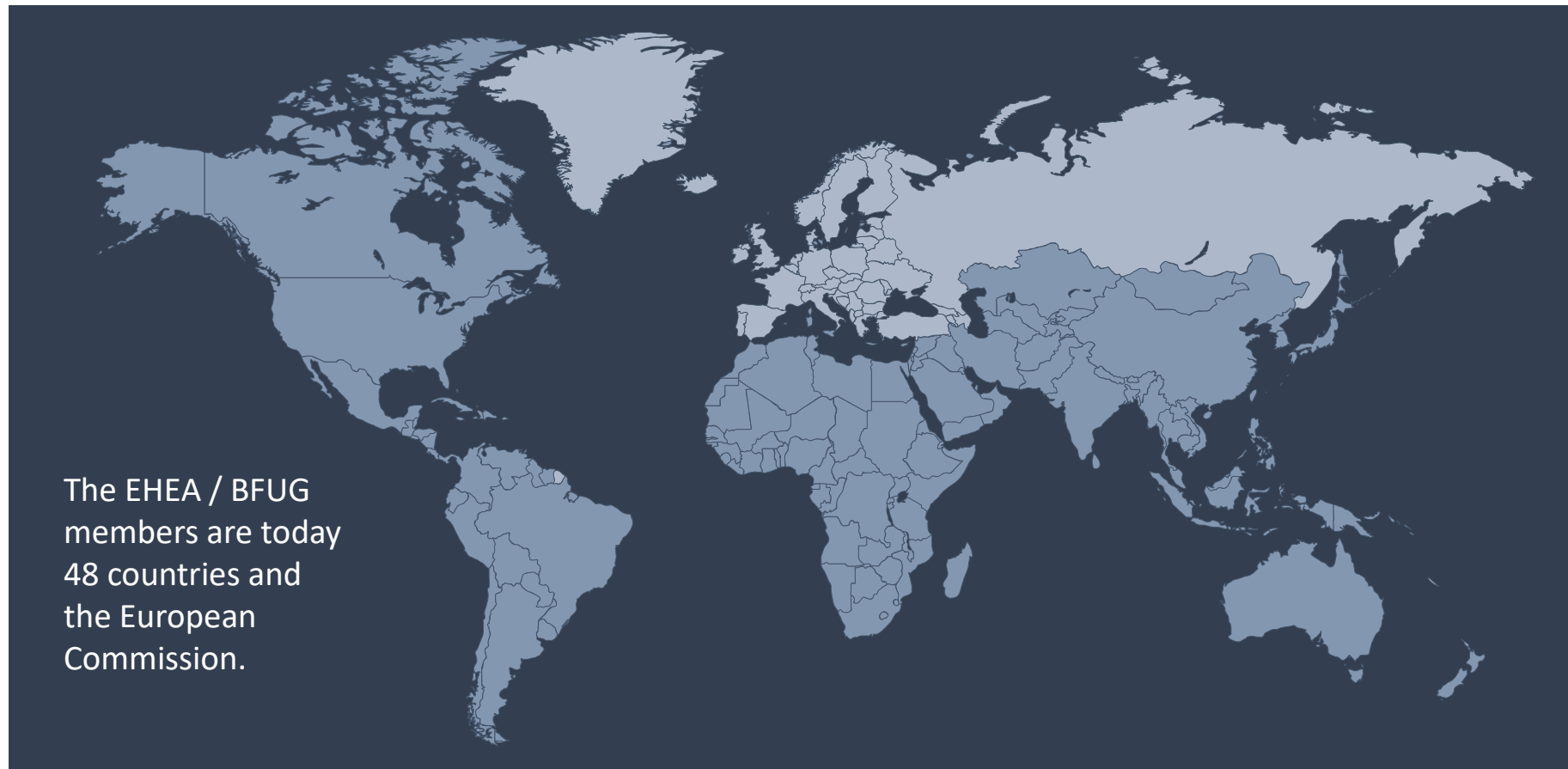
TAICEP meeting  
2019

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**Luca Lantero**  
*Head of the Italian BFUG Secretariat*  
*President of the LRC Bureau*

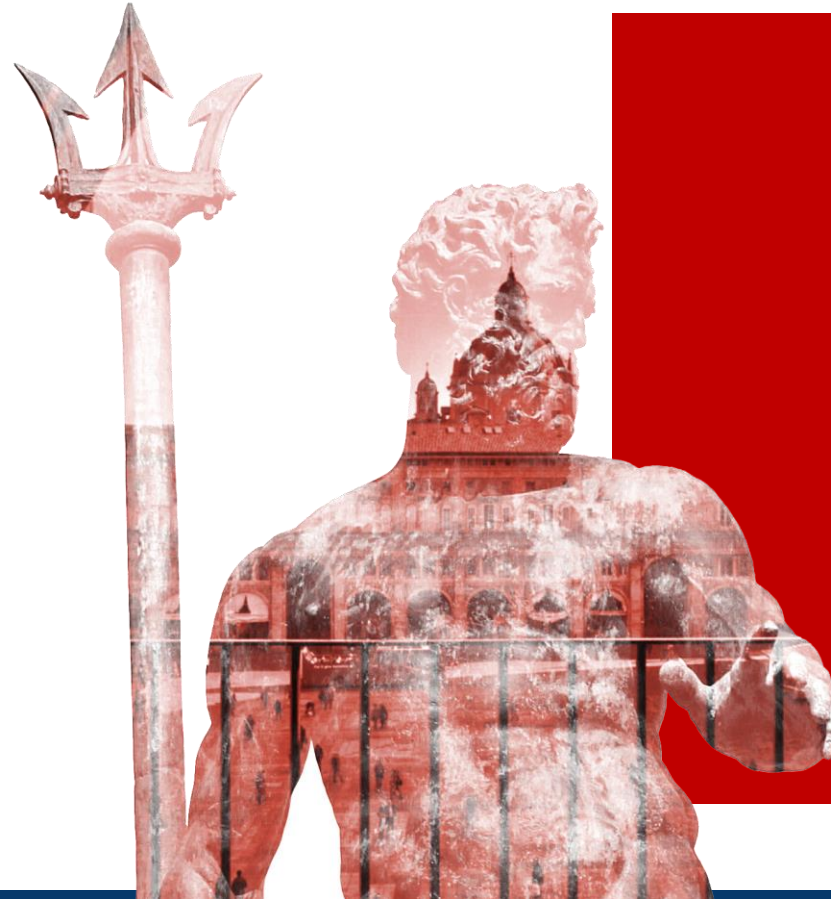
## WHERE WE ARE

Today, the EHEA groups 48 countries and the EC, covering about 25% of the total surface of dry land, but more than this, gathers together the majority of the most relevant HE institutions of the world, more than any other Regional Convention dedicated to education, granting its fellow students and professors a unique environment of knowledge and mobility.



## THE 20<sup>th</sup> ANNIVERSARY OF THE BOLOGNA DECLARATION

In 2019, Italy hosted the **20<sup>th</sup> Anniversary of the Bologna Declaration** that was signed in Bologna in 1999. This conference was hosted by the University of Bologna (24-25 June 2019) and it was an **important moment of discussion among Rectors, Students and other relevant stakeholders** in order to promote the debate on the future of the Bologna process Beyond 2020, placing the Global dimension in the central stage of our debate.



Bologna, June 24th - 25th 2019

**BOLOGNA  
PROCESS  
BEYOND 2020:**  
Fundamental  
values of the EHEA

1000 participants from more than 70 countries



45 speakers



Almost 200 Rectors



5 parallel sessions



<https://www.youtube.com/watch?v=VBg7RU1Y4> A

# BOLOGNA PROCESS GOES GLOBAL: BACK TO BASICS, BACK TO THE FUTURE

[www.bolognaprocess2019.it](http://www.bolognaprocess2019.it)



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA



eua EUROPEAN  
UNIVERSITY  
ASSOCIATION



## Contacts

For general information

[info@bolgnaprocess2019.it](mailto:info@bolgnaprocess2019.it)

To contact the scientific committee:

[scientific@bolognaprocess2019.it](mailto:scientific@bolognaprocess2019.it)

## Institutions

ITALIAN  
BFUG SECRETARIAT  
2018-2020



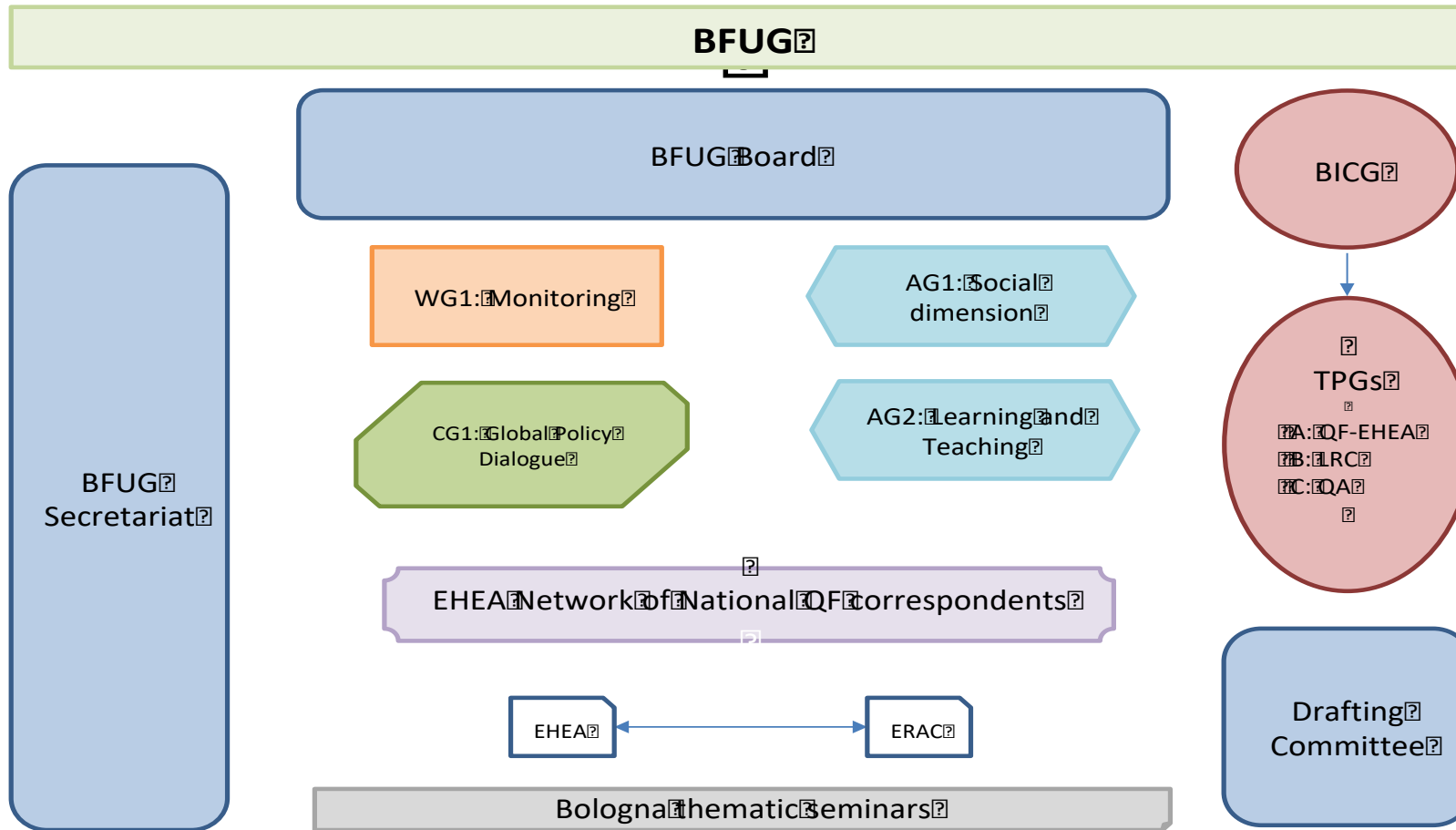
EUROPEAN  
Higher Education Area

CIMEA  
THE ART OF CONNECTING ACADEMIA

CRUI  
Conferenza dei Rettori  
delle Università Italiane



# Workplan 2018-2020



## Advisory Group 1 on Social Dimension:

Austria, Belgium Flemish Community, Bulgaria, Croatia, Denmark, EI-IE, ESU, EUA, EC, Eurostudent, Germany, Kazakhstan, Lithuania, Luxembourg, Poland, Romania, Sweden, United Kingdom, United Kingdom (Scotland).

**Slovenia** joined the group as an Expert after BFUG meeting in Bucharest, where the membership of the Advisory group was closed.

**19 members + 1 expert**

**Croatia and ESU** are Co-chairs.

## Advisory Group 2 on Learning and Teaching:

Austria, Armenia, Belgium Flemish Community, Belgium French Community, Bulgaria, EI-IE, Estonia, ESU, EUA, EURASHE, EC, Finland, France, Holy See, Italy, Kazakhstan, The Netherlands, Slovenia, Switzerland.

**Germany** joined the group as an Expert after BFUG meeting in Bucharest, where the membership of the Advisory group was closed.

**19 members + 1 expert**

**EURASHE, France and The Netherlands** are Co-chairs.

## Coordination Group 1 on Global Policy Dialogue:

Azerbaijan, Belgium Flemish Community, Belgium French Community, Bulgaria, EC, EI-IE, ENQA, EUA, France, Germany, Holy See, Ireland, Italy, Kazakhstan, UNESCO, United Kingdom.

**16 members**

**Italy (Vice-chair) and Belgium Flemish Community are Co-chairs**

## Working Group 1 on Monitoring:

Albania, Armenia, Austria, Belarus, Czech Republic, EC (EURYDICE), EI-IE, EQAR, ESU, EUA, Eurostudent, France, Germany, Italy, Latvia, Lithuania, Luxembourg, Norway, Poland, Russian Federation.

**20 members**

**EC and Norway are Co-chairs**

# BOLOGNA IMPLEMENTATION COORDINATION GROUP (BICG)

Austria, Bulgaria, Croatia, EUA, EURASHE, European Commission, Italy, one Co-chair of WG1 on Monitoring, one Co-chair of Peer Group A on QF, one Co-chair of Peer Group B on LRC, one Co-chair of Peer Group C on QA.

**Austria, Bulgaria, and Croatia** are Co-chairs.

**Thematic Peer Group A** on Key Commitment 1 (a three-cycle system compatible with the overarching Qualifications Framework of the EHEA and first and second cycle degrees scaled by ECTS)

**Thematic Peer Group B** on Key Commitment 2 (**national legislation and procedures compliant with the Lisbon Recognition Convention [LRC]**)

**Thematic Peer Group C** on Key Commitment 3 (Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area)

Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium Flemish Community, Belgium French Community, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Council of Europe, Denmark, EI-IE, EQAR, Estonia, EURASHE, ESU, EUA, European Commission, France, Georgia, Germany, Greece, Holy See, Ireland, Italy, Kazakhstan, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Switzerland, Ukraine, UNESCO.

**Albania, France, and Italy** are Co-chairs.

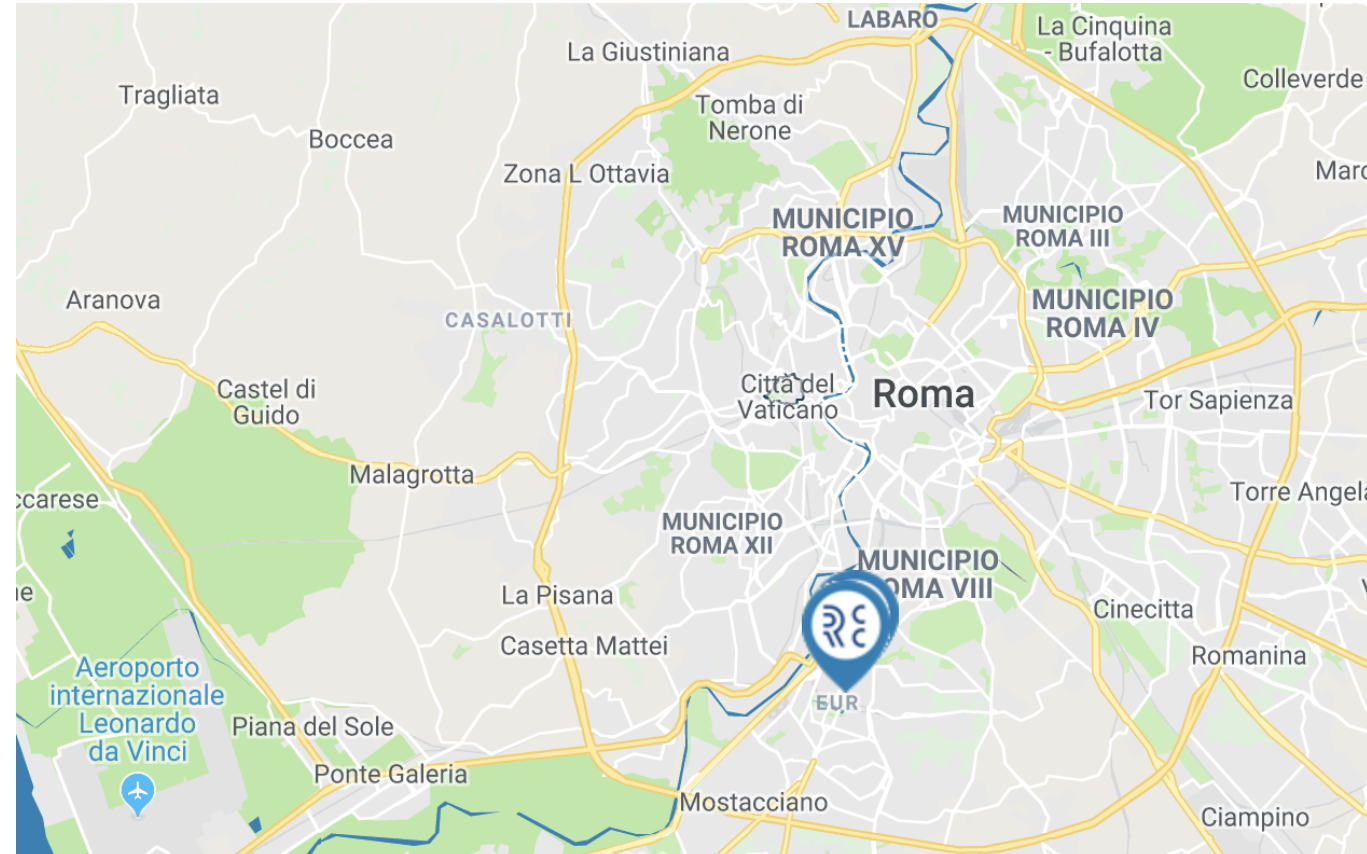
3 meetings + 3 seminars on **Document Fraud and Digitalization, Substantial Difference** and on **Information Provision**.

- ➔ **Automatic recognition:** how to implement the Council of the European Union Recommendation on promoting the automatic mutual recognition of higher education and upper secondary education qualifications and the outcomes of learning periods abroad.
- ➔ **European Assessment Report:** a common reference template for information to be inserted assessment report. Identify a set of information that are in common in all assessment report in the recognition practice (e.g. name of the holder; name of the qualification; name of the institution; status of the institution; workload; duration; etc.), in the view to have a kind of “European Assessment Report”, on the model of Diploma Supplement for final qualifications.
- ➔ **Digitalisation:** exchange of practices and peer learning about digital credentials, use of new technologies such as blockchain, digitalisation of the recognition process and how to deal with recognition of digital credentials.

**Where: ROME**

**When: 24 - 25 June 2020**

Meeting of the 48 EHEA Ministers and their delegates (representatives of HEIs, students, QA agencies, etc.), EC, CoE, UNESCO, with the participation of associations, networks and all the relevant stakeholders active in the field of HE, to reflect on the future of the EHEA (2020-2030).



## Bologna Policy Forum

During the EHEA Ministerial Conference, the Italian Government will host the **Bologna Policy Forum**, a formal meeting to enhance the dialogue among EHEA countries and other Countries and Regions. This will be a great opportunity to involve all relevant stakeholders from EHEA Countries, but also from those countries that are not part of the European Cultural Convention, with the aim of increasing policy dialogue on key topics and raising the attention on Higher Education reforms beyond the Bologna area, in a global prospective.

23 June  
evening

**Accreditation and  
Welcome event**

24 June

**Ministerial Conference**

25 June  
morning

**Ministerial Conference and  
Global Policy Dialogue**

25 June  
afternoon

**Global Summit on Higher  
Education**

26 June



## CRUCIAL TOPICS FOR THE HIGHER EDUCATION SECTOR

On top of the implementation of the mandate coming from the Paris Communiqué of 2018, and in order to favor the debate of the future of the Bologna process beyond 2020, Italy will especially pay attention to few topics:

- **migrant and refugee crisis** -related challenges towards the EHEA (i.e. recognition of qualifications and competences, equality of rights and inclusivity to access HE, etc.)

- **the 3rd cycle and the research** sector, with particular attention on the reconciliation between **Higher Education and Research**;
- the principles of the **third mission** of HE;
- new **digital technologies** (e.g. blockchain) in order to boost HE sector

the **contribution of the EHEA to global society** in order to contribute to **relevant Sustainable Development Goals of UN General Assembly**, as approved in 2015 and in particular to:

- societies and communities;
- **other Countries and Regions outside EHEA** with a special focus on **Africa and the Mediterranean Area**,
- other relevant **international processes** (CoE, OECD, UNESCO)



Italian Secretariat of the BFUG 2018-2020

EHEA Ministerial Conference

Prague, 18-19 June 2018

From the Venetian phrase “s-ciào vostro” or “s-ciào su”,  
from Latin language “Sclavus”, in German “Servus”  
Meaning: “I am your servant”, not a literal statement of  
fact, but rather a **promise of good will among friends**  
(along the lines of “at your service” in English). In other  
words...

CIAO! ...

“Arrivederci a Roma”

Luca Lantero *Head of the Italian BFUG Secretariat*

# Issues for Credentials Evaluators

# Issues for credentials evaluators

## **3-year degrees**

- Equivalency
- Suitability for graduate admission

## **Short-cycle degrees outside of higher education**

- Equivalency
- Transfer credit/advanced standing
- Suitability for admission

## **Integrated degrees**

- Equivalency

# Reformation of Educational Systems to Mirror Bologna Process

# Reformation of Educational Systems to Mirror Bologna Process

Most prevalent in Francophone Africa

- Licence-Master-Doctor/LMD system adopted
  - Example: Morocco
    - Licence 4 years until 2003, not 3 years
- Credits mirror ECTS
- Ease student mobility

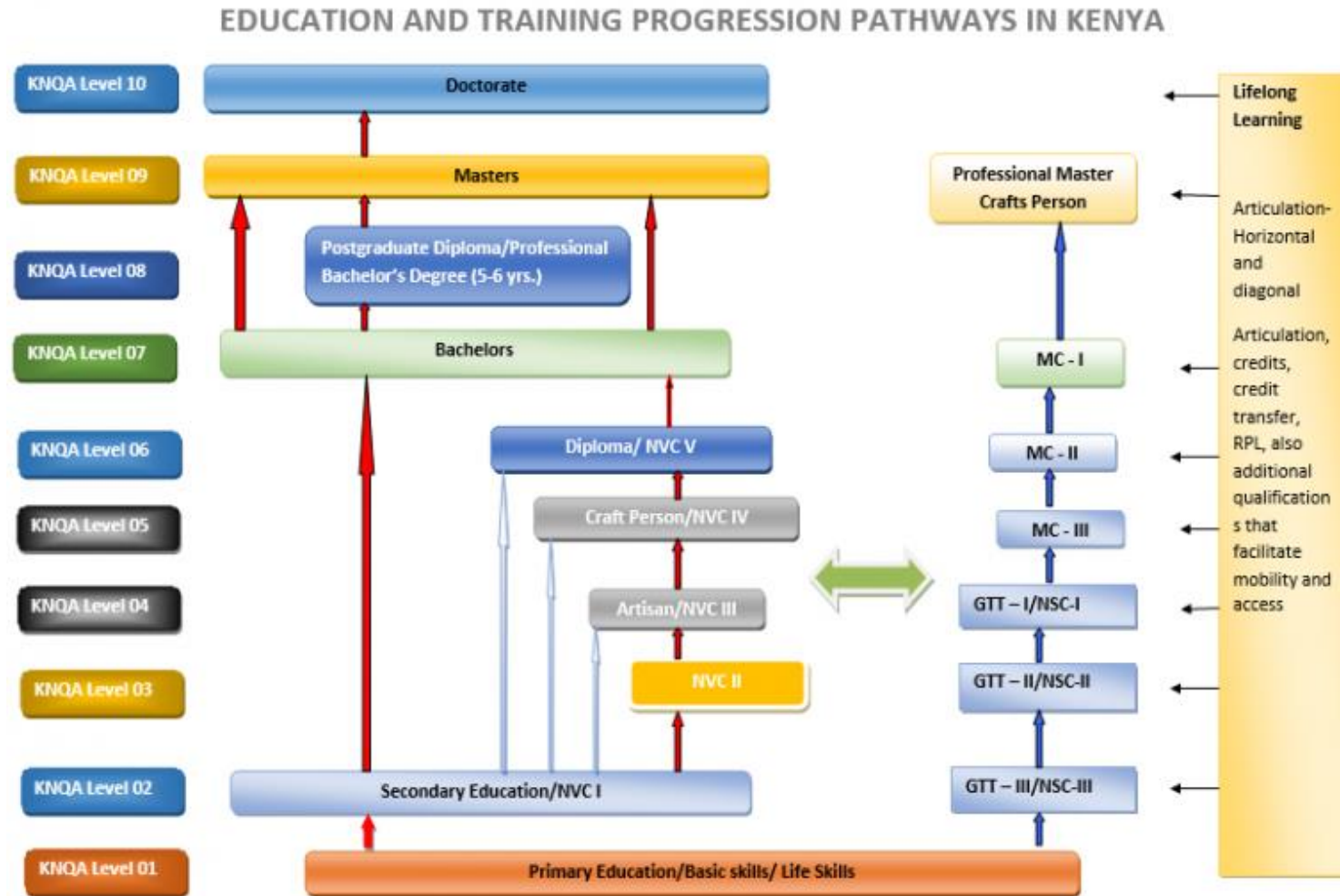
National frameworks adopted

# Australia



Source: Australia Department of Education and Training

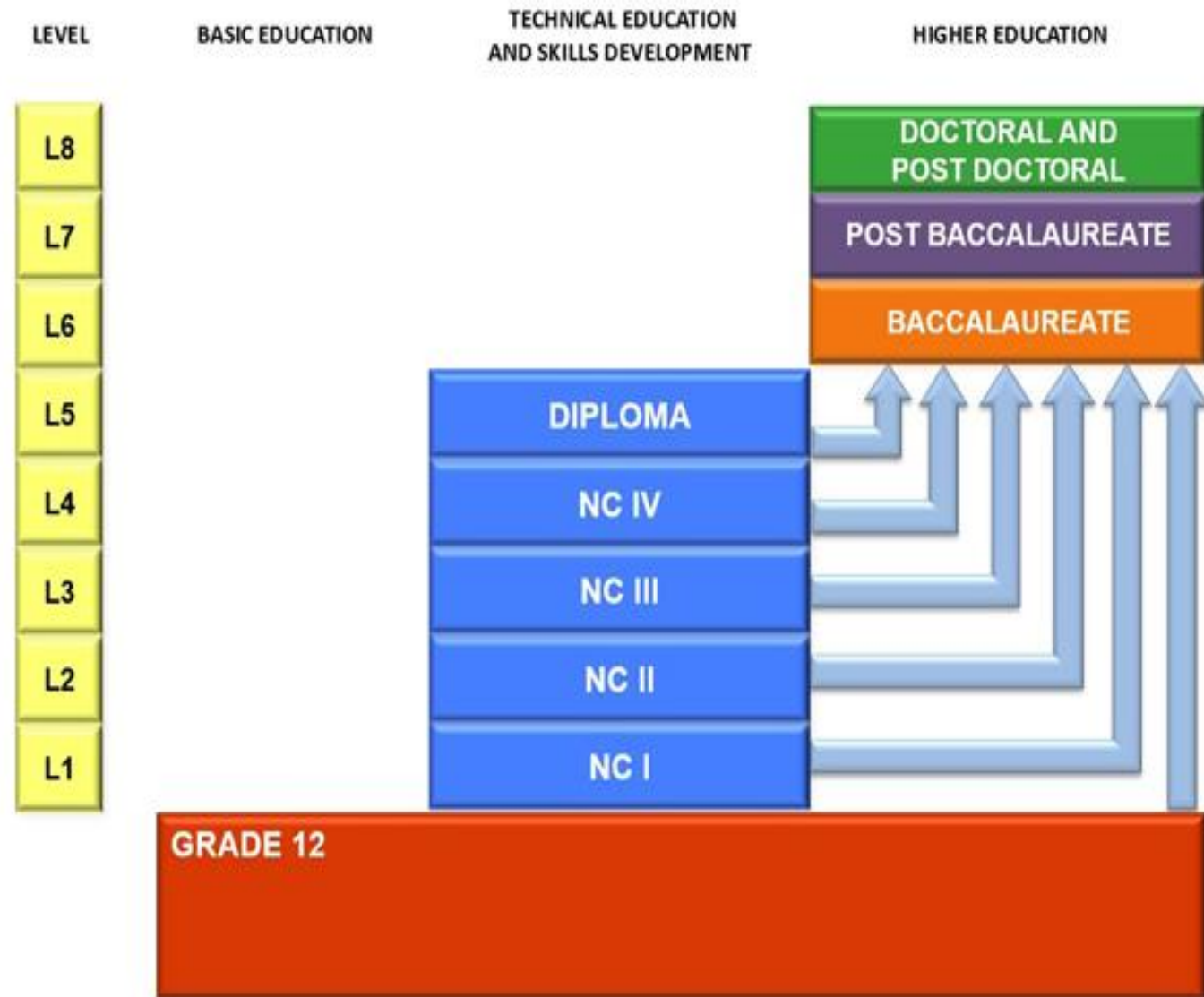
# Kenya



MC-Master Crafts Person, NVC-National Vocational Certificate GTT-Government Trade Test, NSC National skills certificate

Source: Kenya Qualifications Authority

# Philippines



Source: Republic of the Philippines Department of Labor and Employment

# Jamaica



Levels	Jamaican Tertiary Education Sectors				
	General Education	Technical & Vocational	Occupational Degrees	Tertiary Education	Lifelong Learning
8		<b>C/NVQ 8</b>	<b>Applied Doctorate</b>	<b>Doctoral Degree</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b>
7		<b>C/NVQ 7</b>		<b>Masters Degree</b>	
6		<b>C/NVQ 6</b>	<b>Occupational Masters</b>	<b>Post Graduate Certificate/ Diploma</b>	
5		<b>C/NVQ 5</b>	<b>Occupational Bachelors</b>	<b>Bachelors Degree</b>	
4		<b>C/NVQ 4</b>	<b>Occupational Associates</b>	<b>Associates Degree / Advanced Diploma</b>	
3	Certificate (Upper Secondary)	<b>C/NVQ 3</b>		<b>Diploma</b>	
2	Certificate (Upper Secondary Leaving)	<b>C/NVQ 2</b>			
1	Certificate (Lower secondary)	<b>C/NVQ 1</b>			
----	<b>Access Point 2</b>				
	<b>Access Point 1</b>				

Source: Jamaica Tertiary Education Commission

# Unaccredited institution in Curaçao uses ECTS!



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 www.ciucuracao.org  
 info@ciucuracao.org

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**Transcripción Académica Oficial**  
 Bachelor Degree in Business Finance  
 3 de Agosto de 2018

V-17613543 ID Estudiante

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Transferencia: Técnico Superior Universitario en Administración de Empresas  
 Estudio Anterior: Colegio Universitario de Administración Y Mercadeo **180 ECTS**

CURSOS REALIZADOS	NOTA	ECTS	Hrs
Comunicación Empresarial	9	5	125
Ética y Responsabilidad Empresarial	6	5	125
Liderazgo Gerencial	9	5	125
Principios de Gerencia	7	5	125
Comportamiento Organizacional	9	5	125
Organización de Empresas	8	5	125
Planificación Estratégica	8	5	125
Sistema de información Gerencial	7	5	125
Administración del Riesgo Financiero	6	5	125
Dinero y Banca	6	5	125
Gerencia Financiera	6	5	125
Manejo de Inversiones	7	5	125
<b>Total</b>	<b>7,33</b>	<b>60</b>	<b>1500</b>

10 = Excelente / 9 = Muy bueno / 8 = Bueno / 7 = Justo / 6 = Suficiente / -6 = Reprobado / 0 = No cursado  
 1 ECTS = 28 Carga horaria

Curaçao; 23/7/2018



**Dra. Zulejma Izzo**  
 Vicerrectora Académica  
 Caribbean International University

# THANK YOU!

## CONTACT US

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