



# The Bologna Process and DIR 2005/36/EC: the points of divergence

European Parliament

Howard Davies

Brussels, 14 October 2010

# EUA - European University Association

- **Membership:** 850 universities and national rectors' conferences in 46 countries
- **Mission:** To ensure that universities have the means to fulfil their three-fold public mission (research, teaching and service to society)
- **Activities:** Policy development, capacity building, projects, research and publications
- **Role in Bologna Process:** full consultative member; one of 'E4' founding group of European Quality Assurance Forum (EQAF) and Register (EQAR); *Trends* series of reviews of Bologna implementation

## The Bologna action lines

- a system of easily readable and comparable degrees
- a three-cycle qualifications structure
- a credit transfer and accumulation system
- student and staff mobility
- European cooperation in quality assurance
- a European dimension in higher education curricula
- a comprehensive system of lifelong learning
- wider access and equality of opportunity
- promoting the global attractiveness of European HE
- effective articulation of the European Higher Education Area [EHEA] and the European Research Area [ERA]

## Key issues (1): curriculum

- Knowledge & skills and 'subjects' are variably defined across the sectoral professions
- 1970s text – out of date in terms of scientific progress, professional aspirations and pedagogic approach?
- Competences proposed for inclusion: foreign languages, business management, telemedicine, working with ethnically diverse patients, etc
- The core curriculum: body of knowledge or set of competences?
- The concept of the 'learning outcome'

## Key issues (2): qualifications framework

- The three-cycle system of Bachelor, Master, Doctorate and the question of the integrated Master
- The relation of the Bologna QF to the European Qualifications Framework (EQF)
- The relation of Bologna QF and EQF to the five levels of the General System
- Specification of levels in terms of learning outcomes
- Quantification of student workload in terms of ECTS or equivalent points

## Key issues (3): lifelong learning

- The admissibility of prior learning (formal, non-formal, informal) in the award and recognition of professional qualifications
- The question of whether CPD should fall within the scope of DIR ... and the implications for higher education providers
- The inter-operability of mobility instruments: the EUROPASS bundle, IMI, professional cards
- The question of the acquired rights of pre-Bologna graduates

## Key issues (4): quality assurance

- Cross-border vertical student mobility
- The strong focus on learning outcomes in the European Standards and Guidelines (ESG)
- The growth of sectoral accreditation and quality assurance agencies
- The expansion of the European Quality Assurance Register [EQAR]
- The consequences for professionals of loss of institutional accreditation

Thank you for your attention

[howard.davies@eua.be](mailto:howard.davies@eua.be)