

SECTION A: ESTABLISHMENT OF THE TWO-CYCLE STRUCTURE

HIGHER EDUCATION IN TWO CYCLES: A SYSTEM ADOPTED VIRTUALLY EVERYWHERE IN EUROPE

The ministers of higher education in the signatory countries to the Bologna Declaration agreed on the need to establish a form of higher education structured into two cycles (*Bachelor/Master*) to consolidate the European Higher Education Area by 2010. During the Conference held in Berlin on 19 September 2003, the importance of implementing this structure was emphasised, and ministers from countries that had not yet established it agreed that they would undertake the task in 2005.

At the beginning of the 2004/05 academic year, the two-cycle structure had been established in all Bologna Declaration signatory countries, except in Spain, Hungary, Portugal, Sweden and Romania (see Figure A.1). Three of these five countries have recently approved the laws aiming to introduce it. In Spain and Romania, the structure will be introduced with effect from the 2005/06 academic year. This will occur a year later in Hungary. Portugal and Sweden have not yet established any legislative or official foundation but plan to restructure their higher education in 2005 in accordance with the recommendations of the Bologna Declaration.

In many countries, the two-cycle structure was firmly established well before the Bologna Declaration (at least in the case of certain fields of study). In the majority of eastern European countries, the structure was introduced in the 1990s at the time of the far-reaching reforms in their education systems following the fall of communism. The other systems have introduced it since they joined the Bologna Process between 1999 and 2005.

In some countries in which this structure had existed for a significant period, it did not correspond exactly to the Bologna recommendations. The adaptations required have been made since 2000 (except in Greece, Albania, Bosnia-Herzegovina, Serbia and the former Yugoslav Republic of Macedonia in which they are the subject of debate). For some countries, the task was to make this structure compulsory or extend it to most fields of study. Thus the Czech Republic and Italy in 2001, Germany and Norway in 2003 and Finland in 2004 have specified in law (which in Finland will take effect from August 2005) that their institutions are obliged to introduce the *Bachelor/Master* structure. Austria has extended application of the two-cycle structure to the *Fachhochschulen* and made it compulsory for all higher education institutions with effect from 2004/05. In Slovenia, the length of programmes and the levels of qualifications were adapted to the Bologna recommendations by law in 2004, and the changes will come into force from the 2005/06 academic year. In France, the name of *mastaire* (initially given to the second qualification introduced in 1999) was changed to Master in 2002, so that developments could be immediately understood at international level.

Some countries (the Czech Republic, Germany, Lithuania, Poland, Slovakia, Norway and Bulgaria?) still provide in certain fields for long studies alongside those structured in two cycles. In the Czech Republic, this applies to programmes for which accreditation has not yet expired. In Germany, Lithuania and Poland, these long programmes will be permanently replaced by the two-cycle structure by 2010 at the latest. In Slovakia, they will be gradually abolished with effect from 2005/06. In Norway, the former system will be totally abolished in 2006/07.

The French and Flemish Communities of Belgium have reformed their higher education systems and provided for the new structure in their legislation in 2004 and 2003, respectively. The new structure established in all institutions and fields from the 2004/05 academic year will be gradually introduced up to 2006/07 and, as a result, two systems will co-exist for some years.

In Albania and Serbia, certain programmes with a two-cycle structure were offered by a few higher education institutions in 2004. The introduction of legislation and extension of the structure to other programmes and institutions are planned with effect from 2005/06.

Figure A1. Progress with developing the two-cycle structure, 2004/05

	B E fr	B E d e	B E nl	C Z	D K	D E	E E	E L	E S	F R	I E	I T	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	S I	S K	F I	S E	UK	
																											ENG / WLS / NIR	SCT
Existence of the two-cycle structure corresponding to Bologna before 2000		(-)									●		●					●									●	●
Existence of the two-cycle structure before 2000 but need for subsequent adaptations/extension		(-)		●	●	●		●		●		●		●	●					●	●		●	●	●			
Introduction/amendment of the law/extension between 2001 and 2003		(-)	●	●	●	●				●		●		●		●			●					●				
Introduction/amendment of the law/extension between 2004 and 2005	●	(-)																		●	●	●	●	●				
Law approved in 2004 or 2005, but without yet having come into effect		(-)							●									●										
Adoption/adaptation/extension in hand		(-)						●														●				●		

	IS	LI	NO	BG	RO	TR	AB	AD	BA	CH	HR	MK	RU	CS - MO N	CS - SE R	VA
Existence of the two-cycle structure corresponding to Bologna before 2000	●			●		●		(-)					●			(:)
Existence of the two-cycle structure before 2000 but need for subsequent adaptations/extension		●	●					(-)	●			●				(:)
Introduction/amendment of the law/extension between 2001 and 2003			●					(-)		●	●			●		(:)
Introduction/amendment of the law/extension between 2004 and 2005		●					●	(-)		●					●	(:)

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Law approved in 2004 or 2005, but without yet having come into effect					●			(-)							(:)
Adoption/adaptation/extension in hand			?			●	(-)	●			●			●	(:)

Source: Eurydice.

- Introduction of the two-cycle structure
- Adaptation of the existing system / extension to other programmes/institutions
- (:) Information to be completed before publication
- (-) No measures

Additional notes

Belgium (BE de) and Andorra: Because of the very limited provision of higher education, no measure has been introduced in the context of the Bologna Process.

Belgium (BE nl): The law introducing the two-cycle structure was approved in 2003 and has been in force since 2004/05.

Denmark: In 2003, the *Bachelor/Master* structure was extended to studies in medicine and veterinary medicine.

Portugal: In the *instituto politécnico*, the *bacharel* programmes may be supplemented by a *licenciado*.

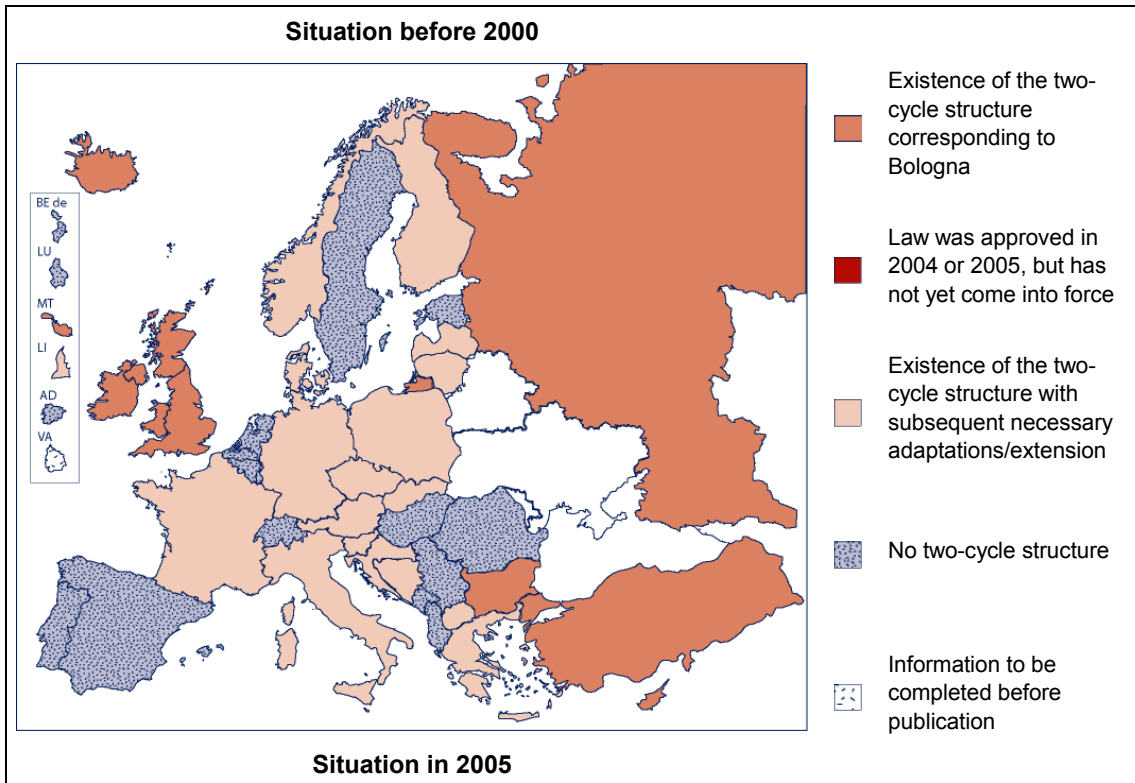
Lithuania: The two-cycle system existing since 1993 was adapted in 2000.

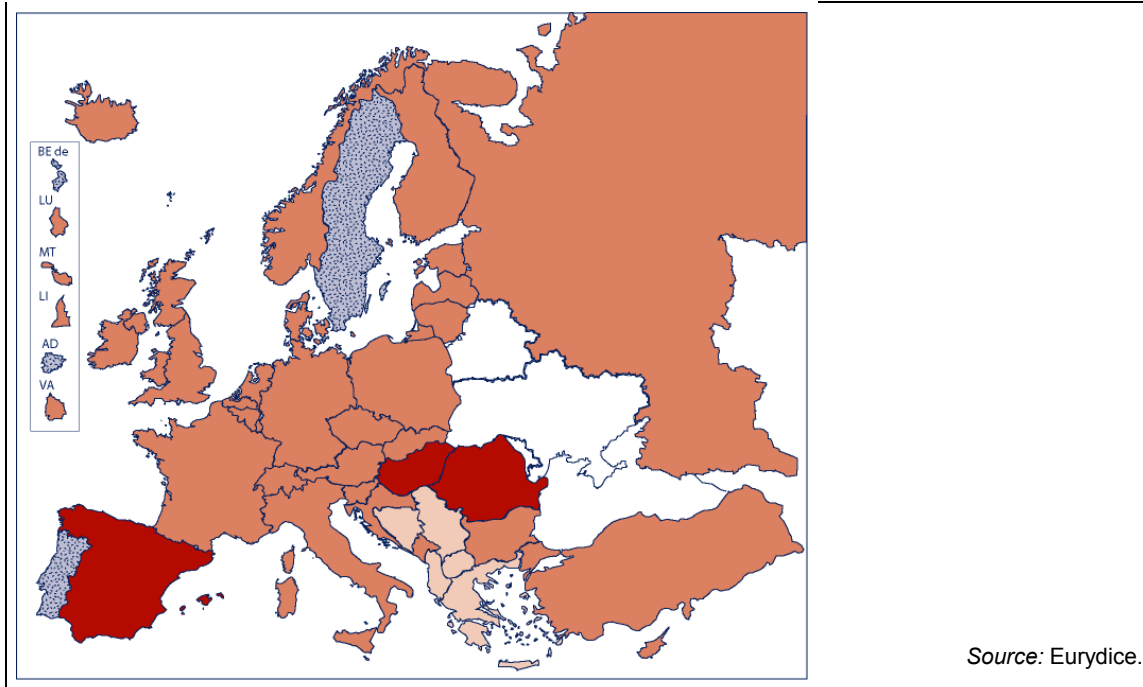
Luxembourg: Introduction by law in 2003 and application in 2004/05

Holy See: The two-cycle structure but the date at which it was introduced has not yet been communicated.

The situation shown in Figure A.1 is summarised in the maps below.

Figure A.2. Existence of the two-cycle structure, 2004/05





THE TWO-CYCLE STRUCTURE HAS NOW BEEN ADOPTED IN VIRTUALLY ALL FIELDS OF STUDY

In most countries, the *Bachelor/Master* structure is applicable to all fields of study. Nevertheless, studies in architecture and engineering are exceptions in Estonia and Italy. This situation also exists in France in which studies in engineering in the schools of architecture are offered solely in one long cycle. In Slovakia and Iceland, studies in theology are also an exception. In Russia, a few fields such as nursing and service sector subjects are not affected by the two-cycle structure.

Studies in medicine and related fields often remain structured in a single cycle lasting 5 or 6 years which leads directly to a Master's level qualification. They are rarely structured in two cycles each leading to a final qualification, as in the case of the English-speaking countries, the Flemish Community of Belgium, Cyprus, Denmark, Finland (with effect from 2005/06) and the Netherlands.

SHORT PROGRAMMES AT ISCED LEVEL 5B RARELY GIVE ACCESS TO PROGRAMMES FOR THE ISCED 5A MASTER

In the majority of countries, higher education provision is characterised by a division between, on the one hand, university-level theoretically based programmes (ISCED level 5A) giving access to doctoral programmes (ISCED 6) and, on the other, practically-oriented occupationally specific programmes (ISCED 5B) which do not give direct access to doctoral programmes.

Generally, this division may be identified by the type of institution that organises the provision (university or non-university) and the level of qualification awarded on the completion of studies. However, this 'binary' form of organisation is becoming blurred by the tendency for university and non-university institutions to become increasingly similar. Thus in six countries (Greece, Finland, Norway, Malta, Russia and the Holy See), all recognised higher education courses are at ISCED level 5A, even though they are provided in types of institution other than universities.

In most countries in which provision is structured in two main cycles, this structure applies solely to ISCED level 5A. The two qualifications (*Bachelor/Master*) are at ISCED level 5A and offered by university or non-university institutions. In Poland and the Netherlands, certain programmes at ISCED level 5B have been incorporated into ISCED level 5A in 2004/05 and now correspond to the first cycle (Bachelor's) in a European Higher Education Area qualifications framework.

In three countries (Cyprus, Slovenia and the Former Yugoslav Republic of Macedonia), the two-cycle structure is also the basis for ISCED level 5B programmes (short ISCED 5B programmes that give access to second occupationally specific ISCED 5B programmes).

In over half the signatory countries to the Bologna Declaration, short occupationally specific programmes corresponding to ISCED level 5B give access solely to the labour market on completion or, in certain cases, to supplementary specialised programmes (as in Belgium, Albania, Bosnia-Herzegovina and Switzerland).

In six European Union countries, short programmes at ISCED level 5B may be supplemented by Master's level qualifications at ISCED level 5A (in Denmark solely for the *professionalbachelor*, Estonia, France except in the case of paramedical training, Italy, Hungary and Portugal). In Denmark, Estonia and Portugal, students may then secure access to doctoral courses.

Figure A.3. Introduction of the two-cycle structure in ISCED 5B programmes and access to ISCED 5A, 2004/05

																							UK				
B	BE	BE	CZ	D	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	H	M	NL	AT	PL	PT	SI	SK	FI	SE	ENG/ WLS/ NIR	SCT
fr	de	nl		K											U	T											
▲	▲	▲	○	●	○	●	⊗	○	●	○	●	○	○	○	○	●	⊗	○	○	○	●	○	○	⊗	○	○	○

IS	LI	NO	BG	RO	TR	AB	AD	BiH	CH	HR	MK	RU	CS-MO-N	CS-SER	VA
○	(-)	⊗	○	○	○	▲	(-)	▲	▲	○	● ○	⊗	○	○	⊗

- Short ISCED 5B programmes giving access to an ISCED 5A Master's programme
- Short ISCED 5B programmes giving access to a second occupationally specific ISCED 5B programme
- ▲ ISCED 5B without giving access to a Master's programme but with specialisation possible
- ISCED 5B giving solely access to the labour market
- ⊗ No ISCED 5B programmes
- (-) Not applicable

Additional notes

Bosnia-Herzegovina: Specialisation is possible solely in medical fields and nursing.

SECTION B: THE THIRD CYCLE (DOCTORATES)

During the conference held in Berlin on 19 September 2003, the ministers responsible for higher education in signatory countries of the Bologna Declaration firmly agreed to promote close links between the European Higher Education Area and the European Research Area. In the conference communiqué, they formally expressed the need to go beyond the present focus on two main cycles to add the doctoral level as the third cycle of higher education.

In all Bologna Declaration signatory countries (except Portugal and Sweden), the structure based on two main *Bachelor/Master* cycles has been introduced or will be in 2006/07 at the latest (as explained in section A). Most of these countries consider the doctorate to be a third cycle in higher education. Some of them have confirmed this in recent legislation introduced since they formally committed themselves to the Bologna Process.

ACCESS TO THE DOCTORATE

In all countries, the qualification awarded at the end of the second cycle (*Master*) constitutes the minimum condition for access to doctoral studies (Figure B.1). Nevertheless, in many of them, other selection criteria determined generally at institutional level are also taken into account. In two countries (Spain and France), it is compulsory for students who have obtained the *Master* qualification to undertake high level theoretical training before embarking on individual research (see Figure B.2).

Students in around ten European countries (Germany, Greece, Ireland, Slovenia, Finland, the United Kingdom, Iceland, Turkey and the former Yugoslav Republic of Macedonia), may embark on the doctorate as soon as they have completed their first cycle (*Bachelor*). In general, this possibility is subject to certain further conditions. In Germany, for example, the possibility open to some especially talented students of undertaking doctoral studies directly after the *Bachelor* qualification is dependent on satisfactory performance in a subject-specific test as detailed in the *Kultusministerkonferenz* resolution of 2000. In Greece, in which the two-cycle structure has not yet been adapted to the Bologna recommendations, the first qualification (*ptychio*) is generally sufficient for gaining access to doctoral studies. Possession of a second qualification (*metaptychiako*) may constitute a condition for access solely if this is stated clearly by the institution or faculty in its regulations. In Slovenia and the former Yugoslav Republic of Macedonia (in certain fields), students may begin doctoral studies after the first cycle on condition that they have first completed two years of study at ISCED level 6. In Iceland, a student who has not obtained the *Master* qualification may embark on the doctorate in certain fields but, in such cases, a longer period of study is entailed. In Finland, the *Bachelor* qualification may give access to individual research if students have obtained very good results in their main subject. In Turkey, students are eligible to begin a doctorate if they perform outstandingly well in their first cycle studies.

Ireland, United Kingdom – question sent

Figure B.1. Minimum conditions for securing access to doctoral studies, 2004/05.

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	
																											ENG / WLS/ NIR	SCT
<i>Bachelor</i> level qualification						•		•			•												•		•		•	•
<i>Master</i> level qualification	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

	IS	LI	NO	BG	RO	TU	AB	AD	Bi H RS	CH	HR	MK	RU	CS - MO N	CS - SE R	VA
<i>Bachelor</i> level qualification	•					•						•				

SECTION B – THIRD CYCLE STUDIES (FOR DOCTORATE)

Master level qualification	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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Source: Eurydice.

RESEARCH TRAINING IS INCLUDED IN DOCTORAL PROGRAMMES IN HALF OF ALL EUROPEAN COUNTRIES

The importance of training for theoretical research in doctoral programmes was emphasised by the ministers responsible for higher education.

At present, in almost two-thirds of the Bologna Declaration signatory countries, theoretical training, whether on a compulsory or optional basis, forms part of doctoral programmes and is additional to research (Figure B.2). This training is compulsory and occurs in parallel with individual research in half of the countries, namely Denmark, Latvia, Lithuania, Hungary, Austria, Poland, Slovenia (Master's graduates), Sweden, Iceland, Norway, Bulgaria, Romania, Turkey, Croatia, Montenegro and the former Yugoslav Republic of Macedonia. In Ireland and the United Kingdom (Scotland), only certain professional doctoral programmes include theoretical research training.

In Spain and France, theoretical training for research is also compulsory but occurs prior to individual research work. In Portugal, it is necessary if the results of previous studies do not reach a certain level. In Slovenia and the former Yugoslav Republic of Macedonia, it must be completed by students who embark on the doctorate directly after the first cycle. In the United Kingdom, courses in research methodology may have to be taken beforehand or included in some doctoral programmes offered by certain bodies. In the French Community of Belgium since 2004/05, a year of theoretical training as a high level researcher has been offered to students on an optional basis and is not included in the research programme. In Italy, optional theoretical courses are provided for in law. In Switzerland, preparatory (?) optional programmes are offered. In Finland, the situation depends on the institution or individual programme of each student. In Russia, the first part of the doctorate (3 years), although mainly research oriented, contains theoretical courses. It has to be supplemented by three further years of individual research in order to obtain the title of *doctor*.

In the other countries, doctorates are obtained solely on satisfactory completion of an individual research undertaking.

Figure B.2: Status of individual research and theoretical courses in doctoral programmes, 2004/05

	B E fr	B E de	B E nl	C Z	D K	D E	E E	E L	E S	F R	I E	I T	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	S I	S K	F I	S E	UK		
																											ENG / WLS / NIR	SCT	
Parallel theoretical courses	○	(-)			●		?				●			●	●	(-)	●				●	●			●	●	●	●	●
Theoretical courses beforehand	○	(-)					?		●	●		○				(-)						●	●		●	?		●	
Individual research	●	(-)	●	●	●	●	?	●	●	●	●	●	●	●	●	(-)	●	●	●	●	●	●	●	●	●	●	●	●	●

	IS	LI	NO	BG	RO	TU	AL B	AD	Bi H RS	CH	HR	MK	RU	CS - MO N	CS - SE R	VA
Parallel theoretical courses	●		●	●	●	●		(-)			●		●	●		?
Theoretical courses beforehand								(-)		○?		●				?
Individual research	●	●	●	●	●	●	●	(-)	●	●	●	●	●	●	●	?

Source: Eurydice.

- Compulsory
- Required under certain circumstances
- Optional
- (-) Not applicable

Additional notes

BE (fr): Theoretical courses may occur before individual research or in parallel with it.

Liechtenstein: A single doctoral programme (in philosophy) is offered

THE LENGTH OF A THIRD CYCLE IS OFTEN SET AT A MINIMUM OF THREE YEARS

Six of the signatory countries (the Czech Republic, Italy, Hungary, Norway, Bulgaria and Montenegro) have fixed three years as the total duration of the third (doctoral) cycle. The situation in Romania will be similar with effect from 2005/06. In a few cases, it is possible to complete a doctorate in a minimum period of two years (the Flemish Community of Belgium, Spain, Austria, Slovenia, Liechtenstein and Croatia). Elsewhere, the minimum duration of the third (doctoral) cycle is always longer than three years.

A maximum length is not always fixed. Where this occurs, it is never more than 8 years. Three countries set neither a minimum or maximum duration (the French Community of Belgium, Portugal and the former Yugoslav Republic of Macedonia).

Figure B.3: The length of doctorates, 2004/05

($x \geq 2$ years)	BE nl, ES, AT, SI, LI, HR
(3 years)	CZ, IT, HU, NO, BG, CS-MON
(3 years $\leq x \leq 8$ years)	DK, DE, EE, CY, LV, LT, MT, SK, UK-ENG/WLS/NIR, UK-SCT, IS, AB, CH, CS-SER
(3 years $\leq x < \Delta$)	EL, IE, PL
(Δ variable)	BE fr, PT, MK
($x \geq 4$ years)	FR, NL, FI, SE, RO, TR, BA, RU, VA
Not applicable	BE de, LU, AD

Source: Eurydice.

Additional notes

France: The period of four years includes a year of DEA or a compulsory *Master*

Romania: The length of doctorates will be set at three years with effect from 2005/06

Croatia: An inconsistency between the text of this *Focus* and the national report for Bergen regarding the length of the doctorate. According to the latter, this is three years.

SECTION C: THE EUROPEAN CREDIT SYSTEM (ECTS)

Originally used essentially as a credit transfer system for student mobility in the Erasmus Programme (from 1989/90 onwards), ECTS¹ has become, with the Bologna Declaration, one of the central elements in the process of making the structure of European higher education more consistent. Its importance with regard to student mobility and the development of international programmes was restated in the communiqué of the conference of ministers responsible for higher education, in Berlin on 19 September 2003. Noting that ECTS was increasingly becoming the general basis, the signatory countries were encouraged to apply it not just as a transfer system but also as a credit accumulation system.

In the majority of countries in which ECTS is implemented, it has generally been introduced between 2000 and 2005 and is underpinned by legislation. A few countries, namely Germany, Austria (universities), Liechtenstein, Romania and Albania, introduced it before 2000.

Among the many countries or regions which still have a national credit system in 2004/05, some of them have adapted it (the Flemish Community of Belgium, the Baltic countries, the Netherlands, Norway and Bosnia-Herzegovina) or will soon do (as in Estonia and Finland from 2005/06). In Greece, Ireland, Italy, Sweden, the United Kingdom (England, Wales and Northern Ireland) and Iceland make exclusive use of a national credit system. In Greece and the United Kingdom (England, Wales and Northern Ireland), this situation as well as the arrangements required to adapt ECTS are the subject of a national debate.

In a few countries, namely France, Austria (in the case of teacher education), Romania, Turkey?, Albania?, Bosnia-Herzegovina and Switzerland, ECTS is being implemented more gradually (whether or not this is subsequent to the adaptation of a national credit system). Unlike other countries in which ECTS has to apply to all higher education programmes once it has been introduced, in the foregoing countries, it is generally being introduced first of all in university programmes (as in Austria and Turkey?) or in programmes offered by certain specific institutions (in Switzerland and Bosnia-Herzegovina) and then extended on a general basis.

In the Czech Republic and Poland, ECTS has been introduced in the absence of any legislation, but not yet on a general basis.

Only a small number of countries or regions (the German-speaking Community of Belgium, Luxembourg, Bulgaria and Russia) do not have a credit system (whether national or in line with ECTS). However, this situation should change in the course of the next few years. Bulgarian legislation adopted in 2004 includes procedures relating to ECTS, while recommendations or working groups regarding its future implementation have been placed on an official footing in the German-speaking Community of Belgium, Luxembourg and Russia.

Figure C1: Progress with implementing ECTS, 2004/05

	B E fr	B E de	B E nl	C Z	D K	D E	E E	E L	E S	F R	IE	IT	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	SI	S K	FI	S E	UK		
																											ENG / WLS/ NIR	SCT	
Compulsorily implemented prior to the end of 2000			☐			●	☐ ?		(:)					☐ ?	☐ ?						●		(:)				(-)	(-)	(-)
Implemented between 2001 and 2005	● ?			● ?	●				(:)	●							●	● ?	☐	●		(:)	●			(-)	(-)	(-)	
Compulsorily implemented after 2005							☐		(:)				●									(:)		●	☐	(-)	(-)	(-)	
Gradual implementation				● ?					(:)	●										●	● ?	(:)				(-)	(-)	(-)	

¹ A detailed definition is given at the end of the book.

FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE, 2004/05

ECTS not introduced		(-)					■	(-)		■	■					(-)									■	■	□
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	IS	LI	NO	BG	RO	TR	AB	AD	BA	CH	HR	As	RU	CS - M ON	CS-SE R	VA
Compulsorily implemented prior to the end of 2000	(:)	●	□		●		●		(:)			(:)			(:)	(:)
Implemented between 2001 and 2005	(:)				●	●?	●?	●	(:)			(:)		●	(:)	(:)
Compulsorily implemented after 2005	(:)	●							(:)	●	●	(:)			(:)	(:)
Gradual implementation					●	●?	●?	□		●		(:)			(:)	(:)
ECTS not introduced	■			(-)								(:)	(-)		(:)	(:)

Source: Eurydice.

- Legislation governing the arrangements for implementing ECTS
- Introduction of ECTS without any legislative mechanism
- Solely a national credit system
- Co-existence of a national credit system and ECTS, or a national system compatible with ECTS
- (-) Absence of any national credit system and/or few measures aimed at the introduction of ECTS

Explanatory note:

ECTS is regarded as implemented when the arrangements for introducing it are included in the legislation in force, when it is applied to all or (at least) several of the programmes offered by some or all higher education institutions and when it satisfies the criteria identified in the Bologna Process (compatibility in terms of credits or use for the purpose of credit accumulation and/or transfer). Implementation of ECTS simply within the context of the Socrates (Erasmus) Programme is therefore not taken into account.

Additional notes

Spain: A September 2003 decree states that the national credit system will have to be adapted to ECTS by 2010 (has adaptation of the national credit system to ECTS already begun? If so, when did it begin?). In 2004/05, study programmes are still described in terms of national credits.

Netherlands: The national credit system has been compatible with ECTS since 2002.

Austria: ECTS was first introduced into university programmes in 1999, and into those offered by teacher education institutions (*Lehrer/innenbildende Akademien*) in 2002.

Finland: The national credit system will be adapted to ECTS from August 2005. It is not planned for use with doctoral programmes.

United Kingdom (England, Wales and Northern Ireland): The national credit system is not currently compatible with ECTS (1 credit is worth half an ECTS credit). The Welsh credit system has been adapting to ECTS since 2003. A debate on the subject will be launched in England and Northern Ireland in 2005.

Iceland: The national credit system is not compatible with ECTS (1 national credit is worth 2 ECTS credits).

Romania: ECTS has been introduced (in which programmes?) in accordance with legislation since 1998. It is being implemented in universities in 2004/05 and will be extended on a general basis from 2005/06 onwards.

Turkey: ECTS has been introduced in most universities since 2001.

CREDIT TRANSFER AND ACCUMULATION

In the great majority of countries in which the ECTS systems has been introduced, it is used for both the transfer and accumulation of credits as advocated in the Berlin conference communiqué

Only the French Community of Belgium and Poland are using ECTS in 2004/05 essentially just for transfer purposes. However, the situation is a little less straightforward in the case of Poland, as it is more a reflection of the gradual introduction of the ECTS system (Figure C1) in this country.

Figure C2: Implementation of ECTS as a credit transfer and/or accumulation system, 2004/05

	B E fr	B E d e	B E nl	C Z	D K	D E	E E	E L	E S	F R	I E	I T	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	S I	S K	F I	S E	UK				
																											ENG / WL S/ NIR	SCT			
Transfer and accumulation			●	●	●	●	(:)			●				(:)	(:)		●	●	(:)	●		(:)	(:)								
Solely transfer	●									●												●									
ECTS not introduced		(-)						(-)			(-)	(-)	(-)			(-)									(-)	(-)	(-)	(-)	(-)	(-)	

	IS	LI	NO	BG	RO	TR	AB	AD	BA	CH	HR	MK	RU	CS - M ON	CS-SE R	VA
Solely transfer																
ECTS not introduced	(-)				(-)								(-)			

Source: Eurydice.

(:) Data to be completed before publication

Additional notes

Denmark: In the case of certain programmes subject to modular variations (?), the ECTS system is only used for credit accumulation purposes.

Italy and United Kingdom (Scotland): The national credit system is used for transfer and accumulation.

Cyprus and Bulgaria: When ECTS is introduced in 2005/06, it will be used for credit transfer and accumulation.

Latvia: The national credit system is used solely for transfer.

Liechtenstein: The situation shown originally related solely to the *Hochschule Liechtenstein*. It has become gradually applicable to other institutions since January 2005.

SECTION D: THE DIPLOMA SUPPLEMENT

THE DIPLOMA SUPPLEMENT – A WIDESPREAD MEASURE

The Diploma Supplement seeks to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. The communiqué of the conference of ministers responsible for higher education, in Berlin in September 2003, set the objective of ensuring that all graduate students receive this document automatically, free of charge and in a widely used European language, with effect from 2005.

In 2004/05, the Diploma Supplement is referred to specifically in legislation and issued by higher education institutions in around 20 countries. In a few systems, namely those of the French Community of Belgium, Germany, Poland, Iceland, Albania and Andorra, its implementation is very recent, as it applies to graduate students in 2005.

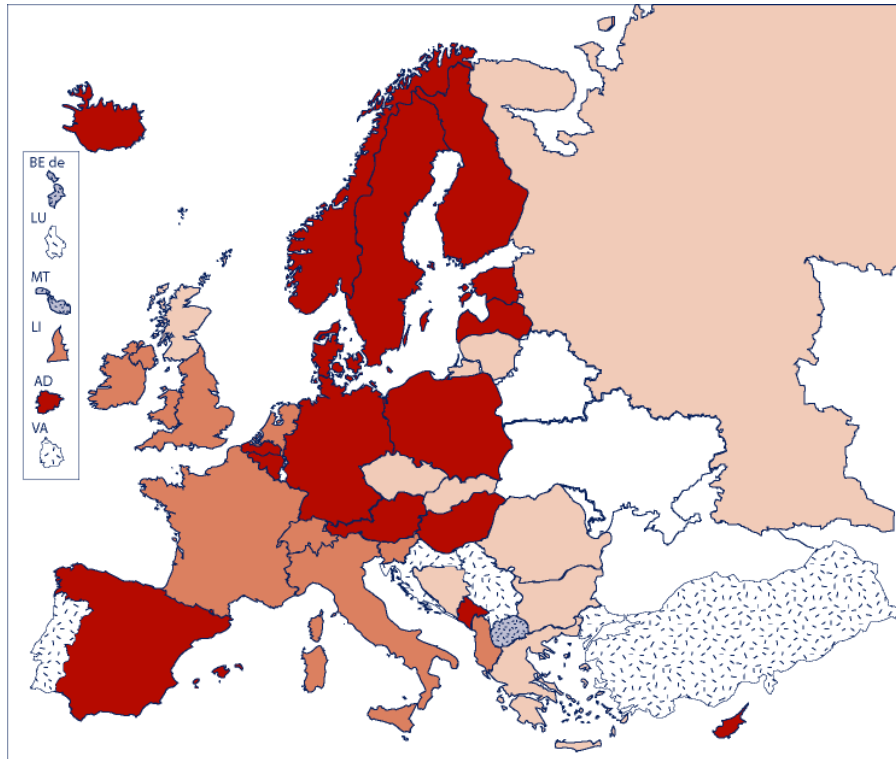
In around 12 countries, the Diploma Supplement has been a measure generally implemented between 2001 and 2004. In a few countries or regions (the Flemish Community of Belgium, Finland?), the Diploma Supplement has existed for many years in a form close to the European model. In France and the United Kingdom (England, Wales and Northern Ireland), higher education institutions have also begun to introduce the Diploma Supplement since 2004/05, but it will only be fully implemented in two years' time.

In other countries, implementation of the Diploma Supplement has gone ahead more gradually. In Italy, it was first introduced (in accordance with legislation) in 1999 and is now being extended to all higher education qualifications with effect from January 2005. Slovenia and Liechtenstein, which have partially introduced it since 2000/01, are in much the same position. In Ireland (?), the Netherlands (in which it is due to become mandatory in all higher education institutions in 2005/06) and in Switzerland, some institutions have already introduced it in the absence of any legislation.

Wherever its implementation is still awaited, this will occur by 2005/06 at the latest, except in Russia which is recommending that it should be introduced on a general basis from 2007/08 onwards.

The German-speaking Community of Belgium, Malta and the former Yugoslav Republic of Macedonia are the only cases in which no date has yet been fixed for the Supplement to be incorporated into legislation or introduced in higher education institutions.

Figure D1: Progress with implementation of the Diploma Supplement, 2004/05



- Implementation in (almost) all programmes or institutions by 2005 at the latest
- Applicable to some programmes or institutions
- To be implemented from 2005 onwards
- No planned measures for its introduction (for instance, no legislation, no regulations, no agreements)
- Data to be completed before publication

Source: Eurydice.

	B E fr	B E de	B E nl	C Z	D K	D E	E E	E L	E S	F R	IE	IT	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	SI	S K	FI	S E	UK		
																											ENG/ WLS/ NIR	SC T	
Implementation in (almost) all programmes or institutions by 2005 at the latest	●		●		●	●	●		●				●	●		(:)	●				●	●	(:)			●	●		
Applicable to some programmes or institutions										●	?	●				(:)			●			(:)	●				●		
To be implemented from 2005 onwards				●				●							●							(:)		●				●	
No planned measures for its introduction (for instance, no legislation, regulations or agreements)		●														(:)		●				(:)							
Implementation in (almost) all programmes or institutions by 2005 at the latest	●		●					(:)	●																				

Applicable to some programmes or institutions		●			(:)	●?		●	(:)				(:)	(:)
To be implemented from 2005 onwards			●	●	(:)		●				●		(:)	(:)
No planned measures for its introduction (for instance, no legislation, regulations or agreements)					(:)				(:)	●			(:)	(:)

Source: Eurydice.

(:) Data to be completed before publication

Additional note

f. Y. R. of Macedonia: Legislation, including arrangements for the Diploma Supplement, was adopted in 2002. However, the precise timing for its implementation has not been specified.

Russia: A pilot project for adoption of the European type Diploma Supplement got under way in 2003, and is currently operational in three universities.

AVAILABILITY OF THE DIPLOMA SUPPLEMENT AUTOMATICALLY AND FREE OF CHARGE

In countries in which the procedure has already been implemented and for which data are available, the Diploma Supplement is issued automatically and free of charge to all graduates at the end of their course, in accordance with the Berlin communiqué (Figure D2).

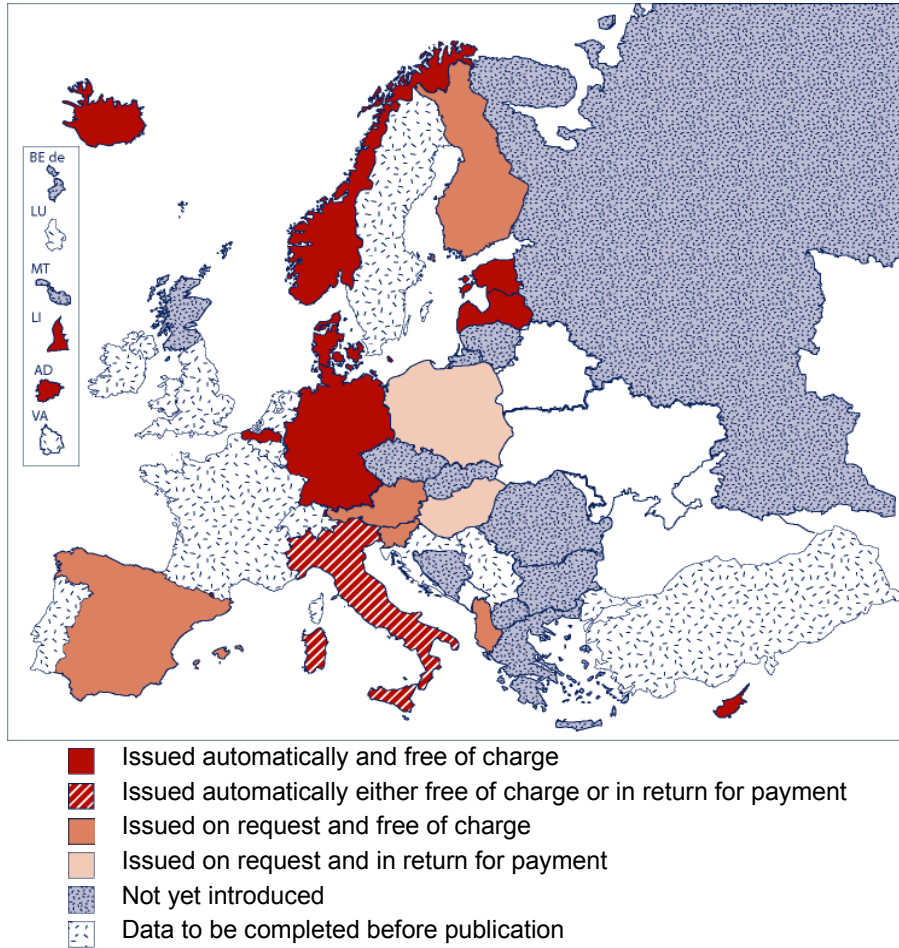
However, in some countries this is not the case. The Supplement is issued only on request in Spain, Hungary, Austria, Poland, Slovenia (in those institutions that have already introduced it) and Albania. In Finland, the current legislation states that higher education institutions are obliged to award the Diploma Supplement on request, but the majority of them award it as a matter of course. Among the countries that will introduce it with effect from 2005/06, Slovakia, Romania and Bosnia-Herzegovina will issue it on request. In Lithuania, it will be issued on request in 2005 and automatically from 2006 onwards.

The Diploma Supplement is issued free of charge everywhere except in Poland. It also has to be paid for in Hungary when it is issued in English and not in Hungarian. The legislation adopted in Slovakia and the former Yugoslav Republic of Macedonia, in which the Diploma Supplement has not yet been implemented, states that it will be issued in return for payment.

In Italy, higher education institutions are free to issue it either free of charge or in return for payment.

To sum up, only Hungary (when the document is in English) and Poland issue a Diploma Supplement both on request and in return for payment.

Figure D2: Compliance with the conditions that the Diploma Supplement be issued automatically and free of charge, 2004/05



Source: Eurydice.

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK ENG / WLS/ NIR		SCT	
Issued automatically and free of charge	(:)	●		●	●	●				(:)	(:)?	●	●	●		(:)				(:)							(:)	(:)		
Issued automatically and in return for payment											(:)?	●															(:)	(:)		
Issued on request and free of charge	(:)					●			●	(:)	(:)?					(:)			(:)	●		(:)	●		●	(:)	(:)			
Issued on request and in return for payment	(:)									(:)	(:)?					(:)	●		(:)		●	(:)					(:)	(:)		
Not yet introduced	(:)	●		●				●		(:)	(:)?				●	(:)		●	(:)					●		(:)	(:)		●	

IS	LI	NO	BG	RO	TR	AL	AD	BA	CH	HR	MK	RU	CS-MON	CS-SER	VA

Issued automatically and free of charge	●	●	●			(:)		●		(:)	(:)			(:)	(:)	(:)
Issued automatically and in return for payment						(:)				(:)	(:)			(:)	(:)	(:)
Issued on request and free of charge						(:)	●			(:)	(:)			(:)	(:)	(:)
Issued on request and in return for payment						(:)				(:)	(:)			(:)	(:)	(:)
Not yet introduced				●	●	(:)		●	(:)	(:)	●	●	(:)	(:)	(:)	(:)

Source: Eurydice.

(:) Data to be completed before publication

Additional notes

Estonia: The Diploma Supplement is issued automatically in most cases and on request to holders of a Bachelor.

Netherlands: The indication that data are not available relates solely to higher education institutions that have already introduced the Diploma Supplement.

THE DIPLOMA SUPPLEMENT IS GENERALLY ISSUED IN ENGLISH OR IN THE LANGUAGE OF INSTRUCTION AND IN ENGLISH

The Nordic countries, Cyprus and the United Kingdom (England, Wales and Northern Ireland) issue the Diploma Supplement solely in English.

Other countries such as Belgium (the French and Flemish Communities), Germany, Italy, Latvia, Hungary, Austria, Liechtenstein, Albania and Montenegro issue it in the language of instruction and in English. In the Flemish Community of Belgium and Hungary, the document is only issued in English on request.

Spain, France, Poland and Andorra appear noteworthy for the range of different languages in which the Diploma Supplement may be made available. Depending on the wishes of the student and the choices offered by the institution, the Supplement is available in the first two countries in the language of instruction and one of the official languages of the European Union. In Poland, it may be issued in English, French, German, Spanish and Russian. The Principality of Andorra issues the document in Catalan, Spanish, French, Portuguese and English.

Figure D3: Language(s) in which the Diploma Supplement is issued in higher education, 2004/05

	B E fr	B E de	B E nl	C Z	D K	D E	E E	E L	E S	F R	IE	IT	C Y	L V	L T	L U	H U	M T	N L	A T	P L	P T	SI	S K	FI	S E	UK			
																											ENG / WL S/ NIR	SCT		
Solely in the language of instruction						(:)				(: ?)						(:)		(:)	(:)			(:)								
In the language of instruction and English	●		●			●	(:)				(: ?)	●		●		(:)	●	(:)	(:)	●		(:)	●							
In the language of instruction and one or more official EU languages							(:)		●	●	(: ?)					(:)		(:)	(:)		●	(:)								
In English solely					●		(:)				(: ?)		●			(:)		(:)	(:)			(:)				●	●	●		
Diploma Supplement not implemented		(-)		(-)			(:)	(-)							(-)	(:)		(:)	(:)			(:)		(-)					(-)	

SECTION D – THE DIPLOMA SUPPLEMENT

	IS	LI	NO	BG	RO	TR	AL	AD	BA	CH	HR	MK	RU	CG	SE RB	VA
Solely in the language of instruction						(:)				(:)	(:)				(:)	(:)
In the language of instruction and English		●				(:)	●			(:)	(:)			●	(:)	(:)
In the language of instruction and one or more official EU languages						(:)		●		(:)	(:)				(:)	(:)
In English solely	●		●			(:)				(:)	(:)				(:)	(:)
Diploma supplement not implemented				(-)	(-)	(:)			(-)	(:)	(:)		(-)		(:)	(:)

Source: Eurydice.

- Issued automatically regardless of the language concerned
- Issued automatically in the language of instruction and on request in one or more other languages
- (:) Data to be completed before publication

Additional notes

Czech Republic: Once it is introduced in 2005/06, issue of the Diploma Supplement in a language other than the language of instruction will be at the discretion of the higher education institution concerned.

Slovakia: The Diploma Supplement will be issued in the language of instruction and in English from 2005/06 onwards.

Iceland: Certain higher education institutions also issue the Diploma Supplement in Icelandic.

Section E – QUALITY ASSURANCE

Mutual recognition in quality evaluation in education calls for the development of clearly defined criteria and methodologies. To achieve this objective, according to the conclusions of the conference of the ministers in Berlin in 2003, national quality evaluation systems should not just include the bodies responsible for this evaluation but also specify their composition and fundamental goals. It is also essential for institutions themselves to undertake internal evaluation in a way that fully upholds their autonomy and to ensure that students can somehow be involved in it. Besides publication of the findings of evaluation, an accreditation system involving authorisation or recognition for a specific renewable period should round off quality assurance measures.

QUALITY ASSURANCE IS COORDINATED BY AN INDEPENDENT NATIONAL AGENCY IN THE GREAT MAJORITY OF COUNTRIES

In 2004/05, the majority of the signatory countries to the Bologna Declaration possessed an independent national body for evaluation or accreditation. Such bodies often combine both functions. In Germany, the *Akkreditierungsrat* was set up in 1998 to accredit the new *Bachelor* and *Master* programmes. External evaluation of institutions is conducted separately at *Land* level. In Estonia, the national agency, HEQAC, coordinates the whole accreditation procedure. Conversely, in the French Community of Belgium, the Quality Evaluation Agency set up in 2004 is not involved in procedures for accreditation, which is not organised on a formal basis. The same applies to the *Comité national d'Évaluation* (CNE) in France. In Slovenia, a National Committee is responsible for external evaluation, but the government and the CHE (to be reformed with effect from March 2005) are responsible for accreditation. In the former Yugoslav Republic of Macedonia, two national agencies for evaluation and accreditation, respectively, exist alongside each other.

The Netherlands and the Flemish Community of Belgium jointly established a supranational agency in 2003.

In Greece and Croatia, an independent national agency should become operational with effect from May and March 2005 respectively. In Slovenia, an agency of this kind should be established at the end of 2005. No similar decision has been taken in the German-speaking Community of Belgium, Luxembourg, Malta, Liechtenstein or Andorra.

Figure E1: Status and existence of a national body for evaluation and/or accreditation, 2004/05

	B fr	B de	B nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	
Body set up and operational before 2005	■		■	■	■	■	■		■	■	●	■	■	■	●		■		■	■	●		●	?
Official decision taken with a body set up in 2005								■																
No decision taken		X														X		X						
Responsibility for external evaluation	X	-	X	X	X	-	-	X	X	X		X	X	X	X	-	x	-	X	X	X		X	
Responsibility for accreditation	-	-	X	X	X	X	X	(:)	X	-		X	X	X	X	-	X	-	X	X	X			

	SK	FI	SE	UK	IS	LI	NO	BG	RO	TU	ALB	AND	BIH	RS	CH	HR	MK	RU	CG	SER B	VA	
Body set up and operational before 2005	■	■	■	■	●		■	■	■	?	●				■?	●	■	■?	■?			
Official decision taken with a body set up in 2005																■						
No decision taken						X				?		X										
Responsibility for external evaluation	X	X	X	X		-		X	X	X	X				X	X	X	X	X			
Responsibility for accreditation	X	X	-	-		-		X	X	-	X				X	X	X	X	X			

Source: Eurydice.

■ independent administrative authority

● Body directly responsible to the Ministry

(-) Non-existent

Additional notes

Belgium (BE fr): There is no accreditation system in the strict sense, but only institutions that comply with requirements in the regulations are recognised and receive subsidies.

Germany: There is no body at national level for external evaluation, but a body in each *Land*, which carries out evaluation independently. However, inter-*Land* networks and associations are being formed.

Lithuania: The national evaluation centre is a public administrative body, the majority of whose employees are public servants. They call on external experts. An evaluation council has existed since 2004 for purposes of accreditation (?). Accreditation was carried out for the *kolegija* in 2004/05 and will begin for universities in 2005/06.

Luxembourg: The law of 2003 includes a plan for external evaluation of the new university.

Ireland: Several bodies co-exist in close association with the Department of Education and Science (HEA, NQAI and HETAC). In cooperation with the seven universities, it was recently decided to establish the Irish Universities Quality Board (IUQB). Student representatives are members of the higher education quality network.

Netherlands: The *Netherlands Accreditation Organisation* (NAO) became supranational in 2003 with the joint agreement between the governments of the Flemish Community of Belgium and the Netherlands. The NVAO asks independent organisations recognised by it to undertake evaluations.

Poland: *State Accreditation committee* is supervised by the ministry.

Finland: the accreditation responsibilities of FINHECC are concerned with the courses of polytechnic institutions and university continuing education courses (?).

Slovenia: Evaluation is carried out by the Quality Evaluation Commission while accreditation is the responsibility of the government and its committee for higher education (CHE).

Iceland: The evaluation department is part of the Ministry which calls on independent experts to carry out evaluations. A special committee on quality in education was set up in 2004 to review the situation at all levels of education.

Turkey: A committee for academic evaluation and quality control has been set up by the inter-university board but the emphasis is currently on internal evaluation procedures except in doctoral programmes.

Switzerland: The centre for cantonal university quality assurance and accreditation (OAQ) is federally based and receives half of its subsidies from the cantonal universities. Accreditation is on a voluntary basis but will become compulsory for *Fachhochschulen* programmes in 2005.

f.Y.R. of Macedonia: Evaluation and accreditation are the responsibility of two different national agencies.

Montenegro: The *Higher Education Council* is established by the government: **is it an independent body?**

Figure E.2: Partners involved in external evaluation and/or the accreditation process, 2004/05

	Bfr	Bnl	DK	DE	EL	EE	CZ	IE	FR	LT	LV	MT	HU	LU	ATa	ATb	NL
A	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X
B	X	X	X	X	(:)	X	X	X	(:)	(:)	X	-	(:)	-	X	X	
C	X	(:)	(:)	X		(:)	(:)	X	x	X	-	(:)	(:)	-	X	(:)	X
D	(:)	X	X	X	X	X	(:)	X	-	(:)	(:)	-	(:)	-	X	-	X
E	-	(:)	-	X	X	X	-	(:)	x	(:)	(:)	-	(:)	-	(:)	(:)	(:)

	SE	FI	UK EN.	UK SC.	SI	TU	ISL	LI	NO	MK	CH	ALB	CG	Russia	HR
A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
B	X	X	-		(:)	X	X	(:)	X	(:)	X	(:)	X	- ?	X
C	(:)	(:)	(:)		X	(:)	X	(:)	(:)	(:)	-	X			
D	X	X	X	X	X	(:)	(:)	X	X	(:)		(:)		-	X
E	(:)	(:)	(:)		(:)	(:)	-	(:)	(:)	(:)		(:)			X

The membership of examination boards for assessing students at ISCED levels 5 or 6 is not shown

A. Academics of national standing

B. Foreign experts

C. Ministerial administrative staff

D. Students

E. The world of work/occupational representatives from the field concerned

Additional notes

Germany: National Council (*Akkreditieungrat*) accreditation procedures for new programmes

Estonia: Accreditation procedures

Greece: The agency should be established in May 2005 but the legislation governing its constitution has already been approved.

Netherlands: Inspectors are involved in the work of the NVAO and in evaluations ?

Austria: (a) situation regarding the AQA agency and (b) situation of the FHR in the case of the *Fachhochschulen*

Sweden and Norway: (for linguistic reasons) the foreign expert is often Scandinavian

United Kingdom (ENG): The QAA does not specifically appoint foreign experts but involves international colleagues in the review of some elements of the academic infrastructure.

Switzerland: Students are not directly involved in OAQ university evaluation activities but they are interviewed during external auditing visits. On the other hand, they do take part in the evaluation and accreditation of the *Padagogische Hoshulen*.

Russia: The participation of students in external evaluation is undergoing discussion. It is planned to include foreign experts from the beginning of 2005 (is it the case?)

BE de and Andorra: No measures introduced

CY, ES, PL, SK, BG, RO, TK : No information – data lacking

Figure E 3: Status of internal evaluation and student participation in it, 2004/05

	COMPULSORY INTERNAL EVALUATION	COMPULSORY INTERNAL EVALUATION WHICH IS ALSO THE BASIS FOR EXTERNAL EVALUATION	OPTIONAL INTERNAL EVALUATION INSTITUTIONAL AUTONOMY	NO EVALUATION
Participation of student member representatives	BE fr, DK, CZ, Russia	FR, LV, MT, HU, FI, UK(SC), ISL, RO, CH, CG	BE nl, EE,	
Questionnaires and surveys among students	LIE, HU, IT, AT, BE fr, Russia	ISL, NO, RO, CG	DE	

No information on student participation	CY , SK , IE , MK TU	UK (EN) BG	EL, NL, SL HR,	BE de, LUX, AND
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Additional notes

Greece: Institutions are encouraged to establish internal evaluation procedures to provide a basis for external evaluation, and to involve students.

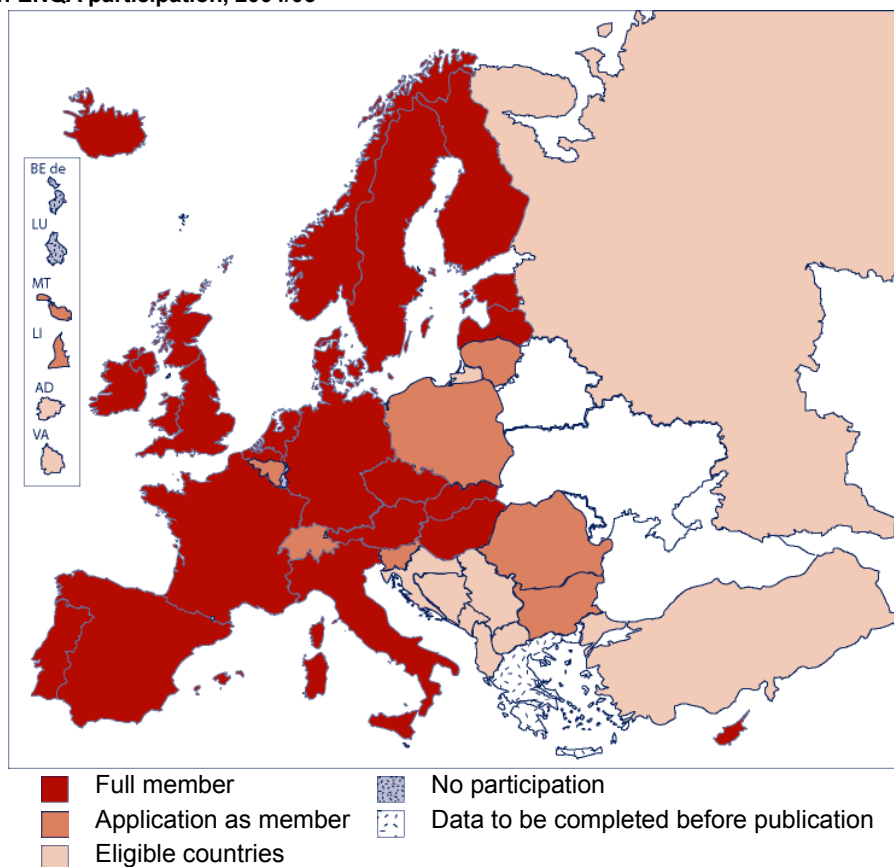
Luxembourg: The law of 2003 includes a plan for external evaluation of the new university.

Iceland: The law on universities is general and does not refer to the involvement of students but this is specified in the quality assurance regulations.

Switzerland: Students contribute to the report and interviews of visiting experts

Spain, Poland, Sweden, Lithuania and Albania: No information on internal evaluation

.Figure E 4: ENQA participation, 2004/05



Source: Eurydice.

Additional notes

Switzerland: what do you mean with 'observer membership' (as mentioned in your national description)?