

What can we learn from the experience of Scotland regarding the implementation of the Bologna Process in our University?



23 June 2010
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Structure of Scottish Education system

- Different education system in Scotland compared to the rest of the UK.
- Primary Education
 - 7 years (P1-P7)
- Secondary Education
 - 6 years (S1-S6)
 - Up to S4 compulsory
- 11 -12 years start secondary school
 - compulsory four years
 - following two years being optional
- The school leaving age is generally sixteen students may choose to remain at school and study for Higher Grade and Advanced Higher exams

How long does it take to get a degree in Scotland?

- The main qualification is a 4 year Bachelor with Honours
- Significant minority study for 3 year degree.
- Scottish system is in contrast to the English, Welsh and N. Ireland system of awarding degrees after 3 years in the majority of cases.

What is the Scottish Credit and Qualifications Framework?

- It is the national credit transfer system for all levels of qualifications in Scotland.
- It incorporates the Scottish Qualifications Certificate, Higher National Certificate, Higher National Diploma, Scottish Vocational Qualification (SVQ) (equivalent to National Vocational Qualification (NVQ)) and all degrees of Scottish Higher Education Institutions.
- It is managed by a partnership of the Scottish Qualifications Authority, the Association of Scotland's Colleges (ASC), Quality Assurance Agency (QAA) for Higher Education in Scotland, Universities Scotland and the Scottish Government.
- England, Wales and Northern Ireland have been developing the National Qualifications Framework in a similar fashion and the SCQF integrates with the European credit transfer system.

Some features of Scottish system

Scotland has:

- A Credit Accumulation and Transfer system (CAT) established.
- Quality Enhancement Framework – student engagement in internal and external review
- Learning Outcomes well established in the National Qualifications Framework

What has Scotland done to comply with Bologna Process?

- Prior to Bologna
 - The Garrick Committee in 1998: they should together consider and adopt an integrated qualifications framework based round level of study and Scottish Credit Accumulation and Transfer Scheme credit points'.
- The setting up of the Scottish Credit and Qualifications Framework (SCQF) is designed to meet the expectations of the Bologna declaration.

Scottish Credit and Qualifications Framework (SCQF)

- Outcomes-based structure based on a qualification descriptors and credits.
- These concepts are used consistently throughout the SCQF and, apart from credits, are shared also with the higher education framework for the rest of the UK.
- Not intended to be used as a straightjacket. The descriptors of levels and qualifications, whilst setting out clear and meaningful reference points, are generic descriptors.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			PROFESSIONAL DEVELOPMENT AWARD	BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				

How the qualifications of the Scottish FQHE relate to the framework of the EHEA

EHEA qualification cycles	Qualifications within the Scottish FQHE
First cycle qualifications	Scottish bachelor's degree with honours Scottish bachelor's degree
Short cycle qualifications within or linked to the first cycle	Diploma of Higher Education
Intermediate awards within the first cycle	Certificate of Higher Education Graduate Certificate Graduate Diploma
Second cycle qualifications	Master's degree Integrated master's degree MPhil degree
Intermediate awards within the second cycle	Postgraduate Diploma Postgraduate Certificate
Third cycle qualifications	Doctoral degrees including doctorates by research

The use of Credits in Scotland



- Levels, level descriptors and qualification descriptors provide reference points for locating the 'level' of any group of outcomes.
- Credit points provide the associated measure for describing the volume of outcomes. The definition of the credit point remains unchanged from the Scottish Credit Accumulation and Transfer (SCOTCAT) framework and is now shared by the whole of the Scottish Credit and Qualifications Framework (SCQF):
- One credit point represents the learning outcomes expected to be achieved by the average student at the relevant level in 10 hours of work. It is important to note that credit is a measure of outcome, not of study time.
- SCQF credit points allow the value of outcomes of all qualifications, modules or other programme elements to be described.

Credits associated with Higher Education qualifications in Scotland

Table 2: The Scottish FQHE

Level	Typical HEI qualifications	Credit Definitions
SCQF 12	PhD/DPhil	Not credit rated*
	Other doctorates	Minimum of 540 with minimum 420 at SCQF 12
SCQF 11	MPhil	Either not credit rated* or minimum of 300 with minimum 270 at SCQF 11
	Master's	Minimum of 180 with minimum 150 at SCQF 11
	Master's (following an integrated programme from undergraduate to master's level study)	Minimum of 600 with minimum 120 at SCQF 11
	Postgraduate Diploma	Minimum of 120 with minimum 90 at SCQF 11
	Postgraduate Certificate	Minimum of 60 with minimum 40 at SCQF 11
SCQF 10	Scottish bachelor's degree with honours**	Minimum of 480 with minimum 180 at SCQF 9 and SCQF 10 of which a minimum of 90 at SCQF 10
	Graduate Diploma	Minimum of 120 at minimum of SCQF 9
	Graduate Certificate	Minimum of 60 at minimum of SCQF 9
SCQF 9	Scottish bachelor's degree**	Minimum of 360 with minimum 60 at SCQF 9***
	Graduate Diploma	Minimum of 120 at minimum of SCQF 9
	Graduate Certificate	Minimum of 60 at minimum of SCQF 9
	Diploma of Higher Education	Minimum of 240 with minimum 90 at SCQF 8
SCQF 7	Certificate of Higher Education	Minimum of 120 with minimum 90 at SCQF 7

Framework for Qualifications in Higher Education (FQHE) in Scotland

- All qualifications are described in terms of
 - a standard title
 - its level within the framework
 - a qualification descriptor
 - a minimum credit value.

The purposes of the Scottish FQHE

- To enable employers, schools, parents, prospective students and others to understand the achievements and attributes represented by the main qualification titles, and how qualifications relate to each other
- To assist Higher Education Institutions, students and others to clarify potential routes for progression and credit transfer, particularly in the context of wider participation in lifelong learning
- To maintain international comparability of standards, especially in the European context, to ensure international competitiveness, and to facilitate student and graduate mobility
- To assist Higher Education Institutions, their external examiners, and the reviewers of the QAA, by providing an important point of reference for setting and assessing standards.

What is the CATS system?

- The CATS (Credit Accumulation and Transfer Scheme) points system is recognised by all UK Higher Education institutions as a method of quantifying credit for a particular course.
- 1 ECTS credit = 2 CAT credits
- One full time academic year = 60 ECTS credits (or 120 CAT credits)
- To attain an Undergraduate degree a student need to accumulate:
 - 120 points at FHEQ Level 4 (equivalent to the 1st year of an undergraduate degree also known as 'Certificate')
 - 120 points at FHEQ Level 5 (equivalent to the 2nd year of an undergraduate degree also known as 'Diploma')
 - 120 points at FHEQ Level 6 (equivalent to the 3rd year of an undergraduate degree also known as 'Advanced Diploma')*

Main stages of education / employment

Qualifications can be taken at any age in order to continue or return to education or training

Secondary education
Initial entry into employment or further education

Continuation of secondary education

Progression to skilled employment

Completion of secondary education

Entry to higher education

Qualified/Skilled worker

Specialised education and training

Entry to professional graduate employment

Intermediate / higher education
Advanced skills training

Professional or postgraduate education or employment

National Framework of Qualifications for Ireland

www.nfq.ie/nfq/en/TheFramework

Level 1

Level 1 Certificate

Level 2

Level 2 Certificate

Level 3

Level 3 Certificate,
Junior Certificate

Level 4

Level 4 Certificate,
Leaving Certificate

Level 5

Level 5 Certificate,
Leaving Certificate

Level 6

Advanced Certificate, Higher Certificate

Level 7

Ordinary Bachelor Degree

Level 8

Honours Bachelor Degree, Higher Diploma

Level 9

Masters Degree, Post-graduate Diploma

Level 10

Doctoral Degree

The Scottish Credit and Qualifications Framework

www.scaf.org.uk

Access level 1

Access level 2

Access level 3

Foundation Standard Grade

Level 4

Intermediate 1, General Standard Grade, SVQ 1

Level 5

Intermediate 2, Credit Standard Grade, SVQ 2

Level 6

Higher, SVQ 3

Level 7

Advanced Higher, Higher National Certificate, Certificate of Higher Education

Level 8

Higher National Diploma, Diploma in Higher Education, SVQ 4

Levels 9

Ordinary Degree, Graduate Diploma/Certificate

Level 10

Honours degree, Graduate Diploma/Certificate

Level 11

Masters, SVQ 5

Level 12

Doctorates

Comparing the National Qualifications Frameworks of two countries (Ireland and Scotland).

Credit transfer in Scotland

- Students can be given credit for their prior certified learning, i.e. learning which the student has undertaken and has been assessed as part of a qualification, e.g. a module.
- Credit transfer enables a student to transfer credit gained in one programme of study to another programme of study.

Recognition of prior learning (RPL) in Scotland

- This is a system where a student is given credit for learning gained through experience which took place before the student enrolls on a formal programme leading to a qualification.
- It involves the student (a) reflecting on life and work experiences and non-formal learning experiences, (b) identifying learning outcomes achieved, (c) providing evidence of the learning.

Case Study

University of Edinburgh

1. Adoption of a system of easily readable and comparable degrees

The Diploma Supplement is a standard supplementary document designed to make degrees transparent and thus improve flexibility and comparability of qualifications across Europe. Further information is available from the University of Edinburgh Registry at

<http://www.registry.ed.ac.uk/graduations/Transcripts/EDSGuide.htm>

Universities UK has published a reference document on the European Diploma Supplement available at <http://www.europeunit.ac.uk/resources/Guide%20to%20the%20Diploma%20Supplement.pdf>

Case Study

University of Edinburgh

2. Adoption of a system based on three cycles.

The university operates a system based on three cycles. Further details available on:

http://www.europeunit.ac.uk/sites/europeunit/bologna_process/uk_position_on_qualification_length.cfm

Case Study

University of Edinburgh

3. Establishment of a system of credits

The University of Edinburgh operates within the Scottish Qualifications and Credit Framework (SCQF) (see www.scqf.org.uk) and has credits attached to all courses.

4. Promotion of mobility

At the University of Edinburgh the International Office is responsible for the promotion of mobility (see <http://www.international.ed.ac.uk/>). For more general information on the promotion of mobility please see http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/041010-12Noordwijk-Nederlands.HTM

Case Study

University of Edinburgh

5. Promotion of European co-operation in quality assurance

Primary responsibility for quality assurance lies with each Higher Education Institution. The Quality Assurance Agency (QAA) has an active role in the European Network for Quality Assurance in Higher Education (ENQAE).

Case Study

University of Edinburgh

6. Promotion of the European dimension in higher education

This feature of the Bologna Process relates to a call for curriculum development, training and research etc... to include a European dimension.

7. Focus on Lifelong learning

At the University of Edinburgh the Office of Lifelong Learning is responsible for the provision of open studies provision with information available at <http://www.lifelong.ed.ac.uk/>

Case Study

University of Edinburgh

8. Inclusion of Higher Education Institutions and Students

This feature of the Bologna Process relates to the need for those in higher education to engage in the process. The progress of the University of Edinburgh in meeting key features of the Bologna Process illustrate active involvement in this feature of the process. In addition to raising awareness of European issues the UK Europe Unit coordinates UK involvement in Bologna debates.

Case Study

University of Edinburgh

9. Promoting the attractiveness of the European Higher Education Area

At the University of Edinburgh the International Office is responsible for the Erasmus Mundus programme (see

<http://www.international.ed.ac.uk/>). For more general information on the Erasmus Mundus programme is available at

www.europa.eu.int/comm/education/programmes/mundus/index_en.html

Case Study

University of Edinburgh

10. Doctoral Studies and the links between the European Higher education Area and the European Research Area.

In 2003 higher education Ministers included the third cycle in the Bologna Process. Professor G Boulton as Vice Principal for International Relations and the Public Understanding of Science undertakes work in this area.

Conclusions

- Scotland has embraced the Bologna Process.
- Key action points achieved.
- National Framework of Qualifications very clear.
- Learning Outcomes embedded in system.
- High scoring in Bologna Stocktaking Report 2009.