



Bologna eftir Yerevan

Áherslur Bologna samstarfs
2015-2018

Starfsemi Bologna/EHEA

- 48 lönd standa að Bologna ferlinu og mynda þau saman Evrópska Háskólasvæðið
- Ráðherrafundir nú á 3 ára fresti
 - Yerevan 2015
 - París 2018
- Milli funda er eftirfylgni ákvarðana stýrt af BFUG
 - Formennska breytist á 6 mánaða fresti
 - (Ísland og Lettland 1/1-30/6 2015)
 - Vinnuhópar um helstu áhersluatriði
 - Secretariat færir milli landa

Ráðherrafundur í Yerevan 2018

- Endurnýjun/endurlífgun
 - Pólitískari
 - Taka á „non-implementation“
 - Hvíta-Rússland
- Endurspeglast í áherslum ráðherraýfirlýsingarinnar og skuldbindingum sem henni fylgja
- Hvernig viljum við vinna innan þessara áherslna?



Megináherslur Yerevan yfirlýsingarinnar

- Enhancing the quality and relevance of learning and teaching
 - is the main mission of the EHEA. We will encourage and support higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and in fully exploiting the potential benefits of digital technologies for learning and teaching. We will promote a stronger link between teaching, learning and research at all study levels, and provide incentives for institutions, teachers and students to intensify activities that develop creativity, innovation and entrepreneurship. **Study programmes should enable students to develop the competences that can best satisfy personal aspirations and societal needs, through effective learning activities. These should be supported by transparent descriptions of learning outcomes and workload,** flexible learning paths and appropriate teaching and assessment methods. It is essential to recognize and support quality teaching, and to provide opportunities for enhancing academics' teaching competences. Moreover, we will actively involve students, as full members of the academic community, as well as other stakeholders, in curriculum design and in quality assurance.

Megináherslur Yerevan yfirlýsingarinnar

- Fostering the employability of graduates throughout their working lives
 - in rapidly changing labour markets - characterized by technological developments, the emergence of new job profiles, and increasing opportunities for employment and selfemployment - is a major goal of the EHEA. We need to ensure that, **at the end of each study cycle, graduates possess competences suitable for entry into the labour market which also enable them to develop the new competences they may need for their employability later in throughout their working lives.** We will support higher education institutions in exploring diverse measures to reach these goals, e.g. by strengthening their dialogue with employers, implementing programmes with a good balance between theoretical and practical components, fostering the entrepreneurship and innovation skills of students and following graduates' career developments. **We will promote international mobility for study and placement as a powerful means to expand the range of competences and the work options for students.**

Megináherslur Yerevan yfirlýsingarinnar

- Making our systems more inclusive
 - is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes. We undertake to widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners, including lifelong learning. We will improve permeability and articulation between different education sectors. We will enhance the **social dimension** of higher education, improve gender balance and widen opportunities for access and 3 completion, **including international mobility, for students from disadvantaged backgrounds. We will provide mobility opportunities for students and staff from conflict areas, while working to make it possible for them to return home once conditions allow. We also wish to promote the mobility of teacher education students in view of the important role they will play in educating future generations of Europeans.**

Megináherslur Yerevan yfirlýsingarinnar

- Implementing agreed structural reforms
 - is a prerequisite for the consolidation of the EHEA and, in the long run, for its success. A common degree structure and credit system, common quality assurance standards and guidelines, cooperation for mobility and joint programmes and degrees are the foundations of the EHEA. We will develop more effective policies for the recognition of credits gained abroad, of qualifications for academic and professional purposes, and of prior learning. **Full and coherent implementation of agreed reforms at the national level requires shared ownership and commitment by policy makers and academic communities and stronger involvement of stakeholders.** Non-implementation in some countries undermines the functioning and credibility of the whole EHEA. We need more precise measurement of performance as a basis for reporting from member countries. **Through policy dialogue and exchange of good practice, we will provide targeted support to member countries experiencing difficulties in implementing the agreed goals and enable those who wish to go further to do so.**

Skuldbindingar

- to include short cycle qualifications in the overarching framework of qualifications for the European Higher Education Area (QF-EHEA), based on the Dublin descriptors for short cycle qualifications and quality assured according to the ESG, so as to make provision for the recognition of short cycle qualifications in their own systems, also where these do not comprise such qualifications;
- to ensure that competence requirements for public employment allow for fair access to holders of first cycle degrees, and encourage employers to make appropriate use of all higher education qualifications, including those of the first cycle;
- to ensure, in collaboration with institutions, reliable and meaningful information on graduates' career patterns and progression in the labour market, which should be provided to institutional leaders, potential students, their parents and society at large;
- to remove obstacles to the recognition of prior learning for the purposes of providing access to higher education programmes and facilitating the award of qualifications on the basis of prior learning, as well as encouraging higher education institutions to improve their capacity to recognize prior learning;

Skuldbindingar

- to review national qualifications frameworks, with a view to ensuring that learning paths within the framework provide adequately for the recognition of prior learning;
- to promote staff mobility taking into account the guidelines from the Working group on mobility and internationalization;
- to promote the portability of grants and loans taking into account the guidelines from the Working group on mobility and internationalization;
 - to make our higher education more socially inclusive by implementing the EHEA social dimension strategy;
- to ensure that qualifications from other EHEA countries are automatically recognized at the same level as relevant domestic qualifications;
 - to enable our higher education institutions to use a suitable EQAR registered agency for their external quality assurance process, respecting the national arrangements for the decision making on QA outcomes.

Ný vinnugögn

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- European Approach for Quality Assurance of Joint Programmes
- ECTS Users' Guide
- Nýjar skýrslur frá vinnuhópum

Líklegir vinnuhópar 2015-2018

- Implementation
- Structural reforms/ Governance of the EHEA
- Social inclusion
- Quality and relevance of teaching and learning
- Employability
- Research and Teaching
- Rætt á Stjórnarfundum 30. júní (Lichtenstein) og væntanlega til umræðu og samþykktar í september 2015 (Luxemburg)

