

JISC infoNet

# Bologna Process & Strategic Challenges

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## Bologna Process: An Overview

The aim of the Bologna Process is to create a European Higher Education Area (EHEA) and to promote the European system of higher education worldwide. The aspiration for achieving this is 2010, although the transformational Bologna Process will continue in some form after that date. The key areas the process is focusing on to achieve its aim are:

- to remove obstacles to student and academic mobility - within Europe and to students from outside
- to adopt a three-cycle European HE system - at Bachelor, Masters and Doctoral level - to simplify comparison between qualifications across Europe to achieve greater transparency. This would be aided by the establishment of a European Credit Transfer System (ECTS) and the adoption of the Diploma Supplement
- to improve quality and ensure standards of higher education in Europe by cooperating in quality assurance at European level

*The adoption of the Bologna Process has shown "the desire for reform of higher education by the governments of many European countries, the desire to have a pan-European system and the strong belief that, if we didn't, we would probably lose out in the global competition"*

**Professor Tessa Blackstone, Times Higher Education, 2nd October 2008**  
**"The long and the short of it" - Hannah Fearn.**

Ministers have formalised these objectives into ten 'Action Lines' over the course of a number of summits since 1999 and a series of ongoing initiatives. Higher education institutions and students themselves have an important role to play in the Bologna Process and Ministers have called upon them to become involved in forming a diverse and adaptable European Higher Education Area.

The Bologna Process demonstrates a commitment to lifelong learning in Europe, essential to help meet the challenges of increased global competition and the use of new technologies. Institutions have been urged to develop courses and curricula with significant European content, to increase the European dimension of higher education. This also entails the promotion of partnership activities and curriculum development between institutions in Europe, and the establishment of joint degrees.

*"Building on our rich and diverse European cultural heritage, we are developing an EHEA based on institutional autonomy, academic freedom, equal opportunities and democratic principles that will facilitate mobility, increase employability and strengthen Europe's attractiveness and competitiveness."*

**Ministers responsible for Higher Education in the countries participating in the Bologna Process, London Communique May 2007**

## Bologna Process and the UK

The UK has played an active part in the development of the Bologna Process but its implementation has not been as transformational as in other European countries. Where higher education is state controlled, the Bologna Process has been implemented through legislative reform. In Germany, for example, higher education is undergoing a complete

restructure to conform to the three cycle model (up to degree, masters and doctorate) of the Bologna Process. Implementation has been piecemeal in the UK given that its qualification structure broadly matches (and has in fact formed the basis of) the three-cycle system.

However, there have been significant implementation issues for the UK particularly regarding the length of Masters degree programmes, the use of ECTS and the development of the Diploma Supplement. The Europe Unit and other agencies and departments such as QAA and DIUS are working at a policy level to address these issues. A key problem throughout the Process has been a lack of awareness about Bologna in many areas of the sector and a general lack of engagement with the principles behind the EHEA. This is not to say that many institutions have not wholeheartedly embraced the process and have exemplified good practice.

JISC infoNet was pleased to host the UK Higher Education Europe Unit 2007 survey on the sector's involvement in the Bologna Process and European higher education issues. The survey covered the implementation of the Diploma Supplement, credit, joint degrees, Masters' degrees and their recognition, and institutional strategies. Further background about the survey and analyses of the results are available.

It is important to note that Bologna is not an EU process although the EU supports its aims through a number of policy frameworks and funded programmes.

## Benefits of the Bologna Process

This resource aims to focus on the broader benefits of the Bologna Process and help identify how some of the mechanisms that have been put in place to support the Bologna Process (such as the Diploma Supplement) can assist institutional efforts in meeting broader strategic objectives in areas such as internationalisation, lifelong learning and employability.

*The Bologna Process "has sufficient momentum to become the dominant global model of higher education within two decades" according to Institute for Higher Education Policy report*

**"Learning Accountability from Bologna: A Higher Education Policy Primer" by Clifford Adelman, July 2008.**

*"Increased mobility of high-level skills and labour can contribute to increased employment, productivity and growth. This is a major benefit of the Bologna Process that should be helping to drive it forward".*

**[The Bologna Process: Government Response to the Committee's Fourth Report of Session 2006-07](#)**

*...while most countries have had to carry out a radical overhaul of their systems, introducing three-year degrees and new types of Masters, the UK has been required to do very little, being already overwhelmingly Bologna-compliant.*

**[Times Higher Education Supplement](#)**

### **UK Europe Unit Survey 2007**

- [Further background and results](#)

## The Bologna Action Lines

### Key Resources

- [Europe Unit: Guide to the Bologna Process](#)

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

Lisbon Convention - ratified by the UK in 2003

- Diploma Supplement - key role
- Role of ECTS and Credit Systems- increased emphasis on learning outcomes versus notional workloads
- Recognition issues - 1-year and integrated Masters, foundation degrees and 2-year degree

### 2. Adoption of a system essentially based on two cycles

- Qualifications frameworks at European and national level
- Parallel [Copenhagen Process](#) for Vocational Education and Training (VET)
- UK system compatible but recognition issues especially 2-year degrees
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#)

### 3. Establishment of a system of credits

- To remove obstacles to mobility and recognition of qualifications
- ECTS - moving towards a transfer and accumulation system
- Increased emphasis on learning outcomes, less on notional workloads
- Work of Burgess group on credit framework in England
- Should develop in parallel with [ECVET](#)

### 4. Promotion of mobility

- New European Commission [Integrated Action programme for Lifelong Learning 2007-2013](#) and [Erasmus-Mundus](#) programme
- UK - low participation in mobility programmes due to language, funding and institutional barriers
- Underpinned by qualifications frameworks, Diploma Supplement and credit systems
- Issue of portability of student grants and loans

### 5. Promotion of European co-operation in quality assurance

- [QAA](#) represented on the board of [ENQA](#) (European Network for Quality Assurance in HE)
- Mutual recognition of QA systems in Europe

- Professional accreditation - [European Consortium for Accreditation in Higher Education](#) (ECA)
- EC project - [Tuning Educational Structures in Europe](#)
- UK focused on retaining national QA systems
- [European University Association's \(EUA\) Quality Culture project](#)
- 2005 - [European Standards and Guidelines for QA in the EHEA](#) - national autonomy reinforced, European standards for internal QA systems laid out

## 6. Promotion of the European dimension in higher education

- Focus on embedding European dimension in curriculum development, mobility programmes, cooperation between HEIs
- Joint degrees
- EC's Erasmus Mundus project (cooperation with non-EU countries)
- QAA Code of Practice for Collaborative Provision

## 7. Focus on lifelong learning

- Meeting objectives on the [Lisbon Strategy](#)
- Facilitated by the successful implementation of other action lines especially qualifications frameworks and credit systems
- Development of Bologna process in parallel with Copenhagen Process is key

## 8. Inclusion of higher education institutions and students

- Importance of engagement
- Role of European bodies i.e. [EUA](#), [EURASHE](#) and [ESU](#)
- In the UK, [Universities UK](#), [GuildHE](#) and [NUS](#) work with respective European bodies
- Representative and awareness-raising role of the [Europe Unit](#)

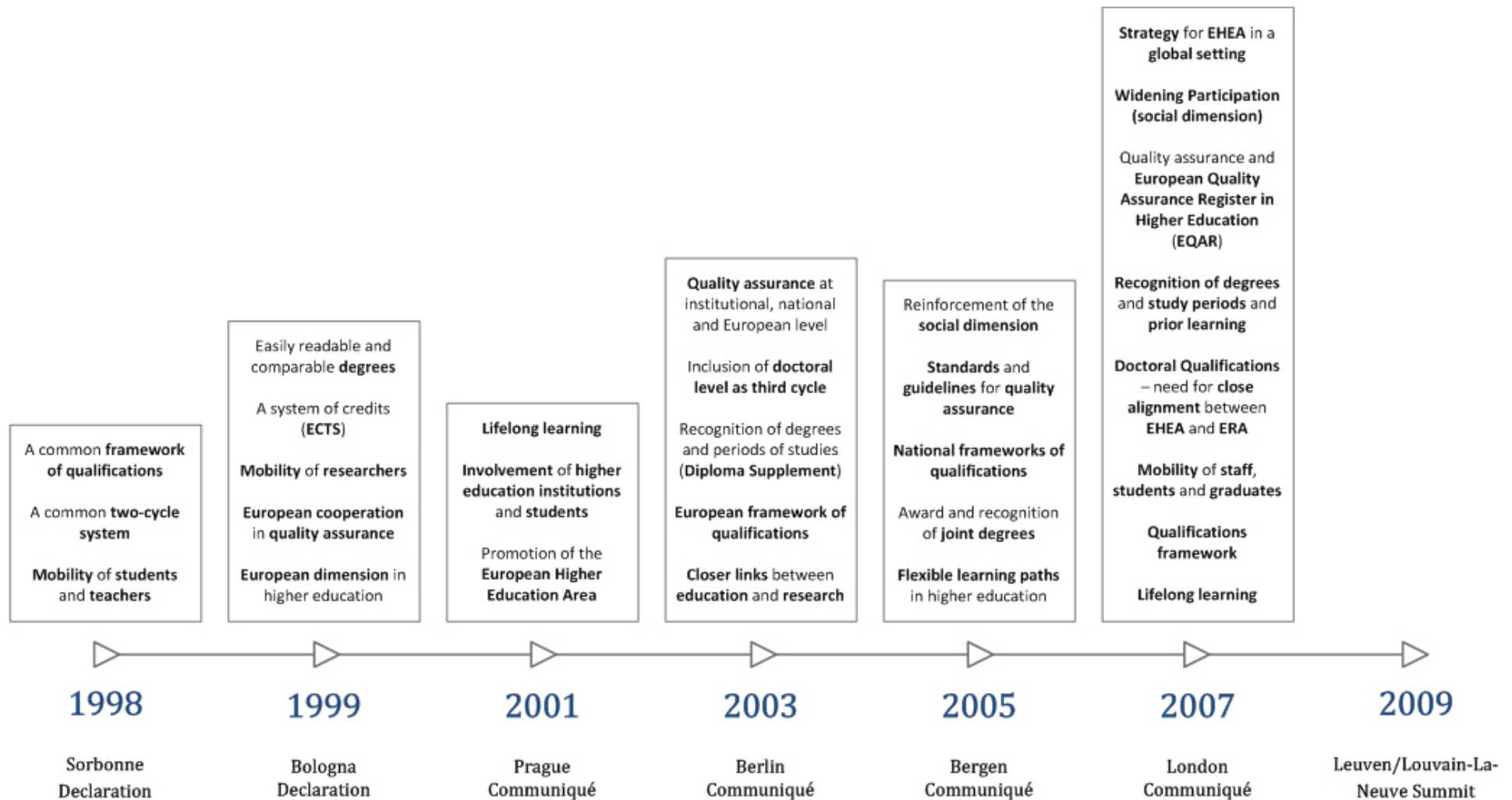
## 9. Promotion of the attractiveness of the European Higher Education Area

- Focus on increasing competitiveness of European HE in a global market
- Erasmus-Mundus programme
- UK understands importance of international market but HEIs need to be active in European market as it becomes more competitive

## 10. Doctoral studies and the synergy between the European Higher Education Area and the European Research Area

- 2003 - doctoral level included as the 3rd cycle. Recognition of the importance of research
- EUA Doctoral Programmes project
- Link with EU's [European Research Area](#)
- 2005 - [European Charter for Researchers](#)
- Greater opportunities for UK staff and students re mobility and cooperation

## Bologna Timeline



## Strategic Implications

### Policy Steer

The Bologna Process has not been imposed on the institutions in the UK by its Government (unlike other countries who have signed up to the agreement) however there is a Government steer for its adoption and a real endorsement of the values that underpin it and the Government was reported to have stated that it would be a 'mistake' if institutions did not engage with the process. A July 2007 report by the Education and Skills Committee highlighted confusion in the UK over what the Bologna Process is about. The UK Government responded by admitting that more work needed to be done to ensure that universities are made aware that the Bologna Process is 'not about "standardisation or harmonisation" of European higher education systems, but rather, "comparability and compatibility"'. [[Government defends Bologna university initiative](#)] - Anthea Lipsett, The Guardian, 3 July 2007].

*"The Bologna Declaration, for all its convoluted requirements, has one overarching goal - to make Europe the most competitive continent in higher education. In this, it is doing its job. In July 2007, Michael Gaebel of the European Universities Association said educators in Asia, Africa, Australia, the US and Latin America were all looking closely at the Bologna Process as a potential model for their own higher education systems"*

'The long and the short of it' Hannah Fearn, Times Higher Education, 2 October 2008

### Buying-in to the Bologna Process

In order to meet the challenges presented by the Bologna Process institutions have had to address a number of issues including their competitiveness and reviewing of their processes in order to best meet the challenges of a developing marketplace. However, it has been reported anecdotally that members of some institutions in the UK are of the opinion that the Bologna Process is about little more than applying the UK model to the rest of Europe.

*"..Lack of Bologna-inspired reform has been perceived in some quarters as a spirit of aloofness"*

"The Bologna Process and the UK's international student market" - James Gemmell and Bahram Bekhradnia, Higher Education Policy Institute (hepi)

Whilst the UK Higher Education system is in a strong position to meet the requirements of the Bologna Process, there is not the need to restructure processes in the same way as other countries have had to. It could therefore be argued that the successful implementation of the Bologna Process in the UK is dependent on a collected will from the UK sector to see it succeed. The suggestion that the UK has given the impression that it is rather 'aloof' with regard to the process is not borne out by the actual engagement with the process that is going on 'on the ground'.

### Fitting the Bologna Process into the strategy

The Bologna Process has major institutional as well as sector-wide implications and in order for it to be successfully implemented it should 'best fit' with the overarching institutional strategy. It could be seen, not as an 'add-on' but as something that has a seamless relationship with other strategic aspects.

JISC infoNet provides a range of resources (tools, infoKits and other guidance) to help you plan, monitor and align your strategies to best effect. For example, you could find with a more strategic approach that using mechanisms that help the wider impact of, say, internationalisation, could also encompass Bologna-compliant processes, thus negating the need to implement two different approaches. Our forthcoming work on strategic activity includes a look at some common 'strategic challenges' (initial links to this work start on the next page).

As some food for thought, have you considered the various access, identity and records management implications associated with the transfer of learner data not just within but between Bologna-signatory countries? Could perhaps the [e-Framework for Education and Research](#), aiming to facilitate technical interoperability within and across education and research through improved strategic planning and implementation processes, provide some solutions?

This resource is not a 'how to' method in aligning with the Bologna Process, as there are so many different ways to achieve this and each will vary depending on the mission and strategic direction of your institution. Instead we aim to inspire you to rethink, revisualise or simply confirm your strategic objectives and to cross-check these against the requirements. Sometimes we find the least obvious connections between process, policy and strategy are the ones that work to your best advantage!

## **Useful resources**

- [Process Review infoKit](#)
- [PESTLE tool](#)
- [Scenario Planning toolkit](#)
- [Change Management infoKit](#)
- [Portfolio, Programme and Project Management \(P3M\)](#)

## **Access, Identity & Records Management**

- [UK Access Management Federation](#)
- [Shibboleth](#)
- [Information and Records Management resources](#)
- [Records Retention schedule](#)

## Challenges

The Bologna Process weaves many threads through a number of strategic challenges for institutions, and indeed some of the infrastructure and mechanisms of the Process and related initiatives can be of use in assisting institutions with addressing these challenges.

### STRATEGIC CHALLENGES



***Some of the strategic challenges that are directly impacted by the Bologna Process include:***

- [Internationalisation](#)
- [Competing in a Global Market](#)
- [Employability and Skills](#)
- [Lifelong Learning](#)
- [Mobility](#)

***Our forthcoming infoKit around strategy (November 2009) will add further challenges facing the sector.***

## Bologna and Internationalisation - the drivers and issues

The Bologna Process itself is not primarily about internationalisation, its primary role is to protect European Higher Education in the face of global competition. The Bologna principles and tools, however, are very well placed to support internationalisation strategies.

Key drivers are employability, mobility and competitiveness.

Other issues (from a mainly UK perspective) that link the Bologna Process and internationalisation generally:

- Degrees and Higher Education systems are more easily understood through a 3 cycle system
- Qualifications Framework, ECTS, Diploma Supplement, European Quality Assurance
- It's about creating a competitive knowledge-based economy (in line with the Lisbon agenda)
- There are some issues around Bologna take up in the UK e.g. the Diploma Supplement. This is improving and there is a growing international element to this as other, non-European, countries, such as Australia are engaging with the Diploma Supplement
- Outward mobility of UK students/Monolingualism - there are low participation rates in the ERASMUS programme in comparison with our European counterparts. This is not just a language skill issue; it also means that UK students are missing out on the cultural benefits of study/work experience in another country. This does have an impact on UK competitiveness in the global market (as discussed in the [Leitch Review](#) and the [Dearing Language review](#)).

## The Bologna Community Competing in a Global Context

In the 2008 Times Higher Education-QS World University Rankings, 58 of the top 200 universities were in the US and 83 were in countries signed up to the Bologna Process. *"The EHEA's 4,000 institutions and 16 million students make it similar in size and scope to the US system and will give it a major competitive advantage in the fight for foreign students"*. [Times Education Supplement](#), Leader: Premium Brand at Risk, 2 October 2008.

The Bologna Process has 'sufficient momentum to become the dominant global model of higher education within two decades'. Clifford Adelman. Institute for Higher Education Policy Issue Brief - Learning Accountability from Bologna: A Higher Education Policy Primer, July 2008.

The Bologna Process is about competing in the global Higher Education market. There is increasing competition in attracting international (non-EU market) students. Bologna is about galvanising the member countries and helping them to compete as a coherent group in the wider global market. It is important to emphasise that, whilst there may be many benefits gained by individual member countries as a result of engaging with the Process, it is not about competing with each other. [[Hepi study on impact of Bologna on international student market](#)].

*"Europe now seeks to have a competitive advantage over other advanced economies by having a better alignment between the output of university graduates and the needs of the economy."*

*Frank McMahon - The impact of the Bologna Process on the design of higher education programmes in Europe as quoted in The long and the short of it - Hannah Fearn, Times Higher Education 2 October 2008.*

## Bologna and Employability

Employability is one of the wider objectives of the Bologna Process. The Bologna Process mechanisms aim to benefit the employability of people within the signatory countries. Transparency and recognition of qualifications and competencies is a very important one in relation to employability.

There continues to be some work needed on the promotion of the benefits of Bologna to the business community and initiatives like the **Raising employers' awareness about the Bologna Process (ReaBP)** project are well placed to contribute to this work. ReaBP aimed to 'raise the awareness of European employers about the Bologna Process and its implications for the labour market, particularly of the changes it entails in structures and contents of degree and study programmes', the project ran from December 2005 to March 2007.

The Bologna Process also plays a key role in contributing to the European Union's Lisbon Strategy which aims to deliver - '*stronger, lasting growth and more and better jobs*' 'Working together for growth and jobs - A new start for the Lisbon Strategy' [Commission of the European Communities](#). COM (2005) 24 of 2.2.2005. The Bologna Process can support the Lisbon Strategy in the development of a knowledge-based economy in the EU.

## Bologna and Mobility

This promotion of mobility involves '*...overcoming obstacles to the effective exercise of free movement*' (European Ministers for Education 1999).

At the 2007 London Summit mobility was designated as a key priority for the Bologna Process until 2009. The notion of mobility encompasses students, teachers, researchers and administrators. EU programmes have sought to support mobility through SOCRATES (Erasmus etc) and an EU integrated programme for lifelong learning, Erasmus Mundus.

*"Mobility ...is one of the core elements of the Bologna Process, creating opportunities for personal growth, developing international cooperation between individuals and institutions, enhancing the quality of higher education and research, and giving substance to the European dimension"*

*London Communiqué, p 2.*

## Mechanisms that underpin the Bologna Process

A number of mechanisms are available to underpin and support the Bologna Process, including:

- The **Diploma Supplement** enables the description of a qualification in a way that makes it both easy to understand and to compare. As well as a description of this key document and links to a wealth of sources of advice and guidance, we provide some case study examples of the issues involved in mapping Diploma Supplement fields to existing data held in student record systems.
- The **European Credit Transfer and Accumulation System (ECTS)** is based on the student workload required to achieve a programme's objectives. Although widely adopted across most signatory countries, there are some issues with adoption in the UK, here we examine why and look at examples of use.
- Whilst not directly a Bologna instrument, **Europass**, a transparency framework for qualifications and competences, is well placed to support Bologna objectives of mobility, transparency/recognition and lifelong learning. One of its five core documents is the Diploma Supplement itself.

## What is the Diploma Supplement?

The Diploma Supplement originated as a result of a UNESCO idea in 1979. It has since been revised, refined and tested by the European Commission, the Council of Europe and UNESCO. It aims to describe a qualification in a 'standard format that is easy to understand and easy to compare'. It also, "describes the content of the qualification and the structure of the higher education system within which it was issued.". The Berlin summit called for "every student graduating as from 2005 to receive the Diploma Supplement automatically and free of charge". ([Europe Unit: Diploma Supplement](#))

The Diploma Supplement is a supplement to, and not a replacement for, a Curriculum Vitae. It is also one of the five **Europass** documents. Although Europass is not a Bologna mechanism as such, we have included it in our review because of its synergy with other elements of the process.

## Drivers for and Benefits of the Diploma Supplement

There are a number of drivers in the UK for the Diploma Supplement including internationalisation, mobility and employability (transparency/equivalence across signatory countries), the government steer in providing learning records (including the UK's own Higher Education Achievement Report (HEAR)), and demands from the customers themselves in a paying market for authenticated records of their achievements.

However the primary drivers are benefits-led, as it is strongly felt the Diploma Supplement can help provide:

- improved transparency and recognition
- readable and easily comparable information across countries
- a comprehensive record of academic career (including achievements and competencies and skills acquired during a period of study)
- an emphasis on employability (both within and beyond the home country)
- an emphasis on lifelong learning
- facilitation of UK students' mobility

### *The 8 Sections of the Diploma Supplement*

1. *Information identifying the holder of the qualification*
2. *Information identifying the qualification*
3. *Information on the level of the qualification*
4. *Information on the content of the qualification and the results gained*
5. *Information on the function of the qualification*
6. *Additional information*
7. *Certification of the Diploma Supplement*
8. *Summary and description of the UK Higher Education and Training System*

There are real cost benefits available to institutions opting to use electronic documents, Digitary, a company specialising in secure document production and authentication for Higher Education has produced the following [cost-benefit model example](#).

- improved student prospects within the international labour market (employability)
- international recognition
- a key into the Europass scheme i.e. where used with other supporting documents
- a smoother admissions process
- an enhanced international profile of the institution, seen to be engaging with the Bologna Process

## Diploma Supplement Adoption

The Diploma Supplement is used widely in other countries participating in the Bologna Process and there is growing interest beyond, for example in Australia. Australia has ratified the Lisbon Recognition Convention and has, '*an international obligation to promote the widespread use of the Diploma Supplement by Australian tertiary institutions*' <http://aei.gov.au/>.

The implementation of the Diploma Supplement in the UK (originally planned to be completed by 2005) has been patchy, although according to the [2007 Europe Unit survey](#) it has improved, with 60% of respondents using it. However, issues remain and the UK is perceived in some areas to be lagging behind other Bologna countries in this respect.

There are a number of challenges with the implementation of the Diploma Supplement in the UK including issues related to data and information systems being of particular significance. The Diploma Supplement is seen as an administrative burden in some areas and is not being treated as a priority.

Institutions adopting the Diploma Supplement have found a number of issues to tackle, such as:

- Raising awareness, encouraging buy-in
- Costs (time/resource)
- Electronic vs paper-based systems
- Software selection
- Existing business processes
- Mapping to existing data sources (and accuracy of these)

### Sources of advice and guidance

- [The UK Higher Education Europe Unit](#)
- [JISC-CETIS service \(interoperability and standards\)](#)
- [JISC Advisory Services](#)
- [Bologna Experts](#)
- [MIAP](#)

### Helpful resources

- [Europe Unit Guide to the Diploma Supplement](#)
- [System Selection infoKit](#)
- [Change Management infoKit](#)
- [Process Review infoKit](#)
- [Records and Information Management resources](#)
- [e-Portfolios resources](#)
- [UK Access Management Federation](#)
- [Producing a Diploma Supplement](#)

- Recording credits and course-related information (learning outcomes etc)
- Storage, archiving and security - records management in general
- Digital signatures and authentication
- Identity and access management
- Interoperability/data transfer issues
- Standards for XML schemas

Technology can be an enabler but its limitations should be recognised and a suitably blended approach should be adopted accordingly.

Data management issues include the 'persistence' of information and the appropriate presentation of it, for instance the URLs used in hard copy and electronic documents can quickly change or disappear and this has an effect on the usability of the document. These records management type issues are wider than just the technology, they impact on other processes - i.e. they are as relevant to stakeholders in Registry/Administration areas. Data quality (or the lack of it) from core systems is an issue that may be familiar to many. MIAP (Managing Information Across Partners) has been established as a body to tackle issues related to information, its intention is to, 'streamline the collection, handling and sharing of information on learning and achievement for education and training organisations'.

## Producing a Diploma Supplement

As part of this suite of resources, JISC infoNet commissioned a piece of work on [Producing a Diploma Supplement](#) to carry out a gap analysis of the HESA student record, existing systems and Diploma Supplement data requirements and produce a data map based around four institutional case studies. These offer indicative examples of how different proprietary Student Records Systems are being used. Institutions should be able to use the mappings as a direct source of information by generating a partial Diploma Supplement from decoded HESA values and sourcing missing fields from other systems. Alternatively, the HESA mapping can be used as a key to finding the information within the student record system.

## Relationship between the Diploma Supplement and other records

There is quite a substantial degree of overlap between the Transcript element of the HE Progress File (introduced as a result of the Dearing Report) and the Diploma Supplement, with a number of similar fields in each document. There are also, however, some important differences between the two documents:

- The Diploma Supplement is only issued on the successful completion of a qualification whilst the Transcript has both formative and summative elements and can be issued at regular intervals throughout a course of study (in order to report on progress to date).
- The Transcript enables students to '*monitor, build and reflect on their personal development*' in comparison with the Diploma Supplement which does not have a personal development and planning function.

- The Diploma Supplement contains information that the Transcript does not, including a description of the higher education system, information on the status of the awarding institution, the main fields of study, grading scheme, access requirements and the mode of study.
- There is a significant difference in the sequence of information.

Recently, there has been a generally positive reaction to the suggestion that the Diploma Supplement and Transcript could be incorporated into a single document. This approach would mean that the Diploma Supplement would include the final Transcript. It is important that the information on this combined document is consistent with the official Diploma Supplement - holding appropriate information in an acceptable sequence.

ECTS and credit details are included in the Diploma Supplement.

The Higher Education Achievement Report (HEAR) recommended by the Burgess Report is being piloted in the disciplines of English, Biology, Accounting and Creative Arts in 18 HEIs. The initial trials will use data for students who graduated in summer 2008. The trials will allow the Centre for Records of Achievement, the Higher Education Academy and JISC to explore the software requirements, development of student record systems and the provision of information. We will add links to the outputs from this work as they become available.

## European Credit Transfer and Accumulation System (ECTS)

Originally set up in 1989 as a pilot scheme within the framework for the Erasmus programme, the European Credit Transfer and Accumulation System (ECTS) is student-centred and based on student workload required to achieve a programme's objectives. These objectives should preferably be specified in terms of learning outcomes and competences acquired. It is based on the principle that the workload of a full-time student during one academic year is equal to 60 credits. Credits are allocated to all educational components of a study programme (including modules, courses, placements, dissertation work, etc). There is no direct link between contact hours and credits.

ECTS has been identified as one of the cornerstones of the European Higher Education Area. There are three documentary elements to ECTS:

- An information pack/course catalogue for incoming students from outside the host nation
- A learning agreement specifying courses to be taken and agreed by the student and their home and host universities
- A transcript of records detailing student performance in courses taken calculated in both the local grading system and ECTS

ECTS has been adopted by law in some countries as the recognised accumulation system for their own higher education sector and it has also become a requirement for accreditation in some areas.

## ECTS and the UK credits system

The UK credits system does not map neatly on to ECTS, for example a standard UK Masters would be worth 180 UK credits, this translates as

### Further resources

- [Final report of the Burgess Group on credit in England, 2004](#)

90 ECTS credits and 75 is the maximum that can be accumulated in a year if adhering strictly to the scheme.

There has been some concern expressed by the UK about the ECTS and the relationship between student workload (expressed in measurements of time) and learning outcomes with an emphasis on workload which, as a result, *"fails to take account of the reality of lifelong learning; that qualifications are designed to be delivered faster or slower than the traditional academic patterns"*. [The Burgess Report (Final report of the Burgess Group on credit in England), 2004. Annex D Note from the UK Higher Education Europe Unit: Guidance on articulation between the European Credit Transfer System (ECTS) and the UK's credit systems, p45].

Unlike the ECTS Users' Guide, the government-approved Bologna Framework for Qualifications is based completely on learning outcomes and makes no reference to the recommended number of hours of study per year. The framework aims to, *"allow higher education institutions and credential evaluators to move away from measurement indicators that focus on formal procedures (admissions criteria, length of studies, qualification titles, years/hours of study undertaken) to focus on the results of learning."* [The Burgess Report, 2004].

## Benefits

The scheme offers a number of benefits, the most obvious perhaps is that it helps to facilitate a much more mobile education system - students can move around institutions and participating countries with a degree of ease as a result of their efforts being recognised and transferable.

Institutions can also benefit from being involved in the scheme as it can help to heighten their profile, allowing recognition of their institution which can help in encouraging students from other countries to come to UK institutions and for others to return.

## ECTS and Erasmus

The [Erasmus](#) programme enables higher education students, teachers and institutions in 31 European countries to study for part of their degree in another country.

All participating institutions are strongly recommended to use ECTS points for transfer purposes. As a consequence a large majority of UK HEIs use ECTS for transfers, *"within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe"* [The Burgess Report, 2004 p41] generally by providing a mapping between local credit values and the ECTS systems. In some case, such as at the [University of Bath](#), the ECTS values have been adopted as the local system.

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## Other connections

The Diploma Supplement template includes a record of ECTS credits. Further information is available in the [ECTS/Diploma Supplement Users' Guide and forms](#).

Issues such as recognition, accumulation and transfer of credits are an integral part of curriculum design and delivery. JISC is currently funding work on [Institutional Approaches to Curriculum Design](#) and [Transforming Curriculum Delivery Through Technology](#) which may surface more evidence in this area.

The [Tuning Educational Structures in Europe](#) project is at the heart of the Bologna Process. It links the political objectives set in the Bologna Declaration of 1999 to the Higher Education sector. It's a project developed by Higher Education Institutions for Higher Education Institutions and focuses on educational structures and content of studies.

JISC funded the original [eXchanging Course-Related Information \(XCRI\)](#) project, a UK-oriented project to establish a specification to support the improved linking of course-related information. The resulting output has been widely undertaken and built on by a range of institutions and projects both in the UK and further afield.

The [Higher Education Academy Subject Centres](#) can provide further information on subject-specific issues.

## Europass

Europass is a European Union initiative set up in 2004 to establish a transparency framework for qualifications and competences. Europass consists of five documents which aim to enable better recognition of qualifications and achievements for anyone enrolled in an education or training programme in the EU therefore facilitating mobility.

Europass is coordinated by a network of National Europass Centres across Europe. The [UK National Europass Centre](#) is under the management of [UK NARIC](#), the National Agency responsible for providing information, advice and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries worldwide.

*"Europass helps individuals highlight their abilities in an effective way. It can help to remove barriers to working, studying or training in Europe. It is free and enables people to present their competencies, skills and qualifications in a clear way"*

[UK National Europass Centre](#)

Whilst it is not a Bologna Process instrument, Europass can support Bologna objectives (mobility, transparency/recognition, lifelong learning). There are potential benefits for learners as well as advantages for employers, educational establishments and training providers, such as:

- Aiding the understanding of qualifications, competencies and skills across borders
- Providing information that is formatted in a standardised way enabling applicants to be easily compared to one another
- Information is clearly and transparently presented allowing easier understanding of what individuals can offer
- Opportunities on a European level are opened up to individuals

## The Europass Documents

The five Europass documents are:

### 1. Europass Curriculum Vitae (CV)

2. **Europass Language passport**
3. **Europass Diploma Supplement**
4. **Europass Certificate Supplement**
5. **Europass Mobility**

The Curriculum Vitae and Language Passport are completed by the individual whilst the Diploma/Certificate Supplements and Mobility are completed by institutions.

## Europass Curriculum Vitae (CV)

This is available as an online template for individuals to complete. It helps users to highlight skills, qualifications, work experience and any attributes that might set them apart from others.

### Example of the use of the Europass CV

In the [EPICS e-Portfolio project](#) work was undertaken with the Europass CV as an additional way of transferring data within the ePET portfolio system data.

ePET can now export and import XML data in the Europass-CV standard. This was demonstrated at 2006 e-Portfolios conference in Oxford and involved the export of CV data from ePET in Europass-CV xml, which was uploaded in the Europass Website.

- [Video Case Study](#)
- [EPICS including ePET](#) case study

## Europass Language Passport

Again, this is available as an online template for individuals to complete. It enables users to record their language ability by recording any language experiences they may have or courses they may have completed. They can rank their proficiency to a European scale of language skill.

## Europass Diploma Supplement

This is the Diploma Supplement issued by HE institutions covered earlier in this resource.

## Europass Certificate Supplement

This provides basic information about training delivered to people who hold a vocational education and training certificate - it is additional information to that already included in the official certificate. Its intention is to make the information more easily understood especially by employers or institutions outside of the issuing country. It is provided in the same format for all EU and EEA countries. Europass can provide the template, guidelines and additional information regarding this if necessary but it is the responsibility of the relevant awarding body to issue the Certificate Supplement.

## Europass Mobility

This is a record of any organised period spent abroad as part of a learning or training programme. This experience can include a work placement, voluntary work or an exchange programme. The documentation needs to be completed by the home and host institutions.

Further information on the Europass documents, as well as templates where available, is available from the [UK National Europass Centre](#) website.

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In the UK, the Purple Passport scheme, based around a generic online CV accessible by holder and verifier, is a DIUS supported initiative to assist the recognition of skills and aid mobility of individuals, a number of Sector Skills Councils are involved in the scheme.

### Further reading

- [Information on the implementation of the European CV](#)
- [Developments on improving related standards and schemas](#)
- [e-Portfolios infoKit](#)
- [e-Portfolios infoKit: Supporting Application and Mobility](#)
- [e-Portfolios infoKit: Technologies](#)
- [Purple Passport scheme](#)

## STRATEGIC CHALLENGES



Both the further and higher education sectors are constantly under pressure to meet new strategic priorities and cope with the effects of profound and far-reaching change. Such moves may sometimes be driven by changes in government and funding council policy, or simply just reflect the after-effects of widespread socio-economic, cultural or technologically inspired change.

Constant 'environment scanning' as part of your strategic planning processes can help to identify current and potential strategic challenges which may impact upon your institution and influence its future direction, management and operation. JISC Advisory Services such as JISC infoNet also partially exist to help keep institutions abreast of these changes and to provide a range of resources designed to help them respond to them. Our forthcoming resource on co-ordinating strategic activity (due for launch November 2009) will include further advice regarding environment scanning techniques to better inform your institutional decision making and help you to prepare for future strategic challenges.

In the meantime, it is worth considering how The Bologna Process weaves many threads through a number of strategic challenges for institutions, and indeed how some of the infrastructure and mechanisms of the Process and related initiatives can be of use in assisting institutions with addressing these challenges, the first of which are outlined here.

## Internationalisation

The process of internationalisation is a growing agenda for UK HEIs. International strategies from governmental to institutional level are not new. In 1999, the first Prime Minister's Initiative for International Education (PMI) was a drive to increase the inward recruitment of international students. It was, in large part, successful with many institutions developing and focusing their international strategies on inward recruiting from outside the EU. PMI2, launched in 2006 is a 5-year strategy that builds on the success of the original PMI and addresses 4 interconnected strands:

- UK positioning: marketing and communications
- Ensuring the quality of the student experience
- Strategic partnerships and alliances
- Market diversification and consolidation
- (Source: British Council, [Review of Prime Minister's Initiative](#))

Although the overseas market is a valuable source of revenue for the UK which is predicted to rise to £20 billion by 2020 (Source: Christine Shiel, [Developing the global citizen](#), Academy Exchange Issue 5, Winter 2006), international recruitment is only one dimension of internationalisation.

Internationalisation can be defined as *"The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education"* (Jane Knight, *Updating the Definition of Internationalization*, [International Higher Education](#), Fall 2003). In other words, it is about embedding an international ethos across the institution for all its stakeholders through an integrated process.

The case for the internationalisation of UK higher education is strong:

- For the UK there are economic imperatives, global competitiveness and a mobile workforce
- For institutions there are a number of drivers including competitiveness; diversification/diversity; partnerships, networks, collaboration, attracting the best mobile students, learning from international (including European) counterparts/competitors and international research
- For students there is the potential for increased employability through international experience (mobility programmes); and a richer student experience (including on campus)
- For enhancing the teaching experience with shared practice

*"Students and researchers are more mobile, more flexible and more international than ever before. Knowledge knows no national frontiers. Internationalisation is a pacemaker for reform and for the development and modernization of the higher education system. The institutions of higher education must assert themselves in the international competition for the best brains".*

[From the website of Germany's Federal Ministry of Education and Research](#)

- For curriculum - there is the importance of embedding an international dimension into the curriculum and equipping students with the relevant skills for the global market, especially language and cultural knowledge
- For employers: the value of international experience is important, students are competing in a global skills market

## Developing Internationalisation Strategies

There is a growing imperative to include internationalisation within institutional strategies as a consequence of an increasingly globalised sector. This is supported by strategies, policies and initiatives from a range of UK sector organisations and funding bodies, including HEFCE ([International strategy for HEFCE](#), 2003).

There are a number of approaches that can be taken when developing an international strategy and the application of high-level strategic trend analyses such as PESTLE and Scenario Planning is very likely to highlight internationalisation/globalisation as a major driver.

Participants in a session at the Association of University Administrators (AUA) Conference in 2008 discussed [institutional internationalisation strategies](#).

"UK universities are becoming increasingly international in their composition, a development that embraces EU as well as non-EU students"

Ramsden, B: [Patterns of higher education institutions in the UK](#), Eighth report (2008), Universities UK.

### Organisations that can provide support and additional information include:

- [The Observatory on Borderless Higher Education](#)
- [Higher Education Academy](#)
- [Leadership Foundation for Higher Education](#)
- [Council for Industry and Higher Education \(CIHE\)](#)
- [Universities UK](#)

### Useful resources

- [Change Management infoKit](#)
- [Scenario Planning toolkit](#)
- [Risk Management infoKit](#)
- [e-Portfolios: Internationalisation](#)
- [Tools: PESTLE](#)

### Further reading

Jones, Elspeth and Brown, Sally. 'Internationalising higher education: enhancing teaching, learning and curriculum', Routledge, UK 2007.

## Competing in the 21st Century Higher Education Sector

The UK Higher Education sector has an excellent record of successfully competing in a global market. A Universities UK report by Brian Ramsden ([Patterns of higher education institutions in the UK](#), 2008) states that the number of UK institutions with very large numbers of students from outside the UK has grown significantly over recent years: in 2001/02 there were 3 UK HEIs with more than 5,000 students from outside the UK, this number had risen to 14 by 2006/07. The same report states that income from international students in 2006/07 was £1.7 billion.

There is increasing competition in attracting international (non-EU) students however, and the UK cannot afford to rest on its laurels. Challenges to the ongoing competitiveness of the UK include:

### Delivery in English

Universities in countries where English is not the first language delivering a variety of courses in English. The development of the Bologna Process amongst signatory countries has had an effect on competition with institutions attempting to carve out competitive advantage in order to increase the size of their catchments, in some cases by offering courses taught completely, from entry, in English. (Wilkinson, Bob (2005) '[Where is English Taking Universities?](#)', The Guardian, 18 March).

Sweden, Netherlands, Finland and Denmark have offered several courses in English for some time but Germany, Poland, Turkey and the Czech Republic are increasing the number of courses, delivered in English, that they offer. OECD, [Education at a Glance 2007](#).

### Funding and Fees

The impact of government funding and tuition fees and the variations on this between countries. Lower fees are charged in other countries - in parts of Germany for instance there are no tuition fees payable for undergraduate study. The UK is a very expensive place for students to study - due to a combination of cost of living and fees - the financial pain is minimised somewhat by the length of courses (i.e. shorter courses in some cases). It is widely recognised, however, that the UK offers a, "*premium product for a premium price*" ([The Bologna Process and the UK's international student market](#), hepi paper by James Cemmell and Bahram Bekhradnia, 22 May 2008). International students appear willing to pay this premium price currently but there is no guarantee that, as a result of economic and other factors, this will continue to be the case.

As a paying customer, there are also increased expectations from students and a growing recognition among institutions of the importance of the student experience.

### Quality and Comparability

As other markets increase the quality of their higher education products, prospective students are opting to stay in their home countries, for example this has happened to an extent in the Indian and Chinese higher education markets as they flourish. As a traditional undergraduate/masters model is rolled out over a wider area this will dilute the advantage to the UK of having a reasonably specialist and scarce product.

## Demographic Change

As domestic demographic declines impact on demand for university education for home students in European partner countries this will encourage the pursuit of international students to make up any recruitment shortfalls.

## Restrictions on Entry to the UK

Visa restrictions and increased fees have a potential impact on take up of places by prospective international students, particularly if it is perceived that other countries may be offering a similar quality of education, more cheaply or with fewer bureaucratic barriers.

## Perception of the UK System

The UK has gained from traditionally being able to offer the benefit to students of completing their undergraduate degrees in three years rather than five. However this has also resulted in a perception that demands on students in the UK are less than in other countries - teacher contact time, length of private study required - and there is concern that competitors are questioning overall quality and branding this approach as '*study light*' ([The Bologna Process and the UK's international student market](#), hepi paper by James Cemmell and Bahram Bekhradnia, 22 May 2008).

It is also reported that other countries are painting the UK as 'aloof' from the Bologna Process and not committing to the Process to the same extent as European counterparts. This is partly as a result of the UK not having to make such major changes to their educational structure in order to comply with the Bologna Process. This is an incorrect perception and it is vital for the future success of the UK Higher Education sector in a 'Bologna-branded' environment that it is challenged. The problem could be, "*exacerbated if European students who have previously travelled to study in the UK stay at home in their Bologna-boosted institutions*". (Times Higher Education [Leader: Premium brand at risk](#), 2 October 2008).

## Further reading

In terms of UK economic competitiveness, the [Leitch Review](#) directly addressed the employability and skills agenda and the importance of developing a highly skilled workforce able to compete in an increasingly global market.

Universities UK has commissioned a study to look into the impact of EU competition on UK Higher Education.

## Employability and Skills

One of the key education challenges for the UK is to develop a skilled workforce which can compete in an increasingly competitive global market. The influential [Leitch Review](#) focused on the global context and the imperative to develop world-class skills. 'Our nation's skills are not world class and we run the risk that this will undermine our long-term prosperity.' Raising basic skills and engaging learners is critical to this development. The UK Government is promoting the new 14-19 Diplomas/Foundation Degrees as key to this and emphasising the importance of working closely with employers. Alongside this, widening participation in Higher Education is a key objective with a focus on engaging learners from non-traditional backgrounds.

Lifelong learning as a process is increasingly important as a way of supporting an individual's personal development. Ongoing development of knowledge and skills is key throughout a job/career to maintain and increase employability. Work-based learning has a role to play in this alongside the notion of Continuing Professional Development and Personal Development Planning and [e-Portfolios](#) are both useful tools to help support the learner.

Employers value international skills which are developed through increased mobility (student exchange programmes, work placements abroad) and international skills e.g. language competencies. Council for Industry and Higher Education (CIHE) research shows that, "Around 60% of the country's top employers indicate that experience of international study enhances employability" (Fielden, J., Middlehurst, R. and Woodfield, S. [Global Horizons for UK Students: A guide for universities](#), 2007). This of course has strong ties to the issue of mobility.

## Business/Employer engagement

Business and employer engagement has a key role to play in the success of Higher Education in the 21st Century. JISC has adopted a Business and Community Engagement (BCE) [strategic theme](#) as a new agenda which meets an aim of its 2007-09 to develop and implement "a programme to support institutions' engagement with the wider community".

HEFCE has established an [employer engagement strategy](#) that emphasises the importance of the role that Higher Education should play in making the UK more competitive, "by promoting the knowledge-based aspects of our economy".

This engagement offers real opportunities to the sector. The National Employer Skills Survey in 2005 estimated that employers invest £33.3 billion in training annually and of this around "1% is spent with higher education institutions - and most of that is with business schools, on

*"Students today and in the future will be competing for jobs in a global marketplace, and so it is vital that engaging them in the Bologna Process is prioritised."*

Wes Streeting, President, National Union of Students - [BBC News](#), April 2007

*"The continued international competitiveness of the UK rests on the continuing supply of high quality graduates and postgraduates who have the knowledge and capabilities that knowledge intensive businesses need. This will require closer partnerships between businesses and universities so demand can be more informed and supply better geared to the needs of high value-adding sectors of the economy which will secure our future prosperity"*

[Graduate Employability: What do employers think and want?](#) Will Archer and Jess Davison, CIHE

management education. To catch up and keep up with the pace setters, according to Lord Leitch's review of skills..., we need 45% of the workforce to be educated to degree level by 2020". (Arnot, Chris (2007) ['Better Shape Up'](#) The Guardian, 4 December).

Careers Services in the Higher Education sector can play an important part in the area as they are well positioned to build on partnerships and networks already in place in order to better understand employer needs and skills requirements.

The employer needs and requirements alongside those more generally apparent for citizens of an increasingly global environment have an influence on curriculum development.

## Language Learning

An increase in globalisation highlights the requirement for an increase in the level of language skills within the UK. According to Marshall (['Making the case for Languages: Myths and realities'](#) - available from the Higher Education Academy's Subject Centre for Languages, Linguistics and Area Studies), 60% of UK trade is with non-English speaking countries so it is important that steps are taken to ensure that engagement is undertaken in a language appropriate to the customer. The uptake of languages in schools has been in decline over recent years (less than 50% take language at GCSE level (['Dearing Languages Review 2007'](#)) but there are moves afoot to reverse this situation including the HEFCE-funded ['Routes into Languages'](#) initiative which intends to promote take-up of languages from primary education to university.

## Lifelong Learning

Globalisation increases the importance of lifelong learning in that skills and knowledge need to be regularly enhanced and updated in order to adapt to new developments in an increasingly dynamic environment. Flexible delivery and 'bite-sized' learning are important aspects of supporting lifelong learning.

*"By supporting lifelong learning, it gives employers and employees the skills and qualities they need for economic productivity and growth".*

[HEFCE employer engagement strategy](#)

Lifelong learning is about personal development, with the learner as 'owner' of educational achievement. Transportability of the learning is an important feature and facilitator of learner progression. Lifelong learning has an important role to play in the widening participation agenda, which has a focus on increasing access to Higher Education through different educational pathways. There is a requirement for support for learners from all backgrounds/educational levels.

## The policy context

The development of lifelong learning as a key aspect of the 21st century educational landscape has been underpinned by a range of reports, papers and initiatives including:

- The 'Fryer Report' [Learning for the 21st Century](#). First report of the National Advisory Group for Continuing Education and Lifelong Learning, November 1997.

- The DfES e-Strategy, ['Harnessing technology: Transforming learning and children's services'](#), March 2005.
- The [HEFCE Strategy for e-learning](#), March 2005.
- The Lisbon Agenda. This addresses the importance of education and skills. Important in the EU agenda e.g. 2007-2013 [Lifelong Learning programme](#). Lifelong learning can play a key part in the pursuit of the EU as the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010.
- The UK development of lifelong learning through initiatives such as the Regional Lifelong Learning (R3L) networks.

*"In ten years, building on the newfound capabilities of our workforces, our newly skilled graduates and our new appetite for innovation, we could be anywhere - if we have the ambition and the imagination to go there".*

DFES ['Harnessing technology: Transforming learning and children's services'](#), March 2005.

## Important elements

Student Progress Files, consisting of two elements; a transcript recording students' achievement which should follow a common format devised by institutions collectively through their representative bodies; a means by which students can monitor, build and reflect upon their personal development were a recommendation of the 1997 ['Dearing Report'](#) (National Committee of Inquiry into Higher Education). They are a useful supporting tool for learners offering personal record of achievements both formal and informal (Transcript and PDP). Personal Development Planning offers the opportunity for transition, application and reflection.

Burgess recommendations included the [Higher Education Achievement Report](#), an electronic record which will be the key vehicle for measuring and recording student achievement.

Employer engagement is important to the successful fostering/supporting of lifelong learning in the workplace. The workforce generally has become increasingly mobile and workers have their own individual aspirations. This has strong ties with the mobility and employability challenges.

For the educational organisation, the key is enabling not inhibiting. Crossing the boundaries between organisations is important to the success of lifelong learning and there are benefits to be had for alumni as well as for current students/learners.

JISC has been involved in many initiatives that have supported lifelong learning over the years, such as the [MLEs for Lifelong Learning programme](#). Other outputs have included:

[Supporting Learners across the Educational Landscape](#) briefing paper

[Susie's journey](#) presents a vision of lifelong learning, demonstrating the need for this to be supported by the seamless transfer of records between institutions throughout a learner's lifetime.

More recently, JISC has funded a number of regional and collaborative projects to implement and evaluate the cross-institutional use of e-learning to support lifelong learning, including the provision of personalised learning experiences and flexible delivery to support progression, widening participation and work-based learning under the two phases of the Cross-institutional use of e-learning to support lifelong learners programme. [[Phase 1](#) | [Phase 2](#)]

JISC infoNet's work includes the e-Portfolios infoKit which has a section on [lifelong learning](#) as well as accompanying [case studies](#).

## The role of technology

Technology is a major enabler of lifelong learning and can play a key part in its development. e-Portfolios are an excellent example of a technological tool that a learner can develop and grow alongside the learning experience. The e-Portfolios infoKit has a section on [lifelong learning](#). The increase of 'bite-sized' learning and the transfer of credits and the recognition of previous attainment of experience is an important element of lifelong learning and interoperability issues are key from a technology perspective.

## Mobility

In the 21st century there is more to mobility than moving from one geographic location to another to study.

There are different types of mobility, such as mobility for an entire programme of study (diploma mobility), for part of a programme (credit mobility) or for voluntary personal reasons. The Diploma Supplement and credit transfer schemes help to facilitate mobility. Social mobility issues feed into the widening participation agenda.

## Innovation

'Virtual' student mobility is emerging as a result of learners studying in a more *'place-independent'* mode - eg using web, email and internet phones to get access to staff, resources and peers from a wide range of locations. Two projects on virtual mobility partly funded by the European Commission are, the [Victorious project](#) (which involved 9 traditional universities and one university network investigating current practice in Europe) and [VM-BASE project](#) (Virtual Mobility Before and After Student Exchanges), a project which ended in September 2008 and aimed to improve the quality of student exchanges.

*"Higher education has always been an important factor in the social mobility of individuals from communities without the economic resources and social connections of their wealthier neighbours, and it still is."*

Kevin Whitston, Head of Widening Participation, HEFCE. "Working for Social Mobility", The Guardian, 16 September 2008.

e-Portfolio development is another factor that has an impact on improving mobility and JISC infoNet have resources on [e-Portfolios](#) available.

## Geographical mobility

The UK benefits from inward mobility (i.e. students from outside of the UK coming to study in UK) but UK home students are not participating in outward mobility to the same extent, this can be to their disadvantage and has the potential risk of leaving UK students behind their non-UK peers. In 2002-03 the number of UK students taking advantage of opportunities to study abroad fell to only 7,956 compared to 11,988 in 1994-95. ([International student mobility](#) report by the Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee, 2004.) This is contrary to the trend in the majority of the rest of Europe.

There are a number of factors that have an effect on the mobility (or lack of mobility) of UK students including:

- lack of a tradition of mobility
- social factors
- language barriers
- lack of institutional opportunity/support
- family or work commitments

The July 2007 Council for Industry and Higher Education (CIHE) [Global Horizons for UK students: A guide for universities report](#) by John Fielden, Professor Robin Middlehurst and Steve Woodfield talks about the lack of outward mobility of UK students. It spells out the benefits of studying abroad - familiarity with other languages and cultures, an increased personal ability to live and work in other countries with confidence and enhanced employability and attractiveness to employers. The report laments that this message is "...not getting across to students".

### Resources

The [Future Size and Shape of the HE Sector in the UK: demographic projections](#). Universities UK (2008). In a section on key uncertainties and drivers for change the authors touch on the impact on student mobility of future political developments, including government responses to threats from terrorism and global warming.

The Institute of International Education has developed, with partners - including the British Council, an [Atlas of Student Mobility](#). 'Project Atlas' tracks migration trends of those students who opt to go outside of their home countries to study.

[Study in Europe](#) website launched by the European Commission in October 2008 promotes *'the attractiveness of European Higher Education to students from other parts of the world'*

[e-Portfolios: Supporting Application](#) | [e-Portfolios: Policy, drivers and trends](#) | [Planning and Designing Technology-Rich Learning Spaces: Future Technologies](#) | [Think Tank: Anytime Anywhere Computing](#)

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