



WP2

Development of curricula

Lead Organisations of WP2: **UNS - Serbia**

Participating Organisation: UB;UNI; UBL; UNSA; INSZASUM;
BOKU; UNSCM; UNIRC;FRI-BAS

Deliverable 2.1

Title: Defined study requirements with Bologna standards

Participating Organisation: UB; UNS; UNI; UBL; UNSA; BOKU;
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ANALYSIS OF STUDY REQUIREMENTS WITH BOLOGNA STANDARDS (ITALY)

Institutional and legal framework of higher education - Law on Higher Education

In Italy, the higher education system has been characterized by a remarkable degree of continuity for more than a century now. Even if some changes were made during the 1930s, under the Fascist regime, these changes did not alter the basic original features of the management system, or of the mechanisms of university governance. This long-lasting stability was broken in 1989, when, thanks to Law 168, a general framework of didactic, organizational and scientific autonomy for all universities was introduced. For the first time since Unification, Italy's universities enjoyed autonomous status, and this represented a critical break with the past, although it has proven very hard to actually implement such a reform. In fact, nothing important happened for four years and changes only really got underway thanks to the 1994 Financial Law which introduced the cornerstones of the 'steering-at-a-distance' strategy.

Two years later, the 1996 Financial Law, established a National Universities Evaluation Committee that put the basis for the Quality assurance of the national system.

Three years later, Italy (one of the 48 states involved) signed the agreement established by the Bologna Process (Bologna Declaration of 18-19 June 1999), which defines the European Higher Education Area (EHEA) that is nowadays implemented in the country.

Even if several attempts to implement these requirements have been made during the following years, only with the Law 286 (2006), with the establishment of the ANVUR (Agenzia Nazionale per la Valutazione del Sistema Universitario e della Ricerca) the Italian system started a new process for the Quality control. This process put the basis for the LAW 240 (Legge 30 dicembre 2010 - modello di assicurazione della qualità) that drastically changed the university system. The fundamental features of this law are as follows:

- a dramatic change in institutional governance arrangements. The historical balance of power between the boards and the Senates has been weakened, with all the most important powers now being granted to the Board;
- the role of the rector (who is still elected by the university community) has been strengthened;
- faculties have been abolished and departments have been vested with the most important powers regarding academic and teaching matters;
- provision was made for the establishment of ANVUR, the new national agency responsible for the evaluation and assessment of all university activities – research, teaching, management, and thus also of quality assurance policy;



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- the provision of a national system of accreditation, evaluation and self-evaluation of universities. Furthermore:
 - Since 2008 there has been a gradual reduction in the amount of public funding to universities (cut by 20% in the period 2009–2013) and a radical regulation of the use made of financial turnover (universities were now only able to spend 20% of their turnover from 2009 to 2011, and only 50% of turnover from 2013 to 2018). Only those universities in a healthy financial position are permitted to invest the upper limit of turnover.
 - After performance-based funding had been brought to an end in 2003, this policy was reintroduced in 2009. In 2013, 13% of public funding was assigned in this way, and according to a law approved in 2013 the percentage is due to increase to 30% within a few years. The majority of performance-based funding (60%) will be assigned on the basis of the results of the national evaluation of research, while 20% of total performance-based funding is to be assigned on the basis of the evaluation of the research standing of those academics recruited or promoted. No clear commitment has been made to devote part of performance-based funding to improving the quality of teaching.

Only slight further adjustments of the 240 law were made during the last few years but the general law still holds.

Analysis of the system of the undergraduate and graduate studies comparing to the Bologna Declaration

In Italy, at the end of 1999 a Ministerial Decree – DPR 509 (under parliamentary delegation) was passed introducing a system of undergraduate/postgraduate curricula. The cornerstone of the new degree system was the replacement of the old one-tier laurea by a two-tier structure consisting of a new three-year laurea (L) and a five-year laurea specialistica (LS). The new laurea aimed to guaranty a suitable mastery of general scientific subjects and methods as well as of specific professional skills.

In 2004 this provision was partially amended. Since then, all universities in Italy have adopted a bachelor/master structure while some countries are still in the process of transition from traditional degree systems towards a two-or three-cycle degree system. However, even if the '3+2 years' system for bachelor and master programs has emerged as the most prominent model in Europe, there are some courses in some Italian universities that preferred to maintain the old system. These are, in general, architecture, medicine, pharmacy, dentistry and veterinary science (with some exceptions in specific cases).

In 2014/15, in Italy and virtually in all EHEA countries, more than half of all students participated in a bachelor or equivalent programme. The highest proportion, more than 80%, was registered in Andorra, Bosnia and Herzegovina, Georgia, Greece, the former Yugoslav Republic of Macedonia, Montenegro and Serbia. In contrast, in Austria, France,

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Luxembourg and Russia, the proportion of students was relatively low, situated between 40% and 50%.

There are significant differences between countries in terms of the participation in master or equivalent programmes. The lowest share, less than 10 %, is observed in Andorra, Azerbaijan, Belarus, Georgia, Greece, Kazakhstan, the former Yugoslav Republic of Macedonia, Montenegro and Turkey. At the other end of the scale are countries where more than 30 % of all higher education students can be found in master or equivalent programmes, namely Austria, Bulgaria, Croatia, the Czech Republic, Cyprus, France, Germany, Italy, Liechtenstein, Luxembourg, Poland, Portugal, Romania, Slovakia and Sweden.

Analysis of the system of credits – ECTS system comparing to the Bologna Declaration

In the first cycle, the 180 ECTS workload is the most widespread, characterising the majority of programmes in more than half of all EHEA countries. In Italy (as in France, Liechtenstein and Switzerland), this model applies to all first-cycle programmes, and in further 12 systems, 90% or more of first-cycle programmes are concerned. In the second cycle, the 120 ECTS model is by far the most widespread, being present in virtually all EHEA systems. It is the sole second-cycle model in Andorra, Azerbaijan, Estonia, France, Georgia, Italy and Liechtenstein, and it applies to most second-cycle programmes in around three-quarters of all EHEA countries. Although reported in a quite confused manner, the new regulations about ECTS in Italy stipulate that:

- a credit (CFU) is the unit used to measure the total quantity of academic work of students (including lessons, seminars, exercises and work experience, as well as independent study);
- one credit stands for twenty-five hours' work (universities have the power to increase/reduce this ratio by 20%);
- one year of work is equivalent to 60 CFU (1500 hours of work);
- for each educational activity, at least 50% of the credits awarded must be given for independent study;
- the credits accumulated during a first degree course may be totally or partially recognised for the purpose of admission to a LS or a Master programme;
- the Government's rules state that 66% of credits must be awarded for time spent studying the more important subject areas being defined by the Government itself.

In 2016/17, integrated long programmes still exist in most EHEA systems including Italy. These programmes involve different proportions of students. In 17 systems, only up to 10% of all first- and second-cycle students are enrolled in integrated/long programmes. Finland, Iceland, Moldova, Russia and Turkey report the lowest percentages (less than 5 %). In 12 systems, the proportion is situated between 10% and 19.9 %. Sweden and the Holy See indicate the highest share of students in integrated/long programmes: 20%, and 30 % and more, respectively. As stated above,

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these programmes commonly exist in the field of medicine (reported by 31 systems out of 35 in which integrated programmes exist), dentistry (31 systems) and veterinary medicine (27 systems). These fields are followed by architecture and pharmacy (both 21 systems), teacher training (13 systems), engineering and law (both 12 systems), and theology (11 systems). Other reported fields (15 systems) include psychology, speech and language therapy, massage therapy, nursing and midwifery, fine arts, chemistry, physics, biology, mathematics, statistics, computer science, agriculture, horticulture, forestry, fish science, landscape architecture, and conservation and restoration of cultural heritage.

Analysis of redibility and comparability of degrees and Diploma Supplements

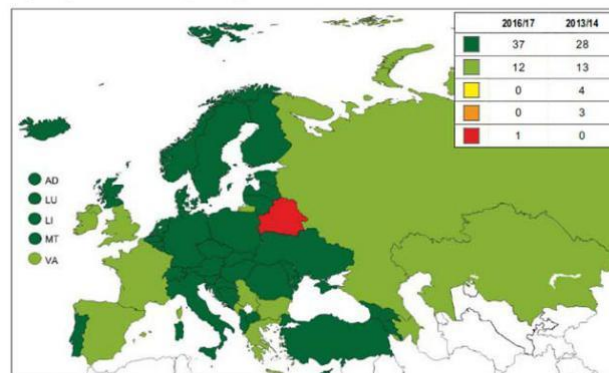
Italy and all Bologna countries (except two) have signed or ratified the Lisbon Recognition Convention (LRC); five have signed and ratified it but their legislation is not in compliance with the LRC; 39 countries have signed and ratified the LRC and their legislation complies with its provisions.

Under the LRC, degrees should be recognized for further studies, unless there are 'substantial differences'. A Diploma Supplement, a support instrument of the LRC, is issued automatically in Italy and without charge in most higher education institutions in 30 out of 46 Bologna countries.

In 2016/17, in most EHEA systems (44 out of 50), all first- and second-cycle graduates receive the Diploma Supplement (see Fig. below). It is still not the case in Belarus, France, Greece, Ireland, Russia and the United Kingdom (England, Wales and Northern Ireland). Among these countries, Belarus is the only one that has not yet implemented the Diploma Supplement, whereas in all other countries, the Diploma Supplement is commonly issued, but not to all graduates. This generally reflects some degree of institutional autonomy.



Stage of implementation of the Diploma Supplement, 2016/17



Source: BFUG data collection.

Scorecard categories

Dark Green	Diploma Supplement in the EUCoE/UNESCO Diploma Supplement format is issued to first- and second-cycle graduates: <ul style="list-style-type: none"> ○ to every graduate ○ automatically ○ in a widely spoken European language ○ free of charge.
Light Green	Three of the above criteria are met.
Yellow	Two of the above criteria are met.
Orange	Only one criterion is met.
Red	None of the above criteria is met.

Analysis of the mobility of students, teachers and researchers

According to Westerheijden et al. (2010), student mobility within the EHEA did not increase substantially in the period up to 2007. The main change between 1999 and 2007 was from short-term credit mobility (by 'free movers' and learners moving within the framework of European, national, or regional programs) to longer-term degree mobility (by students moving to other countries, institutions, or programs for further studies after having completed a degree). There was an absolute rise of intra-European student mobility of 39 percent and a relative increase of 4 percent (relative increase takes the growth of the overall student population into account).

Most recent data available shows that only 2 percent of EHEA students pursue a degree in another EHEA country. Mobility from other parts of the world towards the EHEA has increased substantially and faster than international mobility has grown worldwide. In 2007 the EHEA countries attracted 30 percent of the world's foreign learners.

According to the EUA Trends Report from 2015 (the last report being in 2010), the positive developments can be summarized as follows:

- predominance of internationalization in the development and improvement of learning and teaching suggesting that the quality of learning and teaching has increased thanks to student and staff mobility;
- insistence on the ICT developments expected to contribute to more flexible access to learning tools and the effectiveness of classroom time;
- "a growing recognition of the importance of teaching", as reported by nearly 60% of the institutions (p.93);
- quality of the teaching supported by quality assurance processes, including student evaluations (93%) and by the work of academic development units (60%). It should be

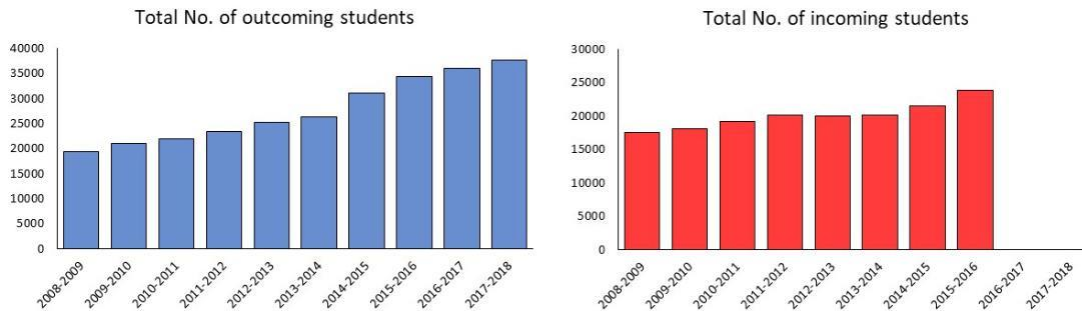
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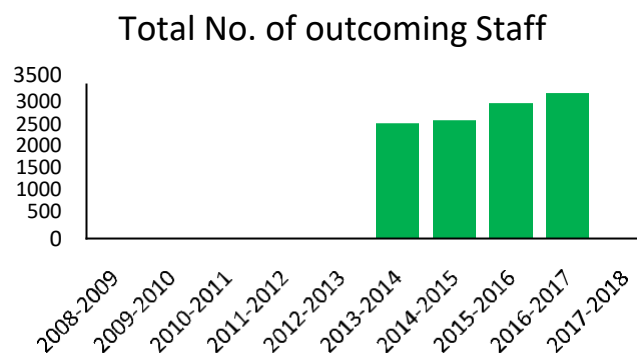
noted that these trends are not consistently implemented or fully developed everywhere in Europe.

In Italy, after 2007, the general number of students and staff in mobility for the Erasmus Programme is increasing. Below the trend for outgoing and incoming students is reported.



Even if no precise data are available for the incoming students of the last two academic years, the general trend of students attracted by Italy is increasing.

This trend is respected by the number of outgoing staff (both for teaching and training activities) as the following graph documents.



Unfortunately, at the moment, data related to staff are available for only four years.