



KATHOLIEKE UNIVERSITEIT  
**LEUVEN**

# The introduction of the bachelor-master structure at the K.U.Leuven: Challenges, objectives and outcomes

Piet Verhesschen Office for Educational Policy

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## Bologna: in general – in Flanders – at the K.U.Leuven

- Bologna in general
- Bologna in Flanders
- Bologna at the K.U.Leuven



## Bologna: **in general** – in Flanders – at the K.U.Leuven

### Bologna in general: objectives

- 1 Adoption of a system of easily readable and comparable degrees
- 2 Adoption of a system essentially based on two main cycles: undergraduate and graduate
- 3 Establishment of a system of credits such as in the ECTS-system
- 4 Promotion of mobility
- 5 Promotion of European co-operation in quality assurance
- 6 Promotion of the necessary European dimension in higher education



## Bologna: in general – in Flanders – at the K.U.Leuven

### Bologna in Flanders

- Law of 4 April 2003: Structure of Higher Education
- Law of 19 March 2004: Social position of students
- Law of 30 April 2004: Flexibility

### Forthcoming

- Teacher education
- Integration of the different laws

Old

New

Initial programmes

licentiaat: 120/ 180 credits  
master: 60/120 credits

Doctorial studies

Doctorial studies

Post graduate

Post graduate

Complementary-specialised prs.

Ma after Master (manama)

Post graduate  
gradaaat

Licentiaat (2nd cyclus)  
Kandidaat (1st cyclus)

Licentiaat (2nd cyclus)  
Kandidaat (1st cyclus)

Ba after ba  
Professional bachelor

Master (ima)  
Academic bachelor

Hogeschool - 1 cyclus

Hogeschool - 2 cyclus

University

Hogeschool - 1 cyclus

Hogeschool - 2 cyclus

University

Secondary Education

Secondary Education



## Bologna: in general – in Flanders – at the K.U.Leuven

### Task

- transformation: 30 Juin 2003: submission of proposals for transformation of programmes
- new programmes: submission (between 1 January and 31 May 2005) of proposals for new programmes (start: 2006-2007)

### Important notice:

- Law of 4 April 2003! (start of progr.: 2004-2005)
- development of programmes without final legal guidelines



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## Bologna at the K.U.Leuven

- unique opportunity to revise the entire array of programmes
- challenge to gain a prominent position in the European Higher Education Area





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## Bologna at the K.U.Leuven

- a. Number of programmes
- b. General principle
- c. Acceptance criteria
- d. Procedure
- e. Support
- f. Result
- g. Current and remaining challenges





## Bologna: in general – in Flanders – at the K.U.Leuven

### a. Number of programmes

#### Reform – programme type

	Reform
Bachelor	59
Master	103
Master-after-Master	69
Total	231



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### b. General principle

The proposed new programmes have to be internally  
'accredited'

(= accepted) by the Board of the University:

- on the basis of a set of acceptance criteria
- within the limits of the (anticipated) legal framework
- with respect for the local dynamics of the faculties/departments

Elaboration:

- a set of principles: acceptance criteria
- a specific procedure with three phases
- support



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### c. Acceptance ('internal accreditation' criteria)

- 1 General implications of Bologna
- 2 Specific objectives of the K.U.Leuven
- 3 Principles for the overall K.U.Leuven offerings



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# 1 Bologna in general: implications

## Domains of tension

- research orientation
  - regional orientation
  - each institution its own thing
  - a fixed path to a degree
  - first study, then work
- professional orientation-employability
  - international orientation
  - relation local and other institutions
  - flexible learning paths
  - combination work/study, lifelong learning

**How can the new curricula be positioned against these domains of tensions?**



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## 2 Specific objectives of the K.U.Leuven

- Guided independent learning as ‘leitmotiv’
- rationalisation and optimisation
- principles of the semester system
- flexibilisation: transitions between curricula
- internationalisation: student exchange, visiting faculty, joint curricula, use of foreign languages
- democratisation
- Association K.U.Leuven – collaboration with other associated institutions of Higher Education



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### 3 Principles for the overall K.U.Leuven offerings

- System capacity as a key criterion:
  - personnel criterion: quality/expertise; quantity
  - input criterion (quantity and quality)
  - output criterion (quantity and quality)
- Total number of programmes
  - the present number is the reference point
  - reasons:
    - ◆ transparency of the curricular offerings
    - ◆ limit too great a spread of students over too many programmes
    - ◆ limited capacity of the system



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### (Principles for the overall K.U.Leuven offerings)

- Set priorities
  - transformation of existing programmes
  - interdisciplinary programmes
  - ‘new’ programmes
- Internationalisation
- Equal opportunities for equal students
- Transition regulations for students ‘on the road’





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### The procedure: time table

2001-2002: start of the internal procedure

2002-2003: development of curricula

2003-2004: final preparation

2004-2005: start of all bachelor programmes

start of post initial master programmes

2007-2008: start of all initial master programmes



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d. The procedure : a three phase model

Phase 1: Development, evaluation and selection of general programme proposals

Phase 2: Elaboration of detailed programmes

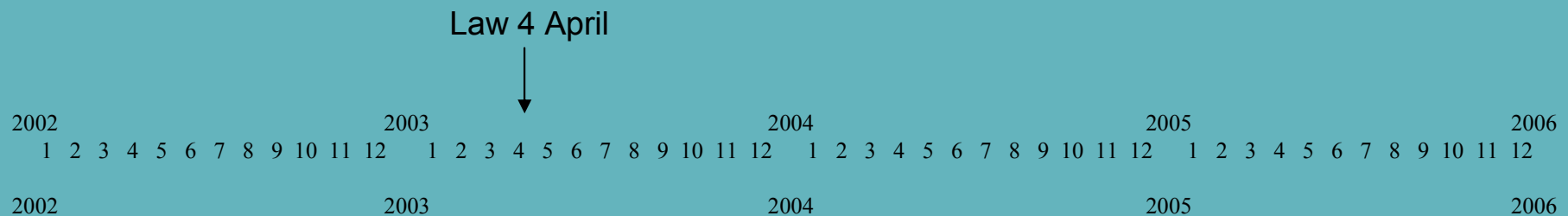
Phase 3: Implementation



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### Phase 1: Development, evaluation and selection of general programme proposals

- Development: curriculum committees, faculties, groups, individuals
- Evaluation: Curriculum Reform Task Force
- Selection: Academic Council



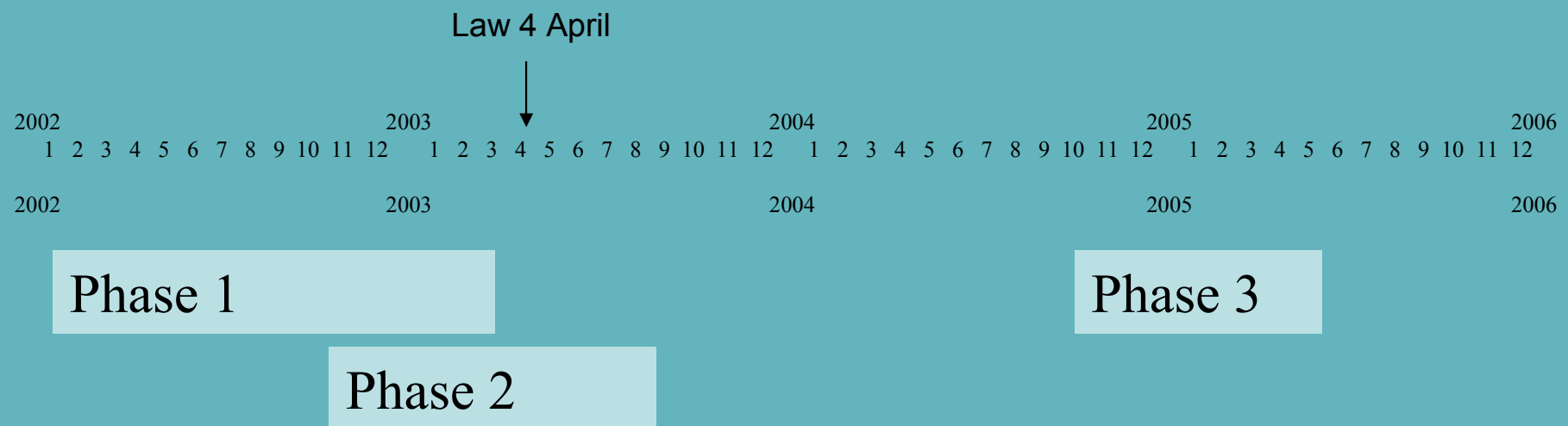
Phase 1



## Bologna: in general – in Flanders – at the K.U.Leuven

### Phase 2: Elaboration of detailed programmes

- Elaboration: curriculum committees, faculties, groups, Bama-support team
- Evaluation: Curriculum Reform Task Force
- Selection: Academic Council





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### e. Support

#### 1. Information

- Meetings for programme directors and deans
- BaMa-notes
- BaMa-website
- Brochure on curriculum development

#### 2. BaMa-support team

#### 3. Educational Support Office (DUO/ICTO)



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### f. Result

- 30 Juin 2003: submission of proposals for transformation of programmes
- February 2004: approval of the transformation proposal by the Flemish Government (with some exceptions)
- registration in Register for Higher Education
- 26 November, 2003:
  - press conference
  - online programme book



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### f. Result

Old/Existing progr.			Transformed	Language Dutch / English	
1st cycle	51	Bachelor	59	57	2
2nd cycle	63	Master	103	89	14
Complementary / specialised progr.	116	Master-after-master	69	22	47
Total	230	Total	231	168	63





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### f. Result: descriptive

some examples of new possibilities:

- new combinations of languages in faculty of Arts
- preparatory tracks for a wide range of Master programmes in Bachelor of Philosophy
- new interfaculty Master of Law, economy and management
- programmes in collaboration with other institutions for HE



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### g. Current and remaining challenges

- implementation of Education and examination regulations in line with the new legislation on Flexibility
- implementation of web-based student enrollment and the application to compose the individual study programme
- further development of transitions from colleges associated with university to the university and vice versa
- relation between professional bachelor degree and academic bachelor degree?
- accreditation
- teacher education?
- new model for financing higher education institutions?