

The three cycle system in Flemish Higher Education

- Before Bologna-process
 - University Decree (1991)
 - *Hogescholen* Decree (1994) → for “university colleges”
 - Main structural elements
 - Universities: “2 cycles” → in reality undividable
 1. *Kandidatuur*: (mainly) 2 years
 2. *Licenties / Proeven / ...*: (minimum) 2 years
 3. Doctorate
 - Hogescholen: 2 main systems
 1. *Graduaat*: 3 year
 2. Degrees “of academic level”: 2 + 2 years
 3. No doctorate
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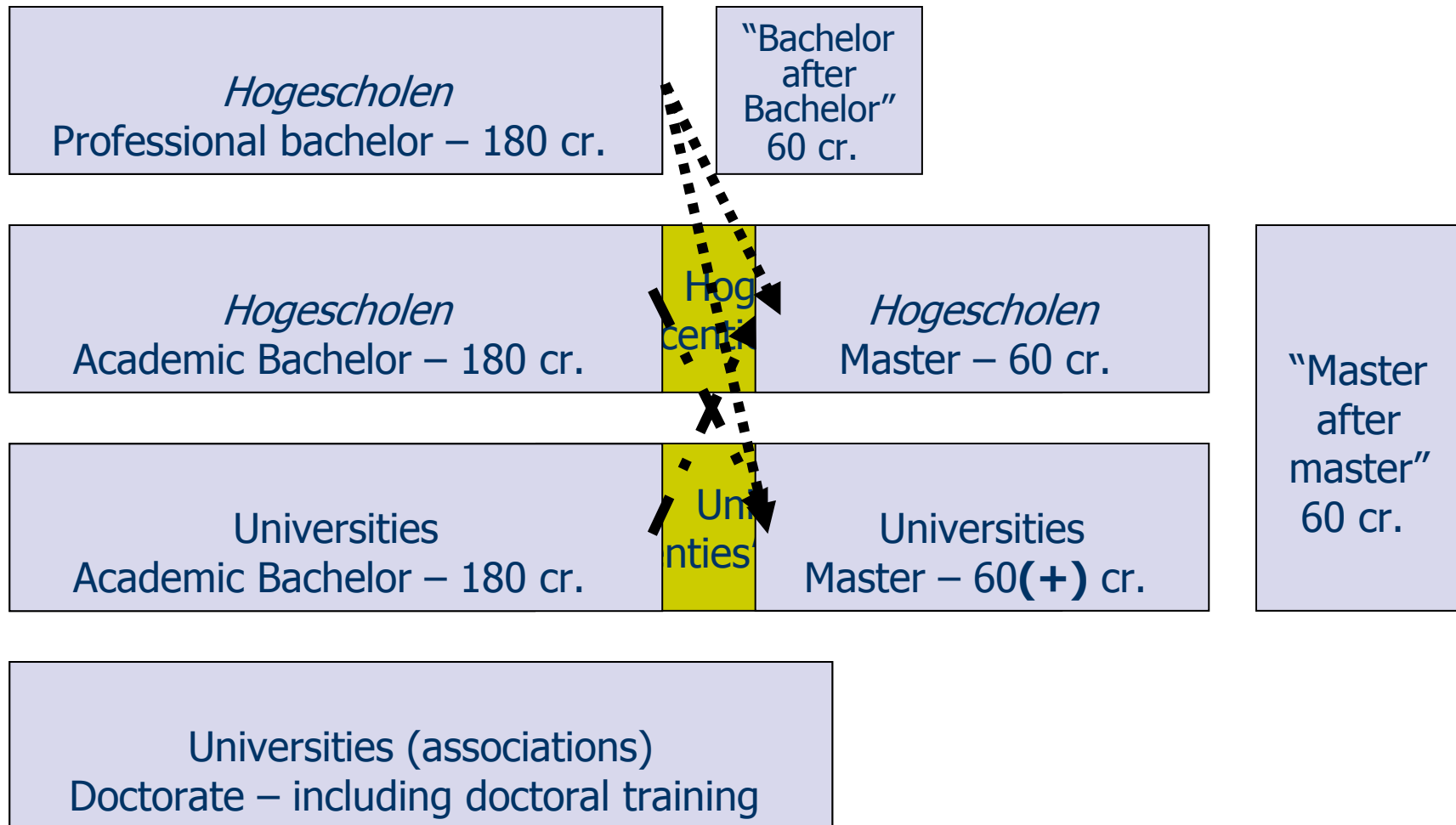
New structure (1)

- After Bologna-process
 - Structural Decree (April 2003)
 - Flexibilisation Decree (April 2004)
 - Introduction of 3-tier system for HS & univ.
 - Bachelor: (at least) 180 credits
 - Master: 60/120/+ credits
 - Doctorate: including doctoral training (*doctoral schools*)
 - Start of associations
 - Introduction of accreditation
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New structure (2)

- Three tiers / two orientations
 - Bachelor
 - Profession-oriented
 - Academic
 - Master (= academic by kind)
 - Doctorate
 - Different set of level descriptors for each of these (based on Dublin descriptors)
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Schematic overview of changes



Path of changes: professional bachelors

- “Output bachelors”
 - New label – no structural changes
 - Focus on new curricula:
 - Flexible
 - Competence-based
 - Student-oriented
 - ...
 - Novelty: explicit possibilities to continue to master (via linking programme)
 - More funding for project-based scientific research
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Path of changes: academic bachelor + master

- New label + structural changes
 - Longer first cycle (“bachelors”)
 - (sometimes) Shorter second cycle (“masters”)
 - But: academic bachelors
 - no entry to labour market (legal problem)
 - “throughput bachelors” (to master)
 - Obligation for academic bachelors + masters at *hogescholen* to increase research potential (“academization” → see further)
 - 3 specific “association masters” (jointly organised)
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Path of changes

Supporting measures (funding) during transition period characterized by three key (obligatory) documents:

- "Transformation File"
 - "Education development plan"
 - "*Academization* file"
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Transformation File

- Transformation into Ba/Ma/BaB/MaM
- For each (cluster of) discipline:
 - Relevance for society
 - Technical details (e.g. # of credits, bridging courses)
 - Envisaged final competences
 - ...
- Numbers: *(illustration Ghent University)*

	"Kand."	"Lic. e.o."	"GAS / GGS"	Bachelor	Master	« Master after Master »	Difference
Total	41 (46)	54 (101)	67 (86)	45 (53)	86 (128)	48 (58)	
	162 (233)			179 (239)			+17 (+6)

Numbers between brackets include "options"

Education Development Plan

Describes how the institution wants to

- Redesign its curricula
 - Content/competences
 - Teaching / Learning / Assessment
 - Student guidance and study track guidance
 - Make the curricula more flexible
 - variety in modes of delivery and guidance
 - tuned to different target groups
 - development of electronic study materials
 - ...
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Academization File

Contains concrete actions plans for the cooperation between *hogeschool-masters* and the related university-masters regarding

- Linking education to the mission 'research'
 - An increase in the number of PhDs employed by, and funded research projects awarded to, the university colleges
 - Reinforcement of expertise and know-how
 - Services to society
 - ...
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Some specific (restricting) measures in Flanders

- Starting new degree programmes: only possible after strict procedure, including
 - Macro-appropriateness check
 - “New degree programme” check
 - Positive advice of association and Vllir/Vlhora

 - Programmes in another language → strict rules
 - In Bachelor: only 10%
 - Full programmes: possible for foreign students and only when Dutch counterpart in same institution / province
 - Exceptions: International Masters (e.g. ERASMUS Mundus)
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“Two (Three) tier structure”

- Multiple interpretations
 - Bachelor – Master (– Doctorate)
 - Professional – Academic
 - *Hogeschole*n – Universities
 - Some typical phenomena
 - “Bachelor after bachelor” (Advanced Ba)
 - “Master after master” (Advanced Ma)
 - Broad variety of postgraduate courses
 - Various types of teacher training
 - Doctorate → see doctoral schools
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Doctoral schools

- From training BY research to training BY and *FOR* research
 - Broad research skills as important as specific field expertise
 - Five Doctoral Schools (various disciplines) at Ghent Univ.
 1. Arts and Humanities
 2. Social and Behavioural Sciences
 3. Natural Sciences
 4. Life Sciences and Medicine
 5. (Bioscience) Engineering
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Thank you for your attention!

Questions?

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