



**AFA-NET Work Package 7:
AQUA-TNET
DIPLOMA SUPPLEMENT OUTCOMES**

Contents

Diploma Supplement Workpackage Report..... 1

Annex I. Outline Structure for the Diploma Supplement.....16

Annex II. AQUA-TNET White Paper of Education and Training in
Aquaculture for the New Millennium.....18

Annex III. Agenda/Minutes.....20

Annex IV. National Representatives' Update.....27

Annex V. Aqua-TNET (Power Point Presentation-*not in PDF*)

Annex VI. AquaTT (Power Point Presentation-*not in PDF*)

Annex VII. PISCES TT (Power Point Presentation-*not in PDF*)

Annex VIII. Aquaculture Education Database (Power Point
Presentation-*not in PDF*)

Annex IX. Examples of Diploma Supplements (*not in PDF*)

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The views and opinions in this document represent the collective edited inputs of many contributors and should not be constructed as the opinion of the individual representatives, AquaTT, or the European Commission

DIPLOMA SUPPLEMENT WORKPACKAGE REPORT

1. Introduction

The main task of AQUA-TNET for the current 3-year period, of which we are now in year two, is to attempt to adapt the proposed Diploma Supplement on a pilot scale for our partner university Aquaculture courses. The Diploma Supplement model, the product of a joint initiative by the EU, UNESCO and the Council of Europe, is a document attached to a higher education diploma or certificate, which is designed to provide a description of the nature, level, context, content and status of studies carried out and successfully completed by the person named in the original qualification/certificate/diploma. It is regarded as an important tool to improve international transparency and fair academic and professional recognition of qualifications, because it should be free from value judgements, equivalence statements or recommendations concerning recognition.

However, since it was unveiled to the public domain three years ago in 1999, the Diploma Supplement appears to have been superseded by the more radical and far-reaching reforms contained in the Bologna Process. To explain the nature and the pace of the activities in the present Workpackage, it is necessary to place them in their chronological and political context, which entails detailed knowledge of the linked development of the Diploma Supplement and the parallel Bologna process. This knowledge does not seem to have been disseminated to all the university staff concerned.

2. Background to the AQUA-TNET Involvement

2.1 Previous track record in accreditation issues

2.1.1 *AQUATT involvement*

AQUATT, since its establishment in 1992 and its subsequent involvement in preparing, planning and running courses in aquaculture at the vocational and tertiary level for its members (650 at the last count), had from the outset been concerned with the lack of reliable certification and mutual accreditation awarded to certain

aquaculture courses. These concerns led to its obtaining funding to address the issues in a EU programme (FORCE) which resulted in a valuable publication for the aquaculture educational sector entitled “Framework for Future Mutual Recognition of Aquaculture throughout Europe” (FORCE 1995)¹. This publication, which scrutinised the course provision, course assessment and certification of four important aquaculture industry countries in depth and in detail, highlighted the proliferation of courses and the significant differences in course content, duration of courses, assessment instruments used, as well as the methods used to quantify and indicate the quality of the degree/certificate/qualification obtained.

2.1.2 *AQUA-TNET Thematic network Key Publication*

When the AQUA-TNET Thematic Network was created in 1996 (originally in tandem with the DEMETER network), one of its main purposes was to set up a higher education forum to assess, compare and analyse the current state of the aquaculture education tertiary sector in Europe. The AQUA-TNET partners were able to utilise their previous experience in the area of comparability and mutual accreditation of course work and certification. Subsequent AQUA-TNET activities enabled its previous collection of data to be expanded to all fifteen AQUA-TNET partners, and updated in previous AQUA-TNET Workpackages, resulting in another key publication “Higher Education in Aquaculture and Related Sciences - Guide to Courses within Europe”² (1998). This publication, the first of its kind in aquaculture, was based on information listing all academic aquaculture course units/modules and courses in each participating country (15), and included descriptions of the ECTS (European Credit Transfer System) where this had been undertaken by the university departments concerned. The information was presented in a comparable format according to the EURYDICE³ recommendations, and thus predated the exploratory work that was being done in UNESCO and the European Parliament in respect of the Diploma Supplement. In this publication the diversity of provision throughout Europe in aquaculture courses was highlighted.

¹ “Framework for Future Mutual Recognition of Aquaculture throughout Europe” (FORCE 1995).

² Higher Education in Aquaculture and Related Studies: Guide to Courses within Europe. Eds: R. Fitzgerald, M. Mercer, C. Hobbs. Dublin. 1998.

2.1.3 AQUA-TNET Thematic Network Second Key Publication

AQUA-TNET produced another key publication, “White Paper on Education and Training in Aquaculture for the New Millennium” (2000),⁴ intended to stimulate discussion and promote debate on issues of education and training in aquaculture with a view to addressing the long-term education and training needs of the European industry into the new millennium. Of its four sections, one was devoted to an analysis of the then-current situation in European aquaculture tertiary course provision. The White Paper made formal recommendations covering the following areas:

- Promotion of geographic and functional mobility
- Transnational placements at various levels (post-grad and post-doc)
- Exchanges of trainers between countries and organisations
- Delivery of highly specialised and advanced education and training
- Joint development of specific specialised courses
- Accreditation and mutual recognition of qualifications

The White Paper Recommendations are very relevant to the present debate, particularly in relation to curricular content and recognition of European qualifications and mobility (Recommendations 7.2, 7.3 and 7.4, see **Annex II**), and predate the disquieting findings of the latest SOCRATES-funded Survey⁵ carried out under the auspices of the European University Association (EUA) by more than two years. The relevant White Paper Recommendations are presented as Annex II. The Executive Summary from the Survey on Master degrees, along with the tables summarising information on use of credits and the progress of the Diploma Supplement is presented as Background Information ([HYPERLINK "http://www.unige.ch/eua/welcome.html"](http://www.unige.ch/eua/welcome.html) }, “publications” section).

2.2 Parallel development of the EU Diploma Supplement

³ Key data on Education in the European Union, 2nd edition, EURYDICE, 1996.

⁴ “White Paper on Education and Training in Aquaculture for the New Millennium”. Eds. L.Owen, M.Eleftheriou & R. Fitzgerald. AQUA-TNET, Dublin, 2000.

⁵ “Survey on Master Degrees and Joint Degrees in Europe”. Christian Tauch and Andrejs Rauhvargers,

Curriculum and assessment diversity, called by EURYDICE/CEDEFOP⁶ in 1995 “the richness and diversity of the education systems in the European Union,” seemed to be proving a source of confusion rather than richness and led to the creation of a Joint Working Party set up by the Council of Ministers, the European Commission and UNESCO in December 1996, to develop a model for a Diploma Supplement. Initially this project was not widely publicised and its results were not widely available until the summer of 1999. The aims of the Diploma Supplement Working Party were remarkably similar to the aims of AQUATT in its early work (1995) on Mutual Accreditation:

- i) To ease the problems of recognition
- ii) To promote transparency
- iii) To promote the international recognition of qualifications.

The recorded motivation for the Diploma Supplement initiative as reported in the Summary of the Working Party Report⁷, reflected almost exactly AQUA-TNET’s spur to action within the aquaculture sector, thus vindicating the group’s innovative and ground-breaking work which anticipated the Diploma Supplement initiative. As such they can bear the weight of reiteration in the present context:

- “a) Educational systems and qualification structures are constantly changing under the impact of economic and technological change
- b) Non-recognition and under-valuing of qualifications is a global problem
- c) Mobile citizens need clear explanations of their qualifications
- d) Original qualifications alone do not provide sufficient information”.

2.3 Recapitulation of AQUA-TNET group achievements

- ✓ AQUA-TNET had anticipated the Diploma Supplement initiative: the data from each participating university had been collected and collated in a format already strongly resembling that of the Diploma Supplement.

⁶ “Report on Education Structures in the European Union”, EURYDICE/CEDEFOP, 1995

⁷ Joint European Commission, Council of Europe, UNESCO/CEPES Diploma Supplement. Summary



- ✓ AQUA-TNET's first publication, with its unique database of comparative data on aquaculture course provision in higher education, had already been in the public domain for over a year.
- ✓ AQUA-TNET's second publication had kept fully abreast of all European developments in this area and continued in the activities of the new Thematic Network, which combined the activities of AQUA-TNET and DEMETER under the new title AFANET.

3. AQUA-TNET Diploma Supplement group Activities in AFANET

3.1 Kuopio meeting (September 1999)

Details of the Diploma Supplement had been made public at the time of the group meeting in Kuopio, at which all available information was circulated to all participants before it was made publicly available on the Internet to all EU member states. There it was considered whether it would be appropriate to link previous AQUA-TNET work on accreditation with the newly-announced Diploma Supplement. It was agreed that it would be useful to update the AQUA-TNET Guide to Higher Education courses in aquaculture, as it held similar information to that required for the Diploma Supplement. It was also felt that the updated version should not appear in print, but should be incorporated into a searchable online database which could be updated as and when necessary and could be freely available to all interested users. This was then a fairly expensive procedure, which was duly carried out.

3.2 Brussels meeting (September 2001)

3.2.1 *Production of online database*

Two years later, under the restructured AFANET Thematic Network, in which the role of AQUA-TNET was severely pruned, AQUA-TNET held its only meeting in

Brussels, which, because of the resulting cut in funding, was attended by a small core group. The online relational database containing updated information concerning aquaculture courses in European higher education, which had been constructed in the

two-year interval, was demonstrated and tested out. Arising from the success of this activity, it was agreed that attempts should be made to expand the active members of the group, an achievable aim if adequate funding for a workshop could be made available. It was stressed that none of the participants received any funds, and all contributions were made voluntarily and in the participants' own time. Even workshop attendance could take place only at the weekend and then at a suitably central location.

3.2.2 *Implications of the Bologna Process*

In addition, there was a good deal of discussion about the Bologna Process, as the core group had become aware that its development was taking place very rapidly (in educational reform chronology), and that this would necessarily have an effect on the Diploma Supplement initiative.

3.2.3 *Resume of Information on the current Bologna Procedures (Sept.2001)*

Given the nature of the modifications in the European higher education area, taking place as a result of the Bologna Process, which seemed to have overtaken the more leisurely Diploma Supplement procedures, the group decided that it was worthwhile to review the situation in detail, to determine the actual role likely to be played by the Diploma Supplement in the ongoing procedures.

The Bologna Declaration (1999) made a commitment towards establishing a Higher European Education Area by 2010, to be pursued by means of six objectives:

- i) The adoption of a system of easily readable and comparable degrees; also through the implementation of the Diploma Supplement
- ii) The adoption of a system essentially based on two main cycles, undergraduate and postgraduate studies
- iii) The establishment of a system of credits
- iv) The promotion of mobility
- v) The promotion of European co-operation in quality assurance
- vi) The promotion of the European dimension in higher education.

It was pointed out to the core group delegates that while the Diploma Supplement fits into more than one of these aims, it is specifically mentioned under Objective 1 (Establishment of a system of easily readable and comparable degrees).

3.2.4 *Resume of the Prague communiqué*

A further meeting of European Ministers for Higher Education was held in Prague in May 2001, to review the progress achieved towards the European Higher Education Research Area, and to set directions and priorities. In the Prague communiqué, Ministers reaffirmed their commitment to the objectives of the Bologna Declaration and added three new and important elements of the Higher Education Area:

- Lifelong learning
- Involvement of students
- Enhancing the competitiveness of European education (globalisation of education)

“Ministers emphasised that for greater flexibility in learning and qualification processes the adoption of common cornerstones of qualifications, supported by a credit system such as the ECTS or one that is ECTS compatible, providing both transferability and accumulation functions, is necessary. Together with mutually recognised quality assurance systems such arrangements will facilitate students’ access to the European labour market and enhance the compatibility, attractiveness and competitiveness of European higher education. The generalised use of such a credit system *and of the Diploma Supplement* [my emphasis] will foster progress in this direction.”(Prague Declaration, May 19, 2001)

3.3 Varese meeting September (8/09/02)

3.3.1 *Agenda and minutes*

All active members of the expanded group met at Varese in Italy for the one-day meeting (venue and duration allocated according to funding availability). The timetable of the workshop was therefore very tight (agenda and minutes at **Annex 3**).

3.3.2 *Overview of Events related to the Bologna Process since March 2000.*

Since events stemming from the Bologna and Prague statements had continued to move briskly, one presentation was devoted to an overview of all previous activities

in this area, as the group has to take all these changes into consideration while working on the Supplement. (**Table 1**)

2000	March	<p>European Summit Lisbon: Europe as knowledge-based economy</p> <ul style="list-style-type: none"> ➤ Life-long learning ➤ Increased transparency of qualifications ➤ Promotion of mobility ➤ European CV
2001	March	<p>Salamanca Convention of Higher Education Institutions</p> <ul style="list-style-type: none"> ➤ Affirmation of Bologna aims ➤ Quality Assurance issues ➤ Use of ECTS, Diploma Supp. NARIC/ENIC for mobility ➤ Compatible qualifications at undergrad and graduate levels
	March	<p>Establishment of European University Association- 1st meeting</p> <ul style="list-style-type: none"> ➤ Merging of Association of European Universities (CRE) and Confederation of Rectors' Conference
	May	<p>Prague communique (32 signatories) Bologna reaffirmed +3 new areas</p> <ul style="list-style-type: none"> ➤ Lifelong learning ➤ Involvement of students ➤ Strengthening of European dimension (globalisation of education)
	May	<p>Brussels: Launching of TUNING Project</p> <ul style="list-style-type: none"> ➤ 2-yr project (70 universities, 105 depts, 128 partic., 7 main subject areas) ➤ Aims: To bring about convergence in 5 main subject areas ➤ Identify common subject-based reference points, curricula content, learning outcomes ➤ Identify methods of teaching, learning and assessment ➤ To facilitate transparency
	July	<p>Brussels COM (2001) 385: Involvement of Third countries</p> <ul style="list-style-type: none"> ➤ Globalisation of European higher education ➤ ECTS ➤ Joint diplomas
2002	Feb	<p>EU Education Council of Ministers meeting.</p> <ul style="list-style-type: none"> ➤ Recommendations to Barcelona Summit concerning globalisation of EU education ➤ Recommendation for European CV
	March	<p>Barcelona Summit Presidency Conclusion SN 100/02 ADD 1</p> <ul style="list-style-type: none"> ➤ No 44. «To introduce instruments to ensure transparency of Diplomas and qualifications (ECTS, Diploma and certificate Supplements, European CV)»
	March	<p>Bologna Seminar No 1. Amsterdam</p> <ul style="list-style-type: none"> ➤ Accreditation and Quality Assurance
	April	<p>Bologna Seminar No 2: Lisbon</p> <ul style="list-style-type: none"> ➤ Recognition issues and the use of Credits
	May	<p>Bologna Seminar No 3: Stockholm</p> <ul style="list-style-type: none"> ➤ Development of Joint Degrees
	May	<p>EU Education Council of Ministers mtg: follow-up to Barcelona Summit</p> <ul style="list-style-type: none"> ➤ Transparency of qualifications, ECTS, Diploma Supplement
2002	May	<p>European Parliament: Report on universities/higher Education (2002/2174(INI)) A5-0183/2002-11-19</p> <ul style="list-style-type: none"> ➤ Recommends acceleration of Bologna Process but is against standardisation ➤ Recommends rapid, flexible recognition of diplomas/qualifications ➤ Supports proposals for European Masters
	May	<p>Brussels: TUNING Final meeting (1 yr. after launch of 2-yr project) Recommendations:</p> <ul style="list-style-type: none"> ➤ Common approach to length of studies within Bologna two-cycle system is essential ➤ Framework based on common understanding of ECTS shd. be adopted ➤ ECTS should include grades as well as credit transfer ➤ Competencies (skills) and learning outcomes (both subject-related and generic) ➤ Universities should have common terminology and methodologies for convergence at both disciplinary and multi-disciplinary levels
	July	<p>Viviane Reding Brussels: European Masters proposal</p>

	July	EU Brussels COM(2002) 401. 2002/0165 (COD) <ul style="list-style-type: none"> ➤ Proposal for ERASMUS World (200 million Euros, 2004) ➤ 4000 student exchanges ➤ 1000 scholar (teacher) exchanges ➤ Involvement of third world but also US/Canada
	Sept	EUA Pilot Project for European Masters for 2002/2003 <ul style="list-style-type: none"> ➤ 11 selected, report to be ready for Graz (May)/Berlin (Sept 2003)
	Sept	EUA Survey on Master Degrees and Joint Degrees in Europe <ul style="list-style-type: none"> ➤ 1st analysis of Master level and joint degrees across Europe ➤ Serious discrepancies in Master degrees: Professional and academic; taught and research; huge differences in Credits (Long Masters = 270 –300 ECTS. Short Masters = 60-120 ECTS) ➤ Reliance on Diploma Supplement to make sense from confusion
	Oct	4th Bologna Seminar: Zurich: From Credit transfer to Credit Accumulation <ul style="list-style-type: none"> ➤ ECTS and Diploma Supplement seen as complementary tools for transparency
2003	Jan	5 th Bologna Seminar: Denmark—Lifelong Learning
	Feb	6 th Bologna Seminar: Athens—Social Dimension (Overview)
	March	7 th Bologna Seminar: Helsinki—Stocktaking Seminar on Master Degrees
	April	8 th Bologna Seminar: Milan—Joint Degrees (curriculum development)
	May	Graz: Convention of Higher Education Institutions
	June	9 th Bologna Seminar: Prague—Validation of non-formal Learning Experiences
	June	10 th Bologna Seminar: Oslo—Student Involvement in the Bologna Process
	Sept.	Final Conference on Bologna Seminar: Berlin

TABLE 1. *Detailed timetable of events showing rapidity of progress since mid-2000*

What became apparent from the overview of the changes envisaged as part of the Bologna Process, and the changes actually taking place in conformity with the process, is that the Bologna Process is acting as a catalyst and is doing far more than merely harmonising the external structure of European 1st and 2nd degrees into a 3+2 format. These changes are being driven by the newly formed association, the European University Association (EUA) established only in March 2001 in a merger of the previous Association of European Universities and the Confederation of European Union Rectors' Conferences. This merger has had some unforeseen knock-on effects that directly influence this particular Workpackage. One that aroused some interest from delegates was the sudden emergence of the Pilot Project on Joint Masters degrees, to be run by the EUA, as AQUATT and AQUA-NET have been investigating such a possibility for several years. The pilot project was described by Ms Reding, EU Education and Culture Commissioner, in her opening speech on the occasion of the Final Conference of the TUNING Project, a two-year project that held its launch Conference in May 2001 and its Final Conference on 31st May 2002. By the beginning of August 2002, information about the project, including full details of the 11 selected programmes, was available on the EUA website and was used for one of the Workshop presentations. (The TUNING project is seen by the Commission as

“being at the heart of the Bologna Process” (Ms Reding). Its website is certainly worth a visit. www.relint.deusto.es/TUNINGProject/agenda.asp).

3.3.3 *Tardy and Patchy Dissemination on Diploma Supplement implementation*

Some of the uncertainties voiced by some of the AQUA-TNET delegates, particularly in respect of the seeming overlapping of aspects of the Bologna Process and the implementation of the Diploma Supplement, are directly attributable to the lack of widely disseminated information concerning the latter course of events. To take but one example: in Greece, neither a top-ranking Professor (whose courses will be directly affected by the 3+2 system) nor a young enthusiastic university staff member had been given any information at all about the introduction of the Diploma Supplement. This, despite the official statement that “it has been greeted with enthusiasm in Greece.” Other delegates gave accounts of conflicting sets of information, some of it anecdotal, being circulated through the system. All were more or less actively involved in Bologna procedures, though none of them had up-to-date knowledge of the latest crucial developments. For instance, none of the group was aware of the CRE Project Report, “The promotion and Implementation of the Diploma Supplement.” Although this is internally dated June 2001, it contains information that is being circulated on the official EU web site as indicating the latest situation. The impression of disarray is not alleviated by the fact that the Report, carried out by the Confederation of European Rectors’ Conferences, is found on the previous CRE web site, though it cannot have appeared earlier than June 2001, no less than three months after the organisation had disappeared. The Project Report is given as Background Information **Appendix 1** in order to ensure wide dissemination among AQUA-NET members. Its recommendations are given immediately after those of the AQUA-TNET group.

3.3.4 *Diversity of Aquaculture 1st and 2nd degree courses in line with overall picture*

The proposed changes in the two-cycle degree structure are also having an effect on the content and even the nature of many of these courses, including aquaculture. From the lively round table discussions, it became clear that the information obtained by the

AQUA-TNET group about aquaculture courses showed that there had indeed been massive changes since the previous update of September 2001, as some countries were pushing hard to conform to the principles of the Bologna Process.

It was also clear from the discussion that there was still a good deal of diversity in the structure of first degrees and even more importantly, of second degrees, where there was little change from the situation as first reported by AQUATT in 1995. The continuing diversity in first degree structure has been confirmed by the Survey on Master Degrees and Joint Degrees in Europe (20 Sept 2002), carried out by the European University Association as a SOCRATES-funded study⁷. The information contained in this latest survey (not published until two weeks after the Varese meeting) confirms that the situation as described by AQUATT in 1995 for first and second degrees with an aquaculture component remains very diverse. The situation with regard to second degrees, i.e., Master degrees, has since then been subjected to more changes which have been formalised and “ensconced” in certain national educational structures. The differences between, what are termed in the 2002 Survey, the “professional” Master and the “academic” Master, not to mention the taught and the research Master variety (used by the UK and Ireland), are further emphasised by the extreme differences in the credits which are necessary to obtain these different kinds of Masters degrees ({ [HYPERLINK "http://www.unige.ch/eua/welcome.html"](http://www.unige.ch/eua/welcome.html) }, “publications” section).

3.3.4 *Relevance of the Diploma Supplement*

The question may well be posed “what does this have to do with the introduction of the Diploma Supplement?” An answer is given in Paragraph 7 of the Executive Summary of this latest survey that states roundly:

*“In all countries where long (270-300 ECTS credits) and short (60-120 ECTS credits) Master programmes exist in parallel, their academic value is considered to be the same. Therefore, in many countries, little (sic) attempts are made to differentiate between the two in terms of nomenclature. **One rather relies on the Diploma Supplement to explain the exact nature of the Programme.**”*

⁷ “Survey on Master Degrees and Joint Degrees in Europe”. Christian Tauch and Andrejs Rauhvargers,

The Supplement is still seen from within the Bologna Process as an extremely relevant, indeed integral component, being mentioned in almost every formal communication, whether from the EU, the European Parliament or the European University Association. Its indispensability is attested by the final sentence of the above statement, the latest and perhaps the most significant of all the references. Nevertheless the context in which it is being placed is undergoing a continuous process of change and adaptation. It was agreed that all delegates should be completely clear as to the current position before proceeding with the proposed aquaculture Diploma Supplement.

3.3.5 Updating National Information on Diploma Supplement State of Readiness

Another task carried out by the group was to ascertain the latest state of national Diploma Supplement activity, in relation to aquaculture courses. Delegates, therefore, came prepared with their information concerning the latest state of national preparation for the Diploma Supplement initiative. As can be seen from **Annex 4** (latest situation shown in italics), their information sometimes varied considerably from the official position as reported on the official web site. It was very useful for all delegates to get a grasp of the overall European situation, which was, as will be seen, fairly disconcerting. At the roundtable national presentations, there was again lively discussion concerning the probable fate of the Supplement. As compliance is considered to be voluntary, in the present climate of continuing budget cuts, there were indications that it was likely to remain so.

4. AQUA-TNET Conclusions

4.1

The high number of attendees representing most European countries brought to light the underlying diversity of structure, content and progress of the Diploma Supplement. The intensively informative nature of the presentations and the ensuing frank and full discussions confirmed a need to continue to work within an aquaculture framework on the Supplement, though with a change of emphasis.

4.2

The most important conclusion was that work should continue on the construction of a common structure and guidelines for the Diploma Supplement with particular relevance to aquaculture needs.

4.3

It was stated that in the light of the disclosures concerning the nature and the speed of the changes imposed by adherence to the Bologna process and the reluctance of some member states either to fully implement the Diploma Supplement, or to impose a common structure, it was important for the needs of the aquaculture sector to have access to good quality information. Such information would certainly be necessary for any department wishing to become involved in the proposed European Masters' Programmes.

4.4

Relevant information should cover the following areas: what proportion of the course was given to laboratory work, to field work, to practical work; how much time was set aside for lectures or theoretical work; whether independent research in the form of dissertations or min-theses were required; types of assessment were also seen as important: continuous assessment, coursework, final rank order or grading also being seen as important (this latter does not form part of the proposed Diploma Supplement template). It was also felt that work experience and acquisition of professional skills should figure.

4.5

As a first step, each delegate should send the Diploma Supplement used in the University or Department (by the end of November, except for those countries that don't yet have a recommended Diploma Supplement, format, i.e. Greece). Each delegate should supply this along with a short commentary on its usefulness. What is needed are those Diploma Supplements that are actually being used.

4.6

From these examples, a small, core group will draw up, a common best practice format before the end of February. The resulting best practice format will be given to each delegate to evaluate with four of his or her students which will entail individual discussion with each student to confirm whether this type of information is seen to be

of value for them. A separate Supplement will be completed by the teacher for a fictitious student (end of April). The four sets of comments will then be compared with the completed version and sent to the leader of the core group by the middle of May. If possible the latest student graduates should form the test sample.

4.7

Results should be collated by the same core group and written up by the end of June 2003 in order to allow dissemination well before the final Bologna meeting in Berlin in September 2003.

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Crete.

POSTSCRIPT

CRE Recommendation from the Executive Summary of the Project Report on the Implementation of the Diploma Supplement

- *Further ongoing national and pan-European promotional activities and support are necessary in order to embed the Supplement and ensure its widespread adoption.*
- *The European Commission should further encourage the introduction of the Diploma supplement by including it as part of the Institutional contract.*
- *The European Commission should support the introduction of a parallel Diploma Supplement implementation project for all non-EU/EAA participating countries for the SOCRATES programme.*
- *A host web-site should be created to hold all the information, promotional material, Diploma Supplement examples and documentation, associated with the Diploma Supplement.*
- *National authorities should help embed good practice in the production and use of Diploma Supplements by employing appropriate national/regional strategies and building on the good practice identified by the implementation project. The production of Diploma Supplements does put an additional financial strain on institutions with already tight budgets*

- *Appropriate national mechanisms must be put in place to ensure that the national higher educational descriptions are available and updated.*
- *National bodies responsible for quality assurance should view the production of appropriate Diploma Supplements (conforming to the common standards and principles established) as coming under their remit. ENQUA should be encouraged to discuss and promote such a possibility.*
- *The electronic template produced by the project can help the production of Supplements in certain types of institutions.*

ANNEX 1

OUTLINE STRUCTURE FOR THE DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CE ES. The purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name:
- 1.2 Given name:
- 1.3 Date of birth (day/month/year):
- 1.4 Student identification number or code (if available):

2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language):
- 2.2 Main field of study for the qualification:
- 2.3 Name and status of awarding institution (in original language):
- 2.4 Name and status of institution (if different from 2.3) studies (in original language):
- 2.5 Language of instruction/examination:

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification:
- 3.2 Official length of programme:



3.3 Access requirement

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:

4.2 Programme requirement:

4.3 Programme detail: (e.g. module or unit studied), and the individual grade /mark /credit obtained

(If this information is available on an official transcript this should be used here)

4.4 Grading scheme and, if available, grade distribution guidance:

4.5 Overall clarification of the qualification (in original language):

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

5.2 Professional status (if applicable):

6. ADDITIONAL INFORMATION

6.1 Additional information:

6.2 Further information source:

7. CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

7.2 Signature:

7.3 Capacity:

7.4 Official stamp or seal:

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

(N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.)

ANNEX 2

AQUA-TNET White Paper on Education and Training in Aquaculture For the New Millennium

7 Recommendations (selected)

7.2. Issues directly concerning educational provision in aquaculture a) Curricular content

In recognising, from detailed analyses of European third-level aquaculture curricular provision that:

Higher educational institutions offering B.Sc. courses provide a wide and varied range of degree courses with some going well beyond the minimum requirements, with no need to define a single "standard" common system (fixed content, common assessment practices and credit levels) for the European aquaculture under-graduate level;

M.Sc. degrees in aquaculture exhibit sharp differences of quality and quantity of course content, with internal as well as external differences, with variability in length from 12 to 24 months, with structure, organisation and course content also very different from country to country

The AQUA-TNET network recommends that, in terms of curricular provision:

- A degree of harmonisation and interaction of existing aquaculture course provision should lead to the adoption of the flexible, ideal format for an undergraduate course, the framework of which is set out in Section 2 (2.2.3.2—core elements, supported by further recommended modules, and finally, optional specialised elements which could be adapted for the specific geographic conditions and species mix in each country).
- The M.Sc. degree likewise should not be specified in terms of curricular content (length of course, detailed curriculum requirements) but should harmonise the pre- entry conditions and adopt, in general, a coherent and consistent set of pre-entry requirements, as set out in Section 2 (2.2.4.3)
- Innovative delivery methods, such as the Internet, multimedia (CD-ROM) as in some of the Methodology Series, should be utilised where suitable, to aid transparency and harmonisation of curricular content.

7.3 Accreditation & Recognition of European qualifications

In recognising, from detailed analyses of European third-level aquaculture assessment, certification and accreditation procedures that:

The assessment practices and instruments used cover the whole available range (formal written exam, continuous assessment, laboratory exercises, oral assessment, dissertations, etc);

The final grading schemes used in each country to record the final mark/score/grade are completely different, so that there is no easy way of establishing equivalence of standards;

These disparities exist at both under-graduate and M.Sc. levels and do not imply differences in standards, but different methods of recording final results.

The disparities hinder transparency to such an extent that objective comparison cannot be made without some kind of external filtering procedure.

The AQUA-TNET network recommends that:

- All European under-graduate courses examine, with a view to using the ECTS Accreditation system as a model, where all individual final assessment patterns can be accommodated, to provide a coherent, comprehensive and comparable standard, with credits based on student workload (lectures, practicals, laboratory work, work experience/ placements).
- Each university looks to the provision of a Diploma Supplement for its students.
- Student placements should be mutually recognised in Member States and incorporated into the curricula
- There should be continued consideration of the most effective methods to increase the transparency in order to give equal opportunity for all to take part in training throughout the EU, by looking at the Europass initiative.

7.4 Mobility

In recognising that:

Aquaculture is an important activity in Europe for socio-economic considerations and that therefore mobility procedures should be transparent, simple, efficient, and cost-effective. Mobility procedures need to address the needs of students, industry, the educational institutions and their administrative requirements.

The AQUA-TNET network recommends that:

- I. Obstacles and barriers to mobility should be broken down through a number of specific measures
 - recognition between Member States of the value of placements through recognised accreditation procedures
 - Increased efforts should be made to encourage students and staff to take part in exchange schemes and practical training
- II. Basic requirements to include the following:
 - Clear information and promotion
 - Language and cultural preparation
 - Well-developed inter institutional linkages/contacts
 - Forward planning in terms of European funding
 - Convenient timing of the programme
 - Credit/recognition of placement/exchange
 - Ongoing supervision, monitoring, support
 - Dissemination of results
 - Sustained contacts between universities/ institutions and beneficiaries



ANNEX 3

AGENDA—AQUA-TNET National Co-ordinators Meeting 2002

Varese, Italy
Saturday 7th September

09.00 –09.15 - Opening Welcome

By Host and Overall Network Co-ordinator.
Marco Saroglia and Simon Heath

Round Table introduction of all participants

09.15 –09.30 – Overview of Network History & Aims of Meeting

David Murphy

09.30 – 10.30 - Summary of Events since September 2001

Evolution of European Higher Education Area concept, and place of Diploma Supplement
Margaret Eleftheriou

10.30 – 11.00 - The Higher Education Online Guide to Courses: An overview of progress

Oliver Schneider

11.00 – 11.15 - TEA BREAK

11.15 – 11.45 - The NEW PISCESTT Web site for Education & Training

David Murphy

11.45 –13.00 - Round Table Discussions in groups

1. The Diploma Supplement with progress report from each delegate (TBA)
1. The European Masters Course – (Margaret Eleftheriou)
2. The Tuning Project (Simon Heath)
3. The 3 + 2 year degree courses (TBA)
4. 6th Framework (David Murphy)

13.00 –14.30 - LUNCH

14.30 – 17.00 - Continued Round Table Discussions

17.00 – 18.00 - Planning for Year 3 + Future of Aqua-TNET and AquaTT
Dissemination, Expansion, Sustainability

Minutes

Participants

Belgium	Jean Dhont
Czech Rep	Zdenek Adamek
Denmark	Bent Ronsholdt
Finland	Hannu Molsa
Greece	Michalis Pavlidis
Hungary	Zoltan Karacsonyi
Iceland	Bjarnik Kristjansson
Ireland	Gavin Burnell
Italy	Marco Saroglia
Netherlands	Johan Verreth
Norway	Karin Pittman
Portugal	Jeff Wallace
Romania	Lucian Oprea
Spain	Lluis Tort
UK	John Bostock
AquaTT	Margaret Eleftheriou
Wagen	Oliver Schneider
AquaTT	David Murphy
AFA-NET	Simon Heath

Prof. M. Saroglia welcomed the delegates and made changes to the previously circulated agenda, which will be noted in the record of the meeting, which follows.

Dr. S. Heath (AFA-NET Overall Coordinator) gave an overview of the history of the AFA-NET Thematic network, explaining that originally it had consisted of two linked but separate networks; DEMETER and AQUA-TNET. These then merged to become AFA-NET (Agriculture, Forestry and Aquaculture). The current project is in Year 2 out of 3 of the second phase.

The main themes of the network are:

- Theme 1: Analysis of current issues in agriculture, forestry, aquaculture and the environment with the objective of influencing curriculum innovation in AFANET partner institutions
- Theme 2: Support for the shared development of curricula with the objective of developing a European dimension to curricula in AFANET partner institutions
- Theme 3: Support for internationalisation in teaching and learning in the partner institutions
- Theme 4: Identification and dissemination of good practice in collaboration between institutions of higher education in the shared delivery of courses and degree programmes

Mr. D. Murphy (AQUATT Manager) presented the AQUA-TNET Network (See Annex X), including an overview of the new management structure details of the AQUA-TNET work package (WP7) detailing the overall aims of the network and the specific deliverables and intended outcomes from the meeting.

- Main outcome is to examine the potential of the Diploma Supplement as adapted for Aquaculture Courses
- Main deliverable is to present a Report on the findings of the group discussions, linked to the present position of the Diploma Supplement as it evolves in tandem with the Bologna Process
- Second deliverable is the online Education database

Mrs. M. Eleftheriou (IMBC/AQUATT) presented a summary of recent events in the development and evolution of the Bologna Supplement and the Diploma Supplement since the last network meeting.

Summary of Events since September 2001

EU Education Council mtg. of 29th Nov. Establishment of European Higher Education Area. Change in length of 1st degrees. (3 + 2).

2) EU Education Council mtg. in Feb 14 -recommendations to Barcelona mtg.

3) Barcelona conclusions (SN 100/02 ADD 1 (March 2002: "No 44- to introduce instruments to ensure the transparency of diplomas and qualifications (ECTS, diploma and certificate supplements, European CV) and closer cooperation with regard to university degrees in the context of the Sorbonne-Bologna-Prague process prior to the Berlin meeting of 2003").

4) EU Education Council Meeting 30th May - follow-up to Barcelona

5) TUNING project Final meeting and conclusions in Brussels 31st May. SOCRATES Project rooted in Bologna process. Opening speech by V. Reding: importance of credits, EUROPEAN Masters, and quality assurance.

6) V. Reding's announcement of European Masters (official) 17th July

7) ERASMUS World - completely new programme - 200 million Euros, linking European Masters (3 universities) student exchanges (4000) and scholar exchanges (teachers). Some places kept for Third Countries. 17th July.

8) Nov '01 – Education Council Meeting – “exclusive competency” Countries must choose, not the EU

9) '02 Barcelona; Evaluation should be carried out by 3 thematic networks = TUNING Project

10) Feb '02 – Education Council recommends an improvement in quality and effectiveness = European Masters courses + scholarships = Common CV

11) March '02 – Barcelona – highlighted transparency; Stockholm = Development of Joint Degrees

12) July '02 – Establishment of European Masters Pilot project (4-250 Masters courses)

European Masters must have 3 universities from 3 different countries

+ Student exchanges

+ Scholar programs

+ Facilitate places for students from 3rd world

NEW MEASURES 2002

Promote quality and culture within Universities

Evaluation Pilot Scheme to be carried out by thematic networks – Starting with 3 disciplines – building on TUNING

She closed by pointing out that Aqua-TNET is in a strong position as it has brought itself up-to-date with events that are very fast-moving, that a significant measure of trust exists between partners as demonstrated with the information supplied for the Education database and that the work that has already been done forms an excellent

basis on which to proceed. However, some dissemination of the AQUA-TNET work needs to be undertaken, so that it is not overlooked in the headlong dash towards Bologna.

Dr. O. Schneider presented the Online Guide to Courses – { [HYPERLINK http://www.aquatnet.org](http://www.aquatnet.org) } (see **Annex VIII**)

The theory, structure and format were presented. He demonstrated how much work has been put into the site, mentioning the difficulties encountered when updating the guide.

- Information is not in the template format and thus time is lost making it web ready.
- Graphics are sent as text documents, though picture formats are more suitable
- National coordinators have not all responded and this means that the database is not yet complete

In the discussion that followed, the following outcomes were agreed:

- A code for courses based on the Socrates institution codes will be applied to all courses
- An online template will be developed and all coordinators and individual course organisers will be able to update their courses online
- The search engine will allow searches by towns/cities and also areas of each country
- A new field will be entered requesting details of any distance learning elements
- With the database being on the new PISCES site, it will be much easier and less time consuming to maintain the database.

Mr. D. Murphy presented the NEW PISCES TT Web site for Education and Training { [HYPERLINK "http://www.piscestt.com"](http://www.piscestt.com) } (see **ANNEX VII**). The PISCES project is a Leonardo Da Vinci Pilot project funded by the European Commission, with the overall aim to promote Vocational Training in Aquaculture. The web-site will have an Education and Training Section that will contain:

- the Tertiary database from Aqua-TNET
- a New Vocational database of Aquaculture placements
- a Short training course section
- a discussion forum

The first set of Round Table discussions, chaired by M. Eleftheriou involved the whole group. Each national coordinator presented results from their investigations into the development of the Diploma Supplement at grass roots level. This was then compared to the official national position as published on the web and discussions followed. This complete set of information is shown in Annex 3.

The following points were also raised in the discussion and are minutes in view of their relevance to the present international debate on these issues. These points are particularly relevant in the light of the Survey of Master Degrees and joint Degrees in Europe, a SOCRATES- funded Report carried out by the European university Association and published on 20th September, after the present meeting.

It is apparent that trends in studying aquaculture across Europe are not consistent.

In **Norway** and **Hungary** numbers on courses are increasing. In Norway students are leaving before completion of their studies due to attractive employment opportunities. However, elsewhere it is a different story. In **Italy** and **Portugal** no courses are running specifically in aquaculture and graduates are having trouble getting employment upon completion of studies. In the **Netherlands** there is difficulty getting students to begin PhD's

It was recognised that there are considerable differences between courses around Europe.

3+2 Degree (Many countries) 3+1 degree (UK), 4+1 (IRL) and many other variations

Practical vs. Theoretical teaching

Technical Degrees vs. Scientific degrees

A Professional Masters vs. Master of Science

Where do PhD's fit into the DS?

There was confusion as to whether an individual would have one DS covering all tertiary education or whether there would be individual DSs for each qualification. In addition it was not clear to what level the DS extended, whether to M.Sc. or Ph.D.

Transparency

The challenge is whether aquaculture courses will be presented in a consistent format so that there is transparency in the qualifications presented.

Standardisation or Harmonisation

The difficulty is presenting the information in a standard format but to allow differentiation. There should be no standardisation but only harmonisation.

It is not the intention of the EU to have exactly the same courses run in all institutions across Europe but rather to just enable transparency between the different courses, hence the need for the diploma supplement

The question was raised as to whom is the primary target audience for the DS?

Student – So that they can access courses or employment internationally

Lecturers – So that they can assess and compare students for courses

Employers/Industry – So they can see if the candidate has the necessary qualifications and experience

There was frank and lively debate on this point between the delegates.

Is the DS for Mobility alone?

In addition, it must be emphasised that it is not always obligatory nationally. Most viewing current transcripts would be able to recognise and differentiate between applicants. It is more likely to be individuals viewing transcripts from other countries where they are not familiar with the education system.

The UNESCO format for the DS is likely to be accepted by Berlin 2003

It was felt that the DS will be implemented by the Berlin summit in 2003 and to develop a specific DS for Aquaculture would be irrelevant as it might be superseded by the adoption of the UNESCO DS next year.

It was made clear that it is not the intention of the network to develop a DS for Aquaculture but **rather to develop guidelines so that the DS template is completed in such a way as to differentiate between two Aquaculture DS from different institutes.**

The record of a student who spends a semester or year abroad needs careful consideration. How and where should the details be included on the DS is not clear. Should the local marks be entered or should they be entered in a more generic way?

5. The European Masters Course – (M. Eleftheriou)

The EU had introduced a new programme on July 17, ERASMUS World, which includes the establishment of European Masters (4-250 Masters courses)

European Masters must have 3 universities from 3 different countries, and will incorporate student exchanges, (4000), scholar (i.e., teaching staff) programs (1000), and will also reserve places for students from the third world.

A short discussion followed regarding the European Masters Courses. It was apparent that a lot of information on the developments has not reached the grass roots level.

It was agreed that the Masters courses showed much potential and that the work the network has been doing on transparency of qualifications should facilitate a fast track to developing European Aquaculture Masters Courses.

AquaTT & AQUA-TNET network could play a role in the application and implementation of the courses. At present, the European University Association is running this pilot project. Information can be found on the EUA web site www.unige.ch/eua/

6. The Tuning Project (S. Heath)

Unfortunately, this extremely important project was discussed very briefly due to time constraints. Information can be found on the TUNING web site.

www.relint.deusto.es/TUNINGProject/index.htm

7. The Bologna Process (G. Burnell)

Dr. G. Burnell presented the situation in Ireland from his experience sitting on a University workgroup dealing with the implications of the Bologna process.

Two systems have emerged. The 3+2 system provides for a bachelor's degree cycle of three years followed by a master's degree cycle of two years: expressed in ECTS terms this means the first cycle should comprise 180 Credits and the second 120 credits. The Masters level should be reached at 300 credits

In Ireland it currently seems there will be two modes, 1. A master of Science, and 2. Professional Masters. It is not yet certain where the Ph.D. fits into this pattern, whether it is required to have a MSc before undertaking a Ph.D or whether entry can be made straight from the B.Sc, or whether possessing an MSc means that the length of the Ph.D is reduced.

Although the 3+2 degree system is being pushed in Europe it was apparent that different countries were at very different stages in their implementation.

Countries not yet committed to the 3+2 system are:

Finland

Italy

Netherlands

Portugal

Iceland

Hungary

(Full details can now be found in the “Survey on Master Degrees and Joint Degrees in Europe” by Christian Tauch and Andrejs Rauhvargers.)

Planning for Year 3 + Future of Aqua-TNET and AquaTT

Dissemination, Expansion, Sustainability

D. Murphy made a presentation on the developments within AquaTT as it shifts in direction from an academic organisation to a more industry-oriented organisation as reflected in its new board of directors. His overview showed projects currently running and the proposed future direction of the network, especially facing the challenges of the 6th Framework Programme in the following roles:

- Mobility Coordination
- Training Coordination
- Aqua-TNET thematic network

(SEE Annex VI)

D. Murphy closed the meeting by thanking all the delegates for participating and giving up one of their valuable weekends.

Prof. Saroglia was presented with a small gift on behalf of AquaTT and Aqua-TNET for hosting the meeting and Margaret Eleftheriou was presented with a gift for all her efforts for the network.

ANNEX IV

This document contains the latest official comments (published on the EU Diploma Supplement web-site) with regard to progress made towards the introduction of the Diploma Supplement (July 2002)

The information was updated during the AQUA-TNET meeting held in Varese in Sept. 2002 – national representatives' updates are shown in italics.

België (Vlaamse Gemeenschap)

Universities and Hogescholen introduced the Diploma Supplement in 1991 and 1994 respectively. The revised model will not be introduced immediately due to pressure of other educational reforms.

Flemish institutions have carried out and operate ECTS. They have produced their own revised Diploma Supplement model but it has been put on hold because of the implications of the Bologna Process. The AQUA-TNET delegate represents the Flemish community and could not find out about the French-speaking community decisions.

Belgique (Communauté française)

A common university version of the Supplement has been created and the universities will in principle be delivering their first Diploma Supplement in the academic year 2001-2002. The "Hautes Ecoles" (higher education institutions other than universities) are also in the process to deliver it during the following academic years.

The implementation of the diploma supplement is made on a voluntary basis; no specific law has been taken to make it compulsory.

Denmark

The Diploma Supplement is to be implemented by law from September 2002. All higher education institutions are obliged to issue a Diploma Supplement in English to all students graduated after this date.

Although this date is correct, as of 8th September 2002 the Danish educational authorities had still not issued a template. It is still not known whether there will be a general model covering all degrees. It is likely that aquaculture students will join a separate modular programme.

Deutschland

The DS is already implemented as a national system. It has been introduced in the year 2000 by corresponding decisions of the Conference of Ministers of Education and Cultural Affairs (KMK) and by the Rectors' Conference (HRK) for all study courses.

There was no German delegate at the AQUA-TNET September meeting, and no further information was supplied.

Ireland

The Diploma Supplement was promoted at various levels in the Republic of Ireland. It is not going to be introduced by law and its implementation is to be decided by individual HEIs.

The Irish delegate, who is also the representative of his university for the Bologna process, confirmed this situation. It has been decided that each institution should work out its own version, but that these should be based on the UNESCO model.

Ellas (Greece)

In Greece, the Diploma Supplement has been welcomed with enthusiasm. Its is strongly linked with ECTS. Many HEIs will introduce it after solving various technical problems.

There is no template yet for Greek universities, partly because of the internal reforms taking place within the Greek tertiary educational system (not as a result of the Bologna process, which is not yet being pursued). It is not known when the Diploma Supplement will be introduced. The situation in Greece remains very confused as the universities and the students rejected the Government's attempt at reform.

Espana

The new Spanish Law (LOU) will develop the rules to introduce the DS in a short time. Spanish Universities are willing to produce the DS and a pilot group is working to solve technical problems with the support of Consejo de Universidades and the Spanish Conference of Rectors

It was confirmed that work has been carried out on the production of a specific Spanish Diploma Supplement, with a rank order included in it. Some universities have already tried to introduce the D.S. One example was given which is attached to this document. It seems that at present, different disciplines are producing different versions of the Diploma Supplement.

France

There is a rising interest for the DS in France. Its implementation will be easier since the National Council for Higher Education and Research (CNESER) on 26 November 2001 has given a favourable advice to a decree proposed by the Ministry about the shaping of the European Education Area

. The use of the diploma supplement 'is recommended to favour mobility and visibility of qualifications'. There was no French delegate present to confirm or deny the above statement.

Italia

The Diploma Supplement was introduced by law in the recent radical educational reform to the Italian higher education system (law 509/99). It is now compulsory to issue a Supplement for all degrees awarded in the new framework, and the Ministry of Education approved its scheme in May 2001, according to the European model. The use of a central panel to co-ordinate its introduction provides a useful lesson for all those countries intending to implement Supplements by law.

The Italian delegate confirmed this situation; each university now has its Diploma Supplement and is using it while introducing the new degrees that have also been

introduced to follow the Bologna process. However, there are financial implications in the cost of preparing the D.S. for thousands of students, and there is a negative aspect because university budgets have been cut.

Nederland

A small number of higher education institutions issue an earlier version of the Diploma Supplement. It is likely that the current model will become increasingly popular as the Bologna process intensifies reform.

There is not much known in the country about the Diploma Supplement and there is quite a high degree of resistance to the D.S. at present, on two counts. First, since there is a high level of freedom given to universities in following this initiative, there is some resistance to doing any work on a Diploma Supplement at this time, before the Bologna process is complete. Second, there is a perception that it involves too much work for the administrative staff. At the moment, there is a very simple form that is called the Dossier Diploma, a simple one-page document which merely lists all the courses taken by the individual student. An example is attached to this document.

Österreich

In Austria, the Diploma Supplement is being introduced by Federal laws for university studies. Its introduction is closely associated with the introduction of ECTS.

There was no Austrian delegate present.

Portugal

The Ministry of Education has published the information about the higher education structure on the web, but only in Portuguese. The English version should be placed soon. A flier prepared by the Ministry has been distributed to all higher education Institutions with the basic information on the DS. An increasing number of Higher Education Institutions are willing to implement the DS, and promotion actions have been asked for.

It was confirmed that the Diploma Supplement template in Portugal exists only in Portuguese. There is no separate degree in aquaculture, but only a specialisation.

Suom/Finland

Finnish university and polytechnic legislation obliges HEIs to provide their students, on request, with an annex to their diploma for international use. The Finnish Ministry of education has recommended that all institutions follow the Diploma Supplement model.

The 20 universities and 29 polytechnics have been to a training workshop: final decision on D.S. format will be taken before the end of 2002, it has been decided that ECTS will be used for the whole country, and that ECTS and D.S. should be coordinated. The Diploma Supplement will be in place by the end of 2002.

Sverige

The Diploma Supplement was implemented in law 2002 and will be issued automatically together with the degree from 1 January 2003. It is compulsory for all higher education institutions and it will be free

There was no Swedish delegate present and no comments were made.

United Kingdom

Something similar to the Diploma Supplement is being introduced in the UK as part of the Progress File – known as the ‘Transcript’. This is not identical to the Diploma Supplement and attempts are being made to ensure their compatibility. Many HEIs are sympathetic to the Diploma Supplement that contains more information. The UK is pursuing its own model as recorded above. However, it is not expected to be compulsory before 2005. The proposed UK model is an amalgamation of a Progress File and a Portfolio, which can be produced from the administration electronic files. *This situation was confirmed by the EU delegate, who later sent a transcript, which is attached to this document.*

EFTA/EEA COUNTRIES

Iceland

In Iceland the Diploma Supplement will not be made compulsory. However, the National Rectors Conference in Iceland has recommended that all the universities issue Supplements. Most of the universities have declared they will issue Supplements, some from the academic year 2001-2002 but others will start later due to technical reasons.

The Icelandic delegate who said that the country had experienced no problems with its implementation confirmed this situation.

Liechtenstein

The Diploma Supplement has already been introduced in the Higher Education system. Supplements are issued in German/English to all students free of charge. *There was no delegate from Liechtenstein.*

Norge

A letter has been issued by the Ministry, requesting that all universities/university colleges start using the Diploma Supplement immediately. By the end of 2001 all institutions had developed DSs. DSs are issued automatically. Their use has been made obligatory by the Ministry’s request.

The Norwegian delegate confirmed all these points. Norway is moving very fast towards the Bologna process (3 + 2), and is also changing its grading system from a numerical to a letter system. (A grade has already been defined in terms of criteria for some subjects).

ASSOCIATED COUNTRIES

Bulgarija

The DS was promoted via different channels: National information seminar (November 2000), Dissemination of information brochures (2001), information seminars organized by the universities (spring 2001). The majority of Bulgarian universities have expressed their willingness to introduce the DS. Presently the Ministry of Education and Science is looking for possibilities to provide the necessary legal

framework for the implementation of the DS at national level and for the recognition of the DS issued by foreign universities.

There was no Bulgarian delegate present.

Cesk_ Republika

The DS was introduced by Higher Education Act N_ 111 of 1998. It is issued on the request of the student. The Ministry of Education has recommended and NARIC has promoted a Diploma Supplement model. The HEIs intend to issue DS to every student automatically in the near future.

The situation was confirmed by the delegate, who later sent a model based on Article 57, which is attached to this document.

Eesti

The preparation of appropriate legislation is now in progress. DS will be obligatory for HEIs as from academic year 2002-2003. It will be issued to all graduates (until now, it is only to those who request it).

There was no delegate present.

Latvija

- * All information about DS is available in Latvian language
- * The pilot project was organised in University of Latvia
- * Some higher education institutions are issuing DS
- * The recommendations for implementation of DS are prepared by Rectors Council and submitted to Higher education department, MoES.
- * The relevant regulations about implementation of DS will be prepared and approved soon.

There was no Latvian delegate present.

Lietuva

A new Diploma Supplement is being introduced in the course of 2002. Until now all universities issue diploma supplements to all students (it can be issued upon request in English or in another language). A working group has been set up with representatives of HEIs, of the Ministry of education and science, and of the ENIC/NARIC to prepare all necessary legislation for the implementation of the new Diploma Supplement.

There was no delegate present.

Magyarorsz_g

In 2000 the Hungarian ENIC/NARIC published a handbook on the DS, with description, implementation details and examples. In 2001, a pilot project has been launched: the College of Commerce, Catering and Tourism of the Budapest Business School issues DS to its students, upon request.

There is now a transcript in English, which is a simplified form of the UNESCO Diploma Supplement, but so far there is no law and so there is no obligation to use it. However, the D.S. is supplied on request. An example is attached to this document.

Polska

May 2000: national Conference for Rectors and representatives of central offices of

higher education

2000/2001: pilot project aiming to determine organisational conditions for the introduction of the DS and involving about 70 HEIs (information was sent to all Polish HEIs). The database for the production of Polish DS has been created and the description of Polish higher education system prepared.

There was no Polish delegate present.

Romania

The Diploma Supplement was introduced by Minister's order no.3659/20.04.2000. It is issued upon request. Information on the DS was published in a booklet, the electronic template was sent to all universities.

The delegate who said that the template is being worked on confirmed this situation.

An example is attached to this document

Slovenija

The Diploma Supplement has been issued on the basis of Article 32 of the Higher Education Act (Ur. l. RS 67/93, 22/94 - Constitutional Court Decision, 39/95 – Constitutional Court Decision, 18/98 – Constitutional Court Decision, 35/98 – Constitutional Court Decision, and 99/99), taking into account the *Convention on the Recognition of Qualifications Concerning Higher Education in the European Region* (Ur. l. RS – International Treaties 14/99) and the recommendations of the European Commission, Council of Europe and Unesco/Cepes.

There was no delegate present.

Slovensko

According to the proposal of the new Higher Education Act which will come into force on April 1, 2002), the Diploma Supplement shall be issued by all higher education institutions together with the diploma to all graduates in the future (as a compulsory part of credentials).

There was no delegate present.