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AGENȚIA ROMÂNĂ  
DE ASIGURARE A  
CALITĂȚII ÎN  
INVĂȚĂMÂNTUL ȘI ÎN  
SUPERIOR

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# UPON SOME AVAILABLE IMPROVEMENT WAYS OF BOLOGNA PROCESS IN ROMANIA

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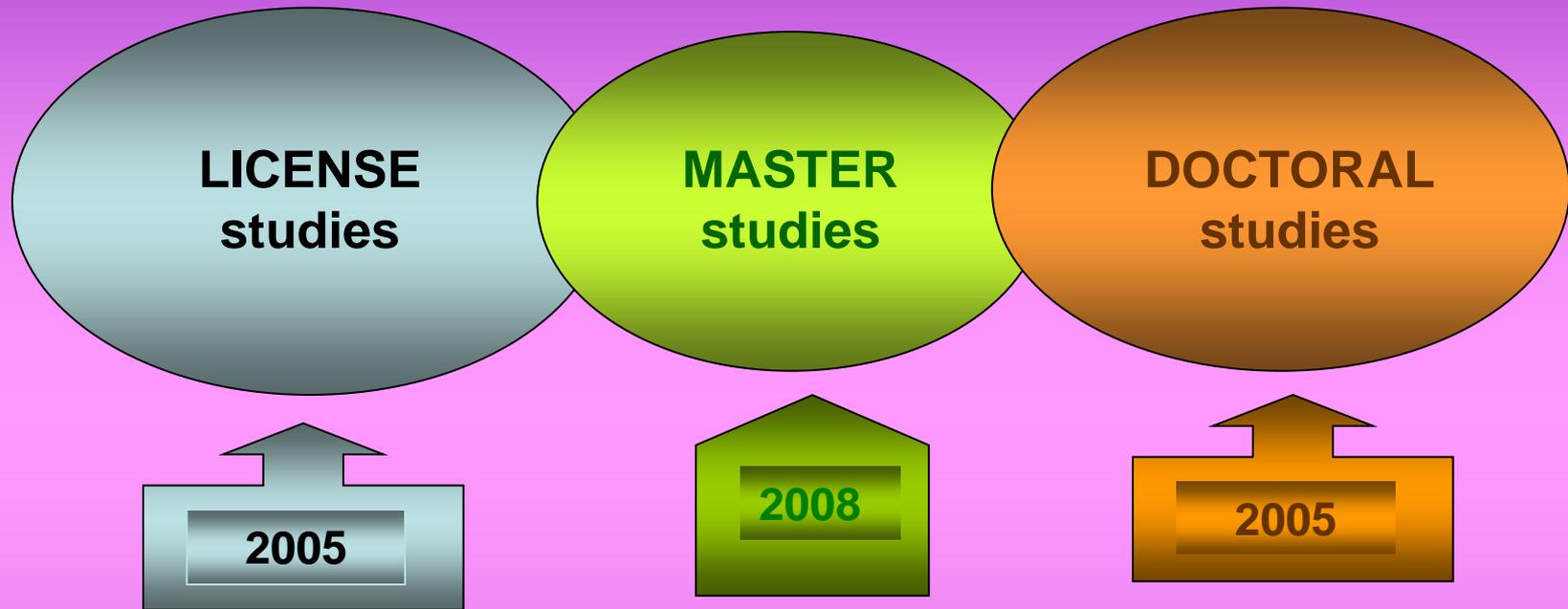
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# **1. INTRODUCTION**

-  ***Are the outcomes of Bologna Process better or not, comparatively with outcomes of previous higher education structure ?***
-  ***Are you satisfied by the functioning of those three Bologna cycles ?***

***In Romania, the university study cycles started:***



**Main legislation framework:**

**Law No. 288/2004, for Bologna Process implementation;**

**Government Decision No. 88/2005, for organization of license studies;**

**Government Decision No. 567/2005, for re-organization of doctoral studies;**

**Government Decision No. 404/2006, for organization of master studies.**

## Romanian Higher Education Structure in European Frame

**Overall Bologna structure model implemented in  
the most common programmes in the Bologna countries, 2009/10**

180 + 120 credits (3 + 2 academic years) model 

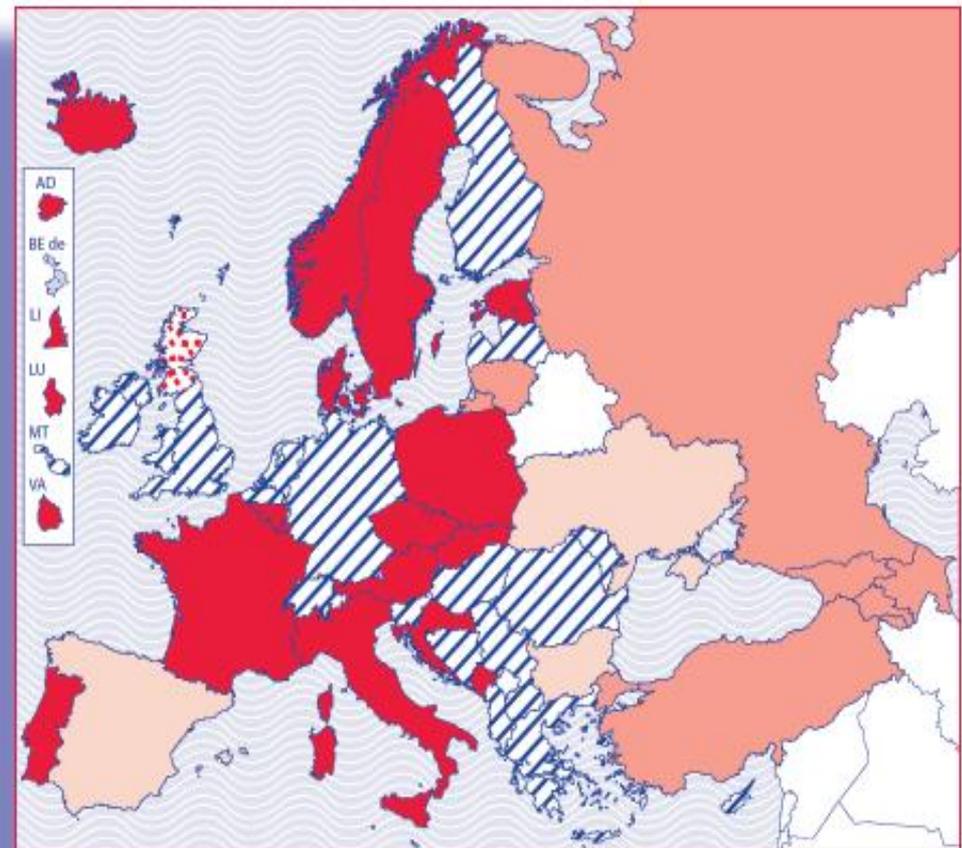
240 + 120 credits (4 + 2 academic years) model 

240 + 90 credits (4 + 1.5 academic years) model 

240 + 60 credits (4 + 1 academic years) model 

No dominant model 

Not applicable 



Source: Eurydice.

***Professor Georg Winckler***

*EUA President, 2009*

**“The Master has a crucial role to play. It is the most versatile of qualifications.**

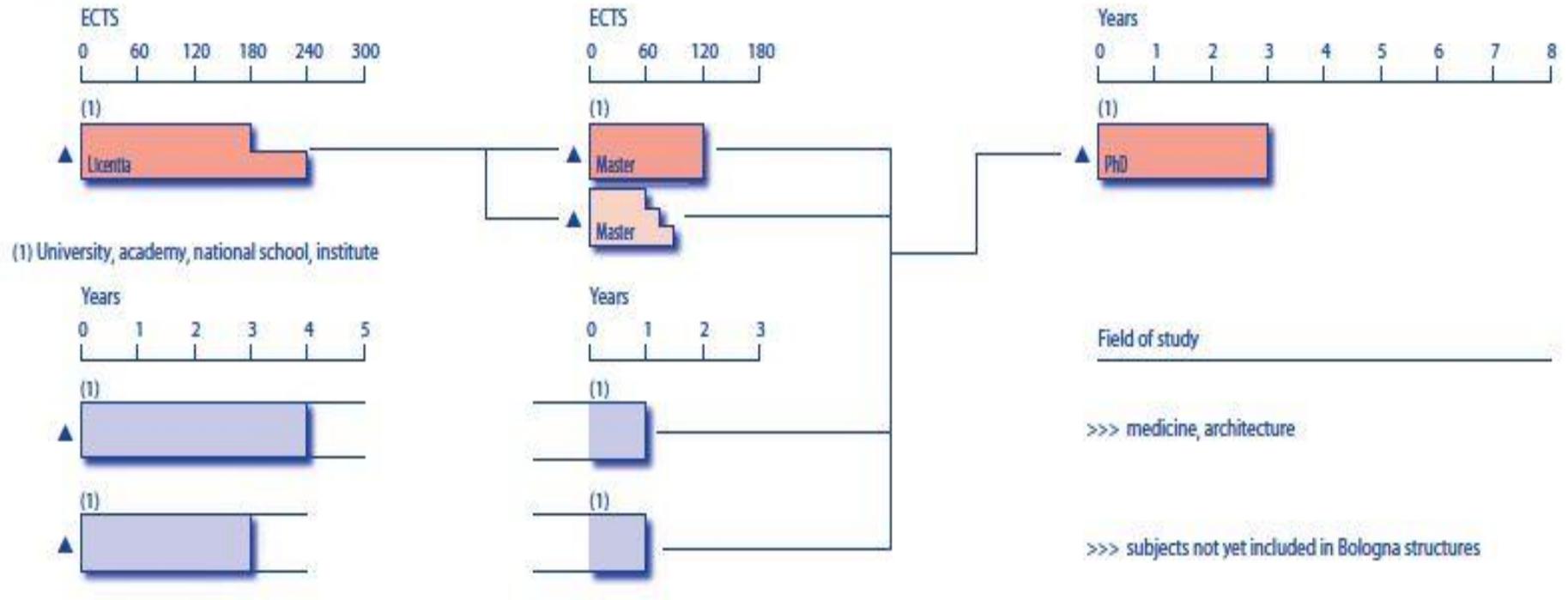
**Without it, Europe’s commitment to research and innovation could not be sustained.**

**The Master delivers the high level skills required by the knowledge economy.**

**When integrated into a comprehensive lifelong learning framework, it demonstrates just how responsive and inclusive universities can be.”**

# **2. The organization of the first two Bologna cycles in Romania**

## Higher education structure - 2010



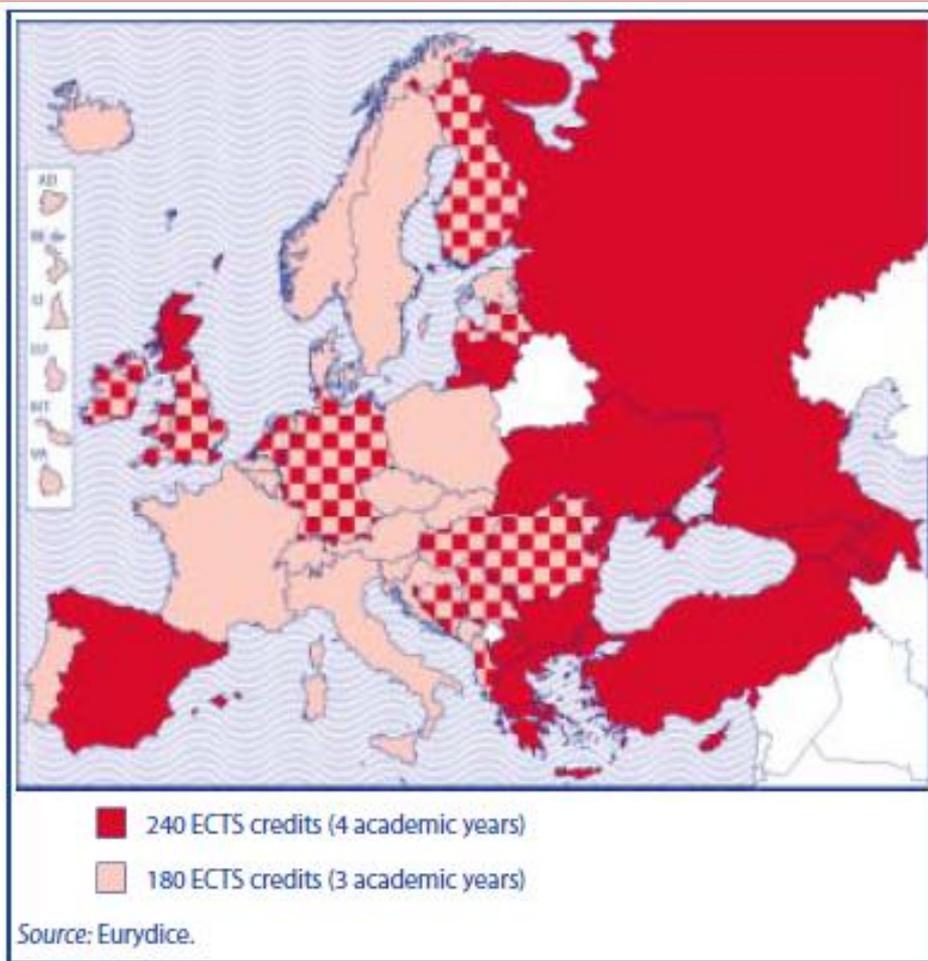
- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

### ECTS

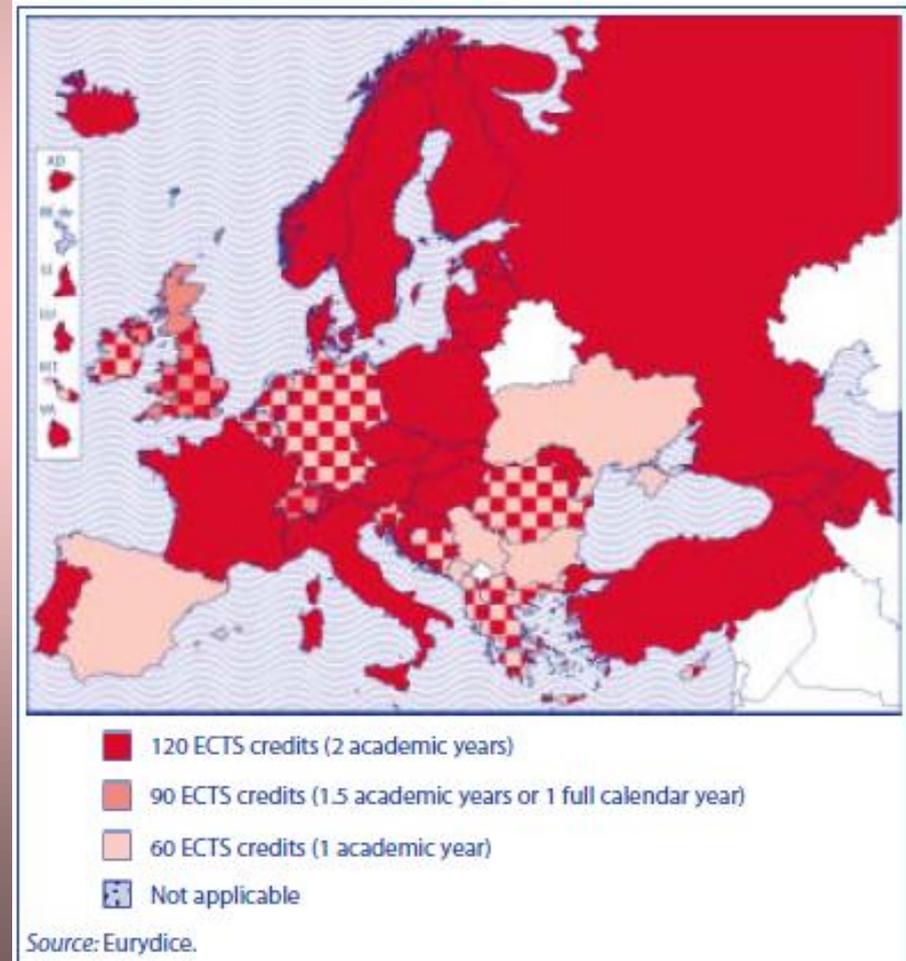
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME	programmes have admission requirements	▽	△

***Workload/duration for the most common Bachelor programmes in the Bologna countries, 2009/10***



***Workload/duration for the most common Master programmes in the Bologna countries, 2009/10***



## System overview and key information

Number of students in higher education 2008/09	891 098
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	<ul style="list-style-type: none"> <li>– Roma community</li> <li>– Persons from underdeveloped areas</li> <li>– Unemployed persons</li> <li>– Disabled persons</li> </ul>
Number of recognised higher education institutions	115
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	ARACIS – <i>Agentia Româna de Asigurare a Calitatii în Invatamântul Superior</i> (Romanian Agency for Quality Assurance in Higher Education) <a href="http://www.aracis.ro">http://www.aracis.ro</a>
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	ARACIS – <i>Agentia Româna de Asigurare a Calitatii în Invatamântul Superior</i> (Romanian Agency for Quality Assurance in Higher Education) <a href="http://www.aracis.ro">http://www.aracis.ro</a>
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	12 January 1999
Entry into force	01 March 1999

Regulation of the Recognition of Prior Learning	No legislation/regulation/policy However, Romanian legislation foresees the establishment of evaluation and certification mechanisms for professional competences acquired in other contexts than formal education.
Status of Recognition of Prior Learning	Not possible in higher education
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge, in the language of instruction and/or English
National mobility benchmarks and/or targets	There are indicators relating to internationalisation and performance, aiming to increase inbound student and staff mobility. There are no benchmarks and targets for outbound mobility.
Priority regions for attracting students	EU, Non-EU countries, Middle East, Africa



**Law no. 288/2004**

G.D. no. 88/2005; 916/2005;  
1175/2006; 676/2007;  
635/2008; 749/2009; 631/2010

**M.O. no. 3235/2005.**

14 fundamental fields;  
73 license study domains;  
>300 license programs.

**Law no. 288/2004**

G.D. no. 404/2006

**M.O. no. 3628/2008;  
4644/2008; 4666/2009.**

Master study  
domains=License study  
domains (*art. 4, alin. 2  
din GD 404/2006*)

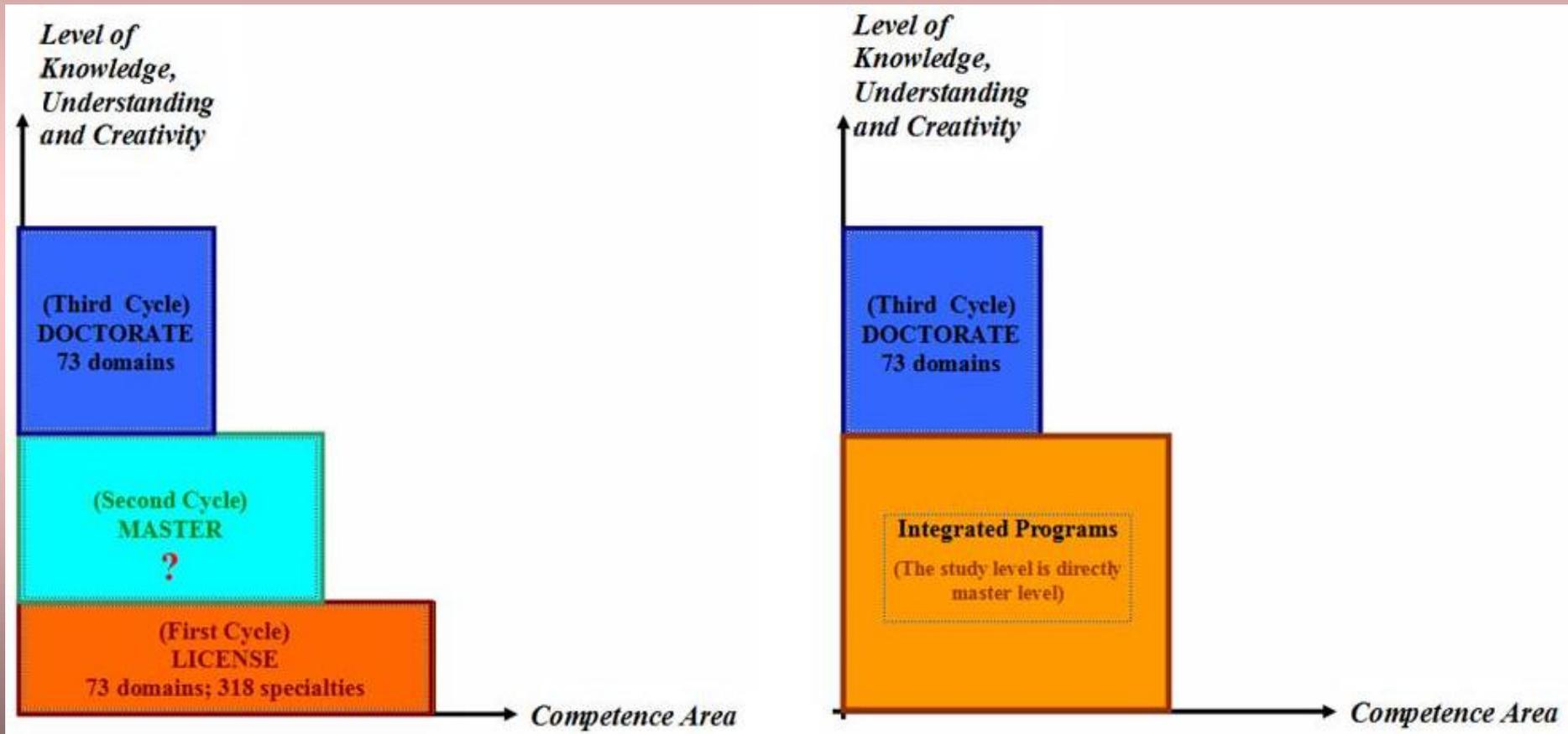
**Law no. 288/2004**

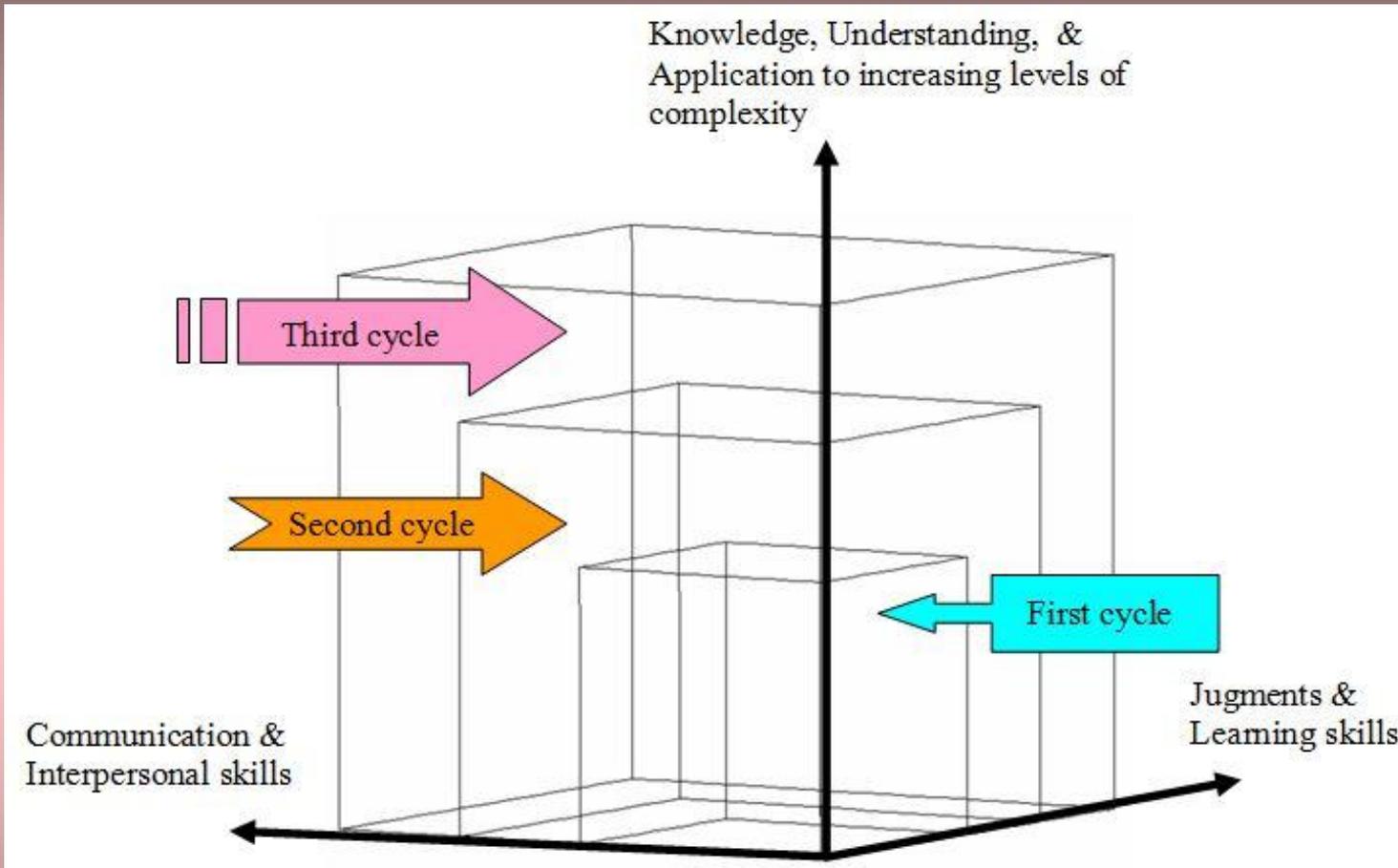
G.D. no. 567/2005

**M.O. no. 4491/2005**

14 fundamental domains;  
73 doctoral domains.

# A correlation of the university study cycles, in a 2D representation





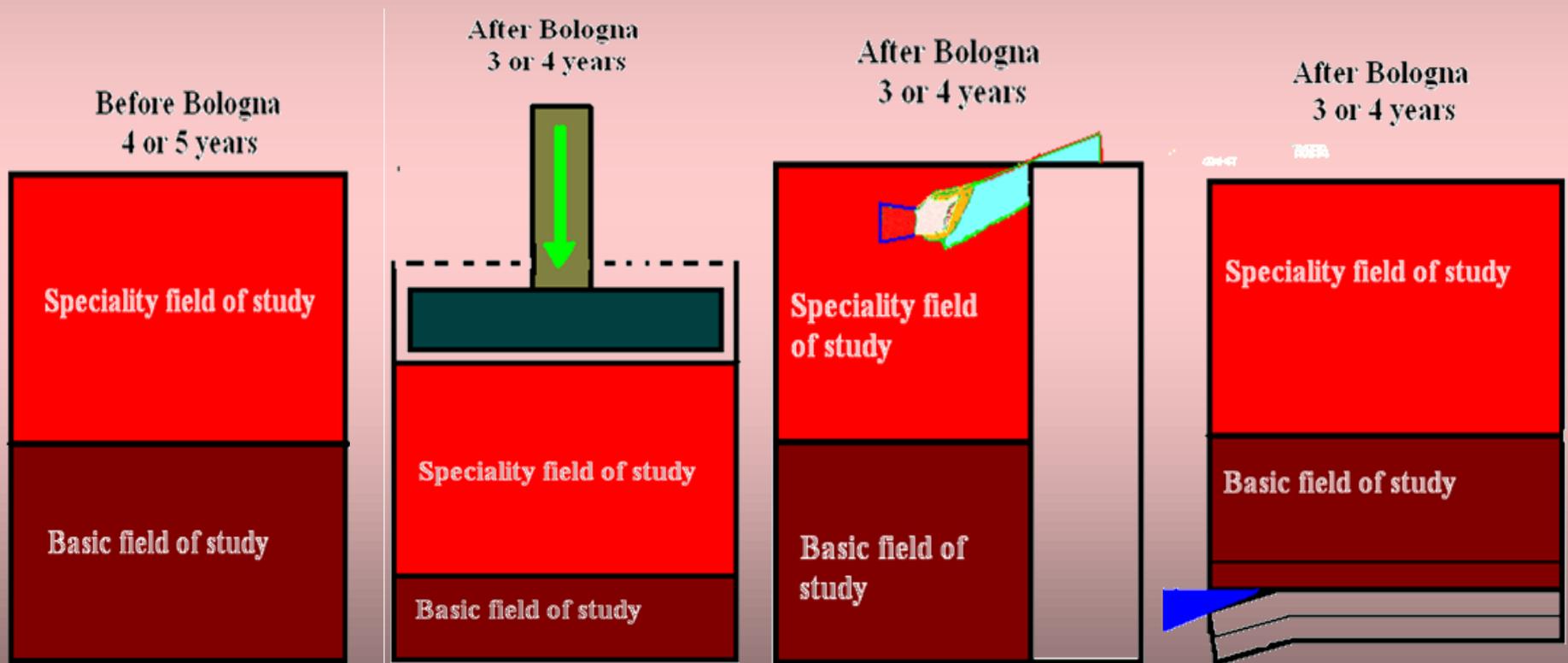
Those three cycles of Bologna Process represent a growth, at least in three directions.

It is a development of the graduate personality.

Each of the three Bologna cycles contains one major academic award – the **Bachelor** in the first, the **Master** in the second, and the **doctorate** in the third.

To obtain a Master is to reach the ceiling of the second cycle. Access to it is normally from the first cycle, while onward academic progression is to the doctorate.

## How the university management understood the Bologna Process implementation in terms of curricula design of the Higher Education in Romania



# CARTEA NEAGRĂ A PROCESULUI BOLOGNA

Exemple de implementare greșită în universitățile din România

[www.bologna.ro](http://www.bologna.ro)

Realizată de Alianța Națională a Organizațiilor Studentești din România  
în cadrul proiectului Săptămâna Bologna în Universități

## ***Bologna Black Book***

*This book is an example collection of wrong or not enough implementation of the Bologna Process reforms in Romanian universities*

Faculty council was going to vote the new curricula for a new student generation “Bologna students”; there were three proposals:

1. A curricula based on American and European standards; maximum flexibility, acceptable costs, centered on student, but many changes were necessary and some teacher jobs could be affected; it was enthusiastically supported by students.
2. The second proposal has consist in a collection of ideas, but which did not represent a proposal in fact.

3. The third proposal belonged to the professional commission. It was based on the principles of the old curricula, towards which some disciplines went out and others were moved in other years; so, a discipline was densely programmed (a half of year instead a year); this proposal was discussed between departments and ECTS were acceptable distributed (for them, not for students).

### **The result:**

**The first proposal was rejected by the faculty staff because the costs were not accepted being too high. The first proposal was not presented and debated in the faculty council.**

**The students were asked to make proposals about which discipline to be out from the new curricula (being not useful).**

**So, the students were said that they were participated to the construction of the new curricula.**

*(Bologna Black Book, page 6)*

There are many other examples, practically from all universities.

## Different visions exist regarding to the specialty to be obtained by graduating of Bologna cycles.

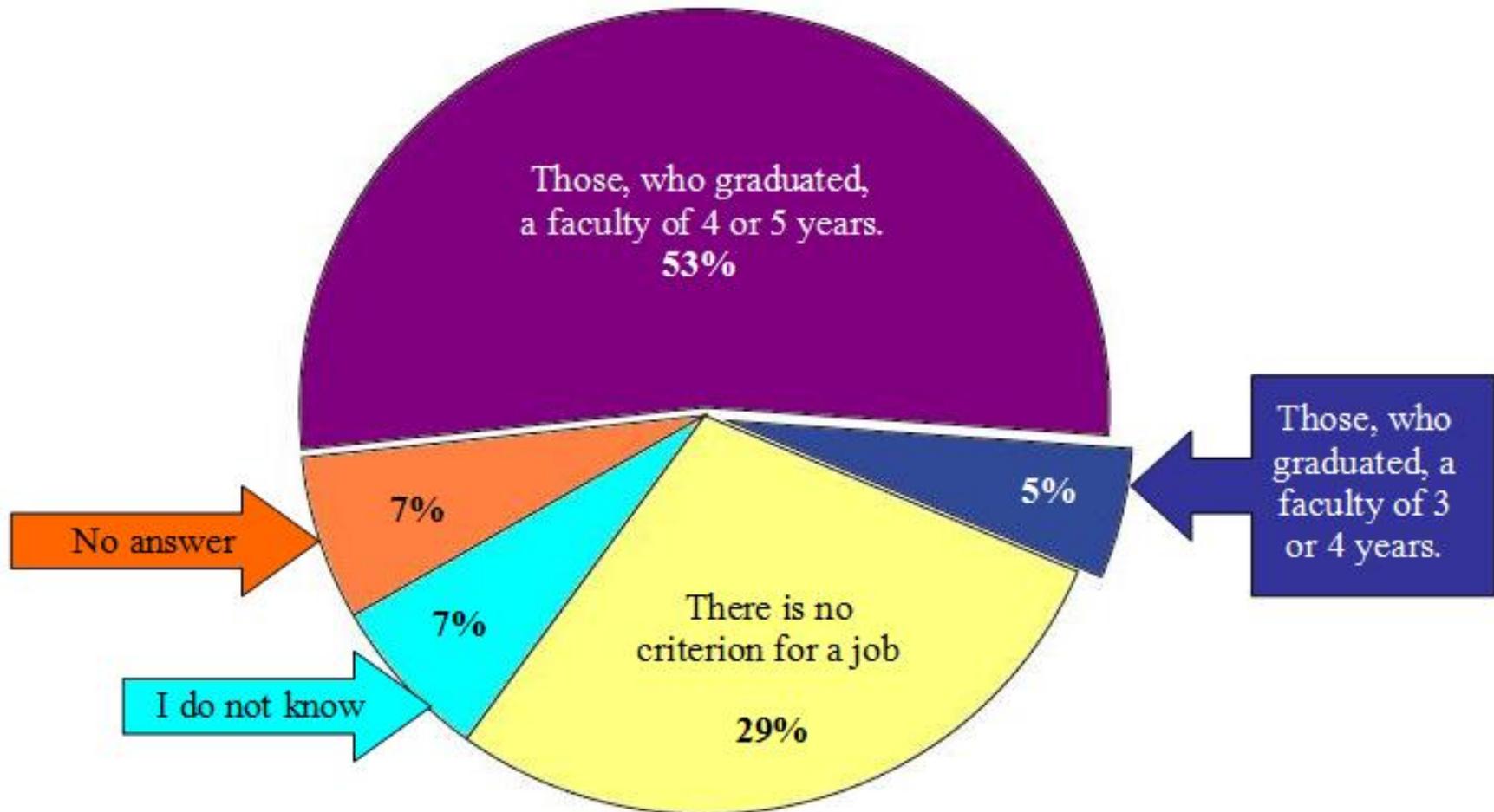
Student vision is presented in this table

	License Studies [%]	Master Studies [%]	Doctoral Studies [%]	Post-Doctoral Studies [%]
<b>Faculty Type</b>				
State	44	46	8	1
Private	34	51	14	2
<b>Programm Type</b>				
Accredited	40	50	9	1
Temporary Authorized	53	36	12	0
<b>University Dimension</b>				
< 200 students	52	21	28	0
200-999 students	45	45	10	0
1000-4999 students	40	45	13	1
5000-14999 students	49	42	8	1
> 15000 students	39	50	9	2
<b>Average</b>	41	49	9	1

... and teachers' vision in this table:

	License Studies [%]	Master Studies [%]	Doctoral Studies [%]
<b>Faculty Type</b>			
State	33	63	4
Private	37	58	6
<b>Programm Type</b>			
Accredited	33	62	5
Temporary Authorized	36	60	4
<b>University Dimension</b>			
< 200 students	38	31	31
200-999 students	38	55	7
1000-4999 students	51	44	5
5000-14999 students	36	60	4
> 15000 students	32	65	4
<b>Average</b>	<b>34</b>	<b>62</b>	<b>5</b>

## Employers prefer graduates of non-Bologna faculties



## How the master programs work:

- Many of the masters' program disciplines repeat the courses taught during the first cycle of studies
- The master's timetable is not well chosen (late at night, teachers do not come, they are un-attractive, many students already work and do not come to classes, only to the exams). Most masters are made in order to assure the workload of the teaching staff.
- *Great difficulties in defining of the 7NQF and 7EQF*

## An example referring to Mechanical engineering domain

LICENSE STUDY DOMAIN: MECHANICAL ENGINEERING					
Nr. crt.	LICENSE PROGRAMS	Nr. crt.	MASTER PROGRAMS	ECTS	Universities
1	Sisteme și echipamente termice	1	Masini termice, frigotehnie si climatizare	120	UTGhAIS
2	Mașini și sisteme hidraulice și pneumatice	1	Mecanica fluidelor aplicată	120	UTGhAIS
		2	Hidrodinamica masinilor si sistemelor hidromecanice	120	UPTM
3	Mecanică fină și nanotehnologii	-	-	-	-
4	Mașini și echipamente miniere	1	Instalații si echipamente de proces în minieră	120	UP
5	Inginerie mecanică	1	Sisteme mecanice avansate	120	UTCB
		2	Proiectarea masinilor si echipamentelor	120	UNBM
		3	Diagnoze si expertize tehnice în ingineria mecanică	120	UTGhAIS
		4	Expertize si diagnoze tehnice în ingineria mecanică	120	UPTM
		5	Inginerie mecanică avansată	120	UPTM
6	Mașini și instalații pentru agricultură și industrie alimentară	1	Eco-biotehnologii agricole si alimentare	120	UTBV
		2	Tehnici nepoluante în industria agroalimentară	120	UTGhAIS
		3	Sisteme integrate pentru fabricația agroalimentară	120	UPTM
7	Utilaje petroliere și petrochimice	1	Managementul riscului si ingineria fiabilității utilajului petrolier si petrochimic	90	UPGPH
		2	Metode moderne de proiectare si fabricare a utilajului petrochimic si de rafinare	90	UPGPH
		3	Ingineria exploatarei optime a utilajului petrolier	90	UPGPH
8	Utilaje pentru transportul și depozitarea hidrocarburilor	1	Ingineria sistemelor de transport si depozitare a hidrocarburilor	90	UPGPH
9	Echipamente pentru procese industriale	1	Analiza asistată de calculator a dinamicii masinilor si echipamentelor tehnologice	120	UDJGL
		2	Sisteme industriale pentru tehnologii moderne	120	UTGhAIS
		3	Echipamente si instalații industriale	90	UVTg
		4	Optimizarea fabricației echipamentelor de proces	120	UPTM
10	Utilaje tehnologice pentru construcții	1	Echipamente pentru dezafectarea/demolarea construcțiilor si reciclarea materialelor	120	UTCB
11	Ingineria și managementul resurselor tehnologice în construcții	1	Managementul și gestionarea situațiilor de urgență	120	UTCB
12	Utilaje pentru textile și pielărie	-	-	-	-
13	Vehicule pentru transportul feroviar	1	Sisteme avansate de demontare a vehiculelor feroviare	90	UAVAR
		2	Energoecologie în domeniul termic si al vehiculelor de transport	120	UPTM
		3	Sisteme feroviare moderne	120	UPTM
14	Utilaje și instalații portuare	1	Optimizarea tehnologiilor portuare și a funcționării utilajelor	90	UOCT

Nr. crt.	PROGRAME de MASTERAT	ECTS	Universități
1	Managementul și gestionarea situațiilor de urgență	120	UTCB
2	Managementul și optimizarea echipamentelor de proces	90	UVABC
3	Managementul mentenanței sistemelor mecanice	120	UNBM
4	Managementul calității proceselor tehnologice	120	UPTM
5	Ingineria relațiilor de muncă, sănătate și securitate în muncă	120	UPTM

## Remarks:

- ❖ There is no connection between license programs and master programs (*license and master programs have the same study domain*)
- ❖ There are license programs without the master level !
- ❖ There are some master programs, which appear to belong to other license domains, because the basic field of studies can not be found in the declared domain.
- ❖ The organization of the first two university cycles in Romania makes difficulties in construction of the National Qualification Framework.

# **3. Some proposals for better working of the second cycle**

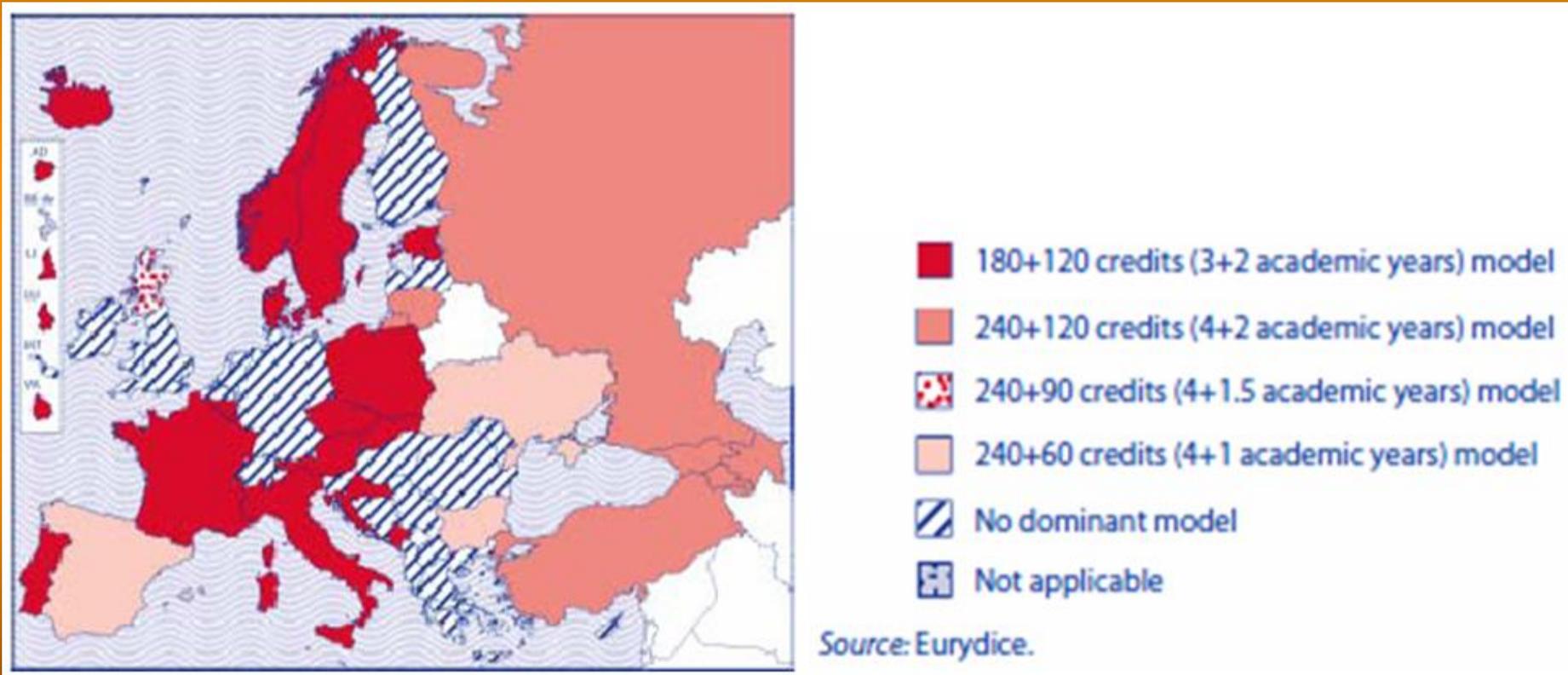
- A **suitable correlation** between curricula of first and second cycles, which to lead to a better training of a master graduate towards old graduate of a faculty of 4 or 5 years.
- An improvement of the institutional **management of master studies**.
- For a quality assurance of master programs is necessary (or much better) that **all master programs to have the same way for accrediting** (official development in a faculty) and periodically evaluated; today, **in Romania two ways exist for master program developing**: via ARACIS and via university senate; probably the number and the title of all master programs are unknown; in these conditions, what about **READABILITY** of the master, what about **INTEROPERABILITY** of the master and so on...?
- I consider that **any study program** of the first cycle degree has to offer the possibility **to be continued in the second cycle (master)** and even in the third cycle.

- ☀ Like the study programs of the first and third cycles, study programs of the second cycle (master) **might have an own defined study domain**; so, such a measure would lead to a better conditions for NQF construction. **The master study domain could be represented just by the name of the license program**; so, it would be very clear which is the basic knowledge for a master program.
- ✚ I consider that **two kinds of the master programs would have to exist**, a scientific master and a professional (vocational) master; the scientific master would be that master program, which represents a development of the license program, having the same name (same specialization but an upper level).
- In a good concordance between domain of a master program and the domain of a doctoral program, **the period of the advanced studies of the doctoral program could be recognized** so, a longer period for doctoral researching would be available.

- **The conditions for admission to a master program** would have to be more exactly defined and the **knowledge obtained in other training (educational) conditions** could be recognized.
- **Some measures for an easier recognition of the master diploma** could be elaborated; so the mobility, the readability, and the admission to doctoral studies could be improved.
- **For each job position**, the study level, **in term of Bologna education**, might be specified and might be **a compulsory condition for appointment**; nowadays, for a job with higher education no difference between license, master and doctoral studies is taken into account, exception for university and researching positions.
- **A stronger collaboration between universities and employers, business organizations and labor market** is necessary, for all three higher education levels; in Romania **ARACIS became member of ENAEE** and a special commission of permanent experts was created, which will analyze this aspect inside of periodically assessment process or for getting the label EUR-ACE.

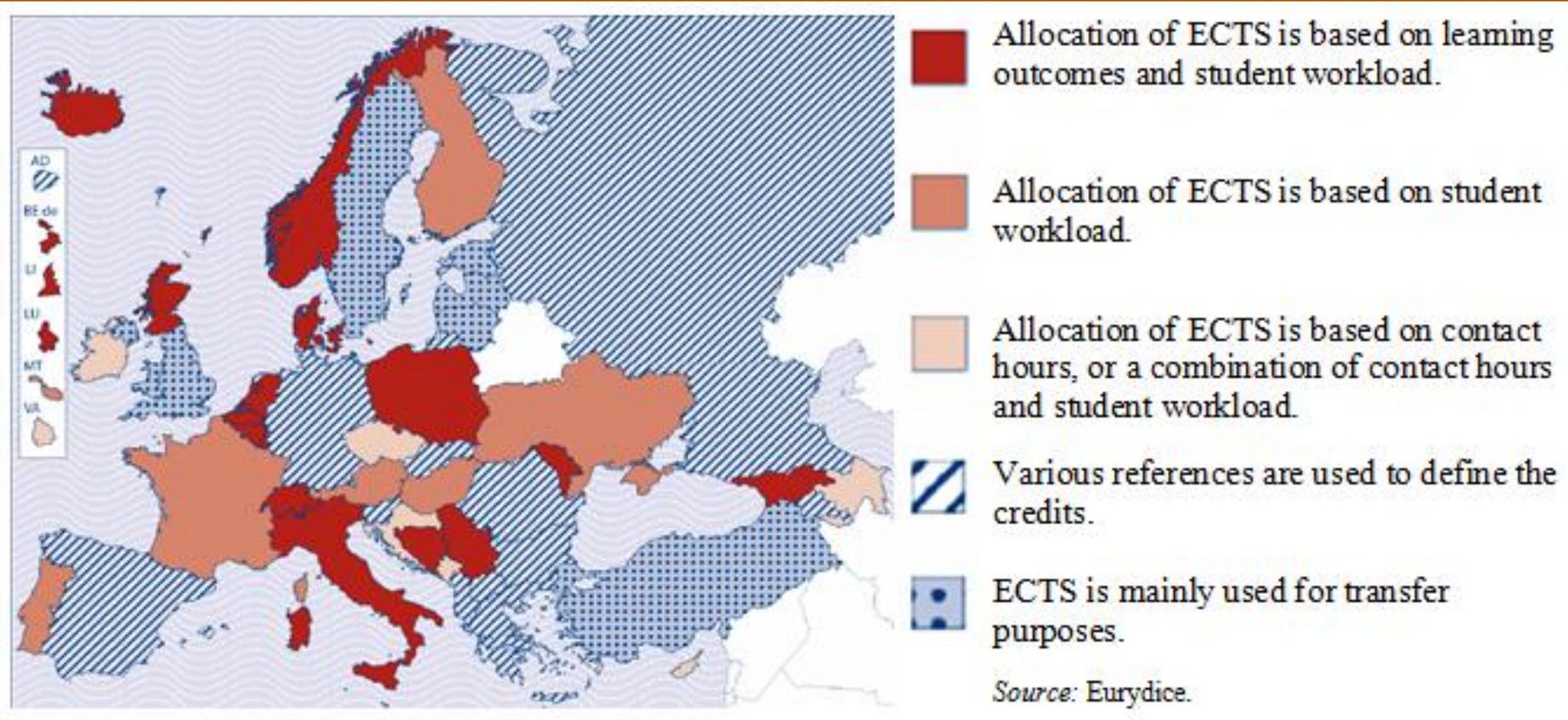
# *4 Some consideration upon ECTS*

ECTS is used in defining those three Bologna cycles. In Romania no dominant model exist. This aspect may be a favorable aspect which offers more flexibility and adaptability.



The establishing way of ECTS number, for each discipline, has an extremely importance !

## Some ways of ECTS defining, in academic year 2008-2009



**A better ECTS would have to deliver different credit numbers for different marks, for the same discipline. In this way, the recognition of the studies and the student mobility could be easier and more suitable made.**

A student, who graduated a discipline with the mark 10, has the same number of ECTS got by other student, who graduated the same discipline, in the same license study domain, but with the mark 5.

## **Is this a right and suitable system ?**

**Practically, all the conferences of Education Ministers agreed on the importance of credit systems for both transfer and accumulation, and on the need for progress on these issues.**

Just in 2001, The Salamanca Convention of Higher Education Institutions defining the goal for European higher education of organising diversity of institutions, realized that the efforts towards compatibility should not be undermined by too much variance in the definition and implementation of credits.

## As a credit transfer and accumulation system, the key goals of ECTS are:

- to improve **transparency** and **comparability** of study programmes and qualifications;
- to **facilitate the mutual recognition** of qualifications.

## THE KEY FEATURES OF ECTS ARE:

- ❖ The European Credit Transfer and Accumulation System (ECTS) is a student-centred system based on the ***student workload*** required to achieve the objectives of a programme, **objectives preferably specified in terms of *learning outcomes***.
- ❖ ECTS is based on the convention that **60 credits** measure the notional workload of an average full time student during one academic year. This includes the **time spent in attending lectures, seminars, independent study, preparation for and taking of examinations, etc**

# **Allocation of ECTS based on learning outcomes and student workload seems to be the best way !**

**This is the first proposal for improving the ECTS in Romanian higher education.**

**The second proposal is referring to the introduction of some passing gates for graduating an academic year.**

**There are some disciplines strongly based one on other, studied in different academic years; in these conditions, graduating of some disciplines, in each year, would have to be compulsory.**

# 5. Conclusions

🇷🇺 The Bologna Declaration in 1999 **set out a vision for 2010** of an internationally competitive and attractive European Higher Education Area where higher education institutions, supported by strongly committed staff, can fulfil their diverse missions **in the knowledge society**; and where students benefiting from mobility with smooth and fair recognition of their qualifications, can find the best suited educational pathways.

🇷🇺 Since 1999, **47 parties to the European Cultural Convention**, have signed up to this vision and have made significant progress towards achieving it.

- **Not all the objectives will have been reached by all the participating countries by 2010; it is, therefore, necessary that the Bologna Process should continue after 2010 so that its implementation can be finalized.**
- **First priority for the future should be given to completing the existing action lines.**

- This paper presented **some personal consideration** upon Bologna Process, especially in Romania, with the aim to create a support of debates **for improving the Bologna process working**.
- My preoccupation focused on first two Bologna cycles, **especially on master program**. In my opinion **this is the most important cycle** by the number of students addressed, by the large labor market interested in, and for all means research, including the access to the third cycle – doctoral programs.
- Today in Romania, **the master programs seem to have less attention** on Ministry Education behalf, because this study cycle, comparatively with license cycle, **is partial extracted from ARACIS authority** and it is less evaluated by an external evaluation process.
- ☀ My proposals could be **analyzed, completed** by others, **transformed** or just **rejected**. My intention was to participate with my experience for the progress in higher education under Bologna Process.

■ From all documents referring to Bologna Process, a fundamental appreciation appears: Bologna Process will not be stopped neither in 2010, nor in 2025, it remains:

**a major idea for unity,**

**a policy in the largest sense &**

**a strategy for a long time !**

● All these, for a **Europe of Knowledge**, widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium.

**Thank You !**

*I am waiting for your questions*