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**Report from the first training at the Faculty of law University of  
Montenegro in Podgorica within the CABUFAL project  
by Dr Mireille Hebing**

21<sup>st</sup> September – 22<sup>nd</sup> September 2017

Since the Management board is focused on projects progress in terms of expenditure, use of resources, implementation of activities and the delivery of results, in order to assure achievement of the defined goals of the project, one of its functions is to systematically collect and analyze relevant information about project progress. In that regard, management team is submitting this report. Also this report should be used for the future activities envisaged within the CABUFAL project.

During the first year of the project, Project coordinator, with the assistance of project management team, have taken on the realization of the activities in the Development stage of the project relating that represent the core of the project – study visits to the partner Universities and realization of the Trainings planned for the first year.

The first training planned was realized in Podgorica by dr Dr Mireille Hebing, Senior Lecturer in Sociology and Politics at Regents University (London) on September 21 and 22.

Since this was the first training within the CABUFAL project the topics covered were related to:

1. Higher Education Academy
2. Methodology in Teaching Different Standards and Programmes at UK Universities, i.e., 3 years degrees, 4 year degrees, 1 year MAs and 2 year Mas, similar programmes at different universities.
3. Comparative analysis with some other European systems.
4. Validating programmes
5. Brexit and Higher Education



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The training was organised as a series of lectures followed by the discussion between the lecturer and attending professors, teaching assistants and student representatives of the Faculty of law University of Montenegro on each topic covered.

### **First day lectures**

The first part of the lecture Higher education landscape in a Global World, changes that were brought to the higher education by changes in the global world in the area of increased competition.

Special attention was given to the fact that modern Universities now days have more and more international students. Also the question on flexibility in higher education in this new higher education landscape was given.

One part of the lecture was dedicated to the novelties brought by the Bologna process and European Higher Education Area (EHEA) to the systems of national higher education, as a result of the political will of presently 48 countries as members which, step by step during the last eighteen years, since 1999, built an area of higher education in Europe using common tools.

A special attention was given to the basis of these reforms that were implemented in the national higher education systems, on the basis of common key values – such as freedom of expression, autonomy for institutions, independent students unions, academic freedom, free movement of students and staff.

It was noted that in this process countries, institutions and stakeholders of the European area continuously adapting their higher education systems making them more compatible and strengthening their quality assurance mechanisms.

A special reminder was made to the fact that the main goal for all the countries members of the European Higher Education Area, as it is for



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Montenegro as a member from 2003 and 2007, is to increase staff and students' mobility and to facilitate employability.

The next part of the lecture was dedicated to the topics that are covered by the Bologna Process:

- Diploma Supplement
- ECTS
- New Goals
- Qualification Frameworks and the Three Cycle System
- Quality Assurance
- Recognition
- Research and Innovation
- Social Dimension
- Student Centred Learning

It was noted that the Diploma Supplement was defined as a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder.

The attendees were reminded that the European Credit Transfer and Accumulation System (ECTS) is a tool of the EHEA for making studies and courses more transparent and thus helping to enhance the quality of higher education; a learner-centered system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes; with the objective to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning. This system is based on the workload achievement and has great benefits and is one of the instruments that allows for students mobility.

A special reminder was made to the fact that Qualification Frameworks describe the qualifications of an education system and how they interlink. The National qualifications frameworks was defined and attendees reminded of what it describes; that they were developed to be compatible with



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the overarching framework of qualifications of the EHEA, adopted in 2005 consisting of three cycles (e.g. bachelor, master, doctorate); that this framework makes recognition of qualifications easier. It was noted that before the Bologna process had started, a huge variety of national higher education degrees existed across Europe. With increasing mobility of students, more and more problems for recognition did arise, but Bologna Declaration with one of the main goals to establish a common structure of easily readable and comparable degrees in European higher education gave a solution to this problem. For this purpose, all countries conveyed their national systems to a two cycle structure consisting of a first (undergraduate) and a second (graduate) cycle.

It was noted that the first cycle leads to a qualification („Bachelor”) which is obtained after successful completion of a study programme with 180 – 240 ECTS credits, lasting typically three years. The second cycle leads to a qualification („Master”) which is obtained after successful completion of a study programme with 60 – 120 ECTS credits. These ranges for undergraduate and graduate programmes have been defined with the development of the Framework of Qualifications for the European Higher Education Area. Like the degree structure it should cater for comparable and transferable qualifications and facilitate mobility and recognition irrespective where and how learning outcomes have been achieved. It was also noted that the European and national qualifications frameworks are based on the European Credit Transfer and Accumulations System (ECTS) in terms of quality (learning outcomes) and quantity (workload).

A note was given to the question of Quality Assurance, which is the one of the purposes of the Bologna Declaration - to encourage European cooperation in quality assurance of higher education with a view to developing comparable criteria and methodologies. Attention was given to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" drafted by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation and consultation with its member agencies and the other members of the “E4 Group” (ENQA, EUA, EURASHE and ESU), both original form 2005 and newly adopted in 2015. It was noted that the Quality assurance and its mechanisms although a priority for the Bologna



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Process, are not perceived as an end in themselves; but as a chance to enhance the quality of teaching and research and, in this respect, quality assurance agencies act as a support for institutions in their continuing development and, equally, have a key role as protectors of the public interest. Attendees were reminded that in 2005 - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were drafted by the European Association for Quality Assurance in Higher Education (ENQA).

Attendees were reminded of the provisions of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region - Treaty No.16; jointly drafted by the Council of Europe and UNESCO; designed to streamline the legal framework at European level and to replace in the long run six conventions adopted in this matter by the Council of Europe or UNESCO; its aims to facilitate the recognition of qualifications granted in one Party in another Party. A special reminder was given to the fact that the recognition can only be refused if the qualification is substantially different from that of the host country which must be proved by its educational institution.

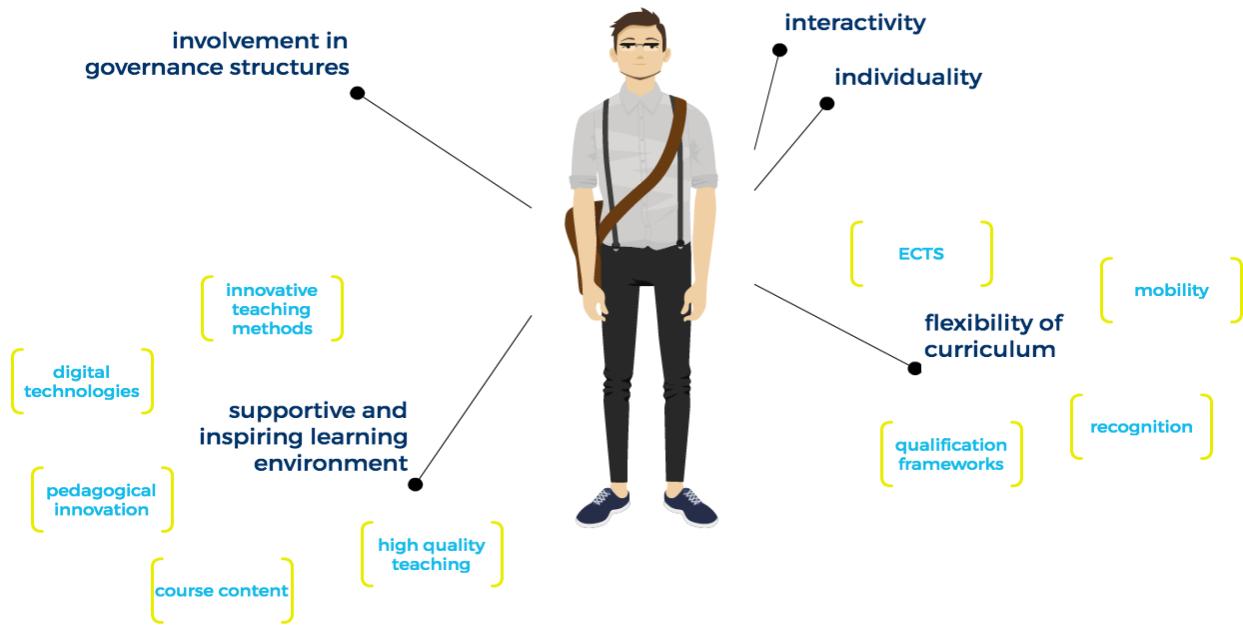
Attention was given to the fact that the Bologna Process refers to the synergies between education, research and innovation transversally, while it addresses other action lines such as the learning cycles, mobility, recognition and internationalization. The higher education fosters innovation and creativity in the society, and, in the same time, higher education itself needs to be based on the current state of the art in research and development. Therefore, the conclusion was that it is hard to imagine a higher education institution disconnected from research. Higher education needs to be based on the current state of the art in research and development, and to maintain a broad, advanced knowledge base for our societies, securing closer links overall between the higher education and research sectors.

A Social Dimension of the process and the importance of students being able to complete their studies without obstacles related to their social and economic background was discussed in detail. It was noted that this process must include the widen participation in higher education and support



institutions; relevant learning activities; improve permeability and articulation; enhance the social dimension; improve gender balance; widen opportunities for access and completion; international mobility, for students from disadvantaged backgrounds; provide mobility opportunities for students and staff from conflict areas.

Student-centered learning (SCL) as an approach to education, which aims at overcoming some of the problems inherent to more traditional forms of education by focusing on the learner and their needs, rather than being centered on the teacher's input, was the one of more discussed themes at this lecture. This approach was especially interesting since it has many implications for the design and flexibility of curriculum, course content, and interactivity of the learning process and is being increasingly used at universities across Europe.



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Employability as one of the main goals of the process was discussed in detail. It was noted that employability is often perceived as the chance to become employed for a job in today's economy, and that knowledge, skills and



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competences have to be maintained and refined in order to keep pace with the constantly changing outside world.

Within the Bologna Process, employability results in strengthening the relevance of graduates' opportunities to start their professional life based on their higher education. The discussion is based on scientificness and transferability, i.e. on subject-specific and generic competences including individual processes through lifelong learning.

Since the Implementation, Monitoring and Stocktaking are of the specila importance various procedures were set in place. It was noted that all reports are available online at:

<https://www.ehea.info/pid34367/implementation-and-national-reports.html>

Lecturer gave a special attention to Internationalisation and Mobility and to how Bologna Policy Forum – is mainly working towards how the EHEA relates to the rest of the world. A special note was given to main objectives and policy areas of the EHEA and the Bologna Process; Study abroad; Quality mobility; and Portability of grants.

Lifelong learning was the theme of the next part of this lecture, that has been recognized as an essential element of the European Higher Education Area. A Europe built on a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies, and to improve social cohesion, equal opportunities and quality of life.

Attention was given to the need to embed lifelong learning within higher education, in order to meet the challenges of the future. This includes the particular challenges arising from the changing demography of EHEA. the results were noted: the widening access to higher education; creating more flexible, student-centred modes of delivery; improving the recognition of prior learning, including non-formal and informal learning; developing national qualifications frameworks; and improving cooperation with employers, especially in the development of educational programmes.



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It was noted that the New Goals - Thinking about new priorities is essential.

### **Second day lectures**

The lecturer gave an overview of different types of Degrees obtainable by students within EHEA:

- Bachelor programmes (BSc, BA, LLB)
- Masters programmes (MSc, MA, LLM) (Taught, Mres)
- Mphil
- PhD

The lecturer gave an overview of different types of Degrees obtainable by students in United Kingdom:

- BA, BSc, LLB typically 3 years
- MA, MSc, 1 year

The lecturer gave an overview of different types of Degrees obtainable by students in Netherlands (University of Amsterdam):

- BA, BSc, LLB typically 3 years
- MA, MSc, 1 year

The lecturer gave an overview of different types of Degrees obtainable by students in Czech Republic (Charles University, Prague)

- BA, BSc, LLB typically 3 years
- MA, MSc, 2 year

This lecture gave an opportunity to compare some of the systems within the EHEA and their specificities.



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In the second part of the lecture the lecturer gave an overview of different UK Agencies and their competences in the area of higher education:

- HEA (Higher Education Academy)
- QAA (Quality Assurance Agency)

The Higher Education Academy (HEA) is the national body which champions teaching excellence. They work with governments, ministries, universities and individual academics in the UK, and around the globe. They focus on the contribution of teaching as part of the wider student learning experience; champions teaching excellence in higher education across the globe to improve student outcomes; focus entirely on improving approaches to teaching, and individual teaching practice, to help improve the student journey into, through and beyond higher education; help to raise the profile of teaching so that staff are recognised for their work and are motivated to keep developing their knowledge and careers.

The Higher Education Academy is an independent, not-for-profit, charitable and non-regulatory organization working for, and on behalf of, the whole sector.

The HEA's charitable objective is to promote higher education for the public benefit by: providing strategic advice and co-ordination to the higher education sector, government, funding bodies and others on policies and practices that will impact upon and enhance the student experience; supporting and advancing curriculum and pedagogic development across the whole spectrum of higher education activity; facilitating the professional development and increasing the professional standing of all staff in higher education.

Higher Education Academy Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning.



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HEA Fellowships are:

- PG Cert in Higher Education – can lead to Fellowship
- Associate Fellow - If you are able to provide evidence of effectiveness in relation to your professional role which will typically include at least some teaching and/or learning support responsibilities, by applying for Associate Fellowship you will present an understanding of specific aspects of effective teaching, learning support methods and student learning.
- Fellow - If you are able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning roles and can demonstrate a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning.
- Senior Fellow - If you can demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You may be an experienced member of staff able to demonstrate impact and influence on other colleagues through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas.
- Principal Fellow - If you can demonstrate a sustained record of effective strategic leadership in academic practice and development and you are highly experienced with wide-ranging strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.

Quality Assurance Agency (QAA) is important when validating programmes. Quality assurance of UK higher education determines the academic standards and quality of learning that students can expect to receive. It is governed by QAA according to The Quality Code, which is a set of 19 key expectations that UK higher education providers are required to meet. QAA also provide a range of other guidance material, for example covering topics as the award of academic credit, the equivalence of qualifications throughout the



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countries of the UK, and how contact hours and assessment contribute to the quality of your education.

This agency gives the framework for higher education qualifications in England, Wales and Northern Ireland; Quality Assurance – guidance on learning outcomes; and guidance on learning, teaching and assessment strategy.

The next part of the lecture was dedicated to challenges to the higher education sector in United Kingdom, and especially to:

- Introduction of Tuition Fees
- Immigration Policies
- Brexit
- Diversification of Student Body
- Global Competition
- National Student Survey

The lecturer gave a presentation of the Regent's University London as an independent University, with the International and diverse student body. The special attention was given to the question - How do we confront this challenging environment?

The focus was set on improving quality of teaching. The topics covered in this part of the lecture and following discussion were:

- Head of Academic Practice
- Two Faculties (BAM and HASS)
- Each Faculty has a Dean, and an Associate Dean
- Associate Dean is responsible for Quality Assurance (LTA, Validations etc)
- HEA fellowships (PGCert in HE)
- LTA Strategy
- Student Services (Student Hub, skills, support, counselling, workshops)
- Personal Tutoring



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In the last part of the lecture the lecturer gave a presentation of current theoretical and practical approaches to Teaching. The topics covered in this part of the lecture and following discussion were:

- Modern teaching methods across Europe, a move away from traditional teaching (lecturing) methods.
- More student centred teaching:
  - Interaction
  - Experiential learning (Art, MUN, projects)