Charles University after 15 years of the Bologna Process

UNICA - EduLab

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Basic Facts about Charles University

• Founded in 1348
• Multi-field comprehensive university: *more than 300 accredited degree programmes offer over 642 various courses*
• Structure: 17 faculties and 3 institutes
• Students: 51 thousand
  – *more than 7 thousand foreign students* (roughly 40% are Slovaks, one third study of foreign students in English)
• Employees: 7.8 thousand
  – of which academic and scientific: 4.4 thousand (56%)
  – of which others: 3.4 thousand (44%)
• Budget: 8.3 billion CZK
  – of which roughly one third each are
    • block grants and subsidies for educational activities
    • funding for research, development and innovation
    • university revenue streams
Degree programmes at CU in 2013

STUDENTS
• BA programmes almost 18,5 thousand students
• MA programmes almost 9,5 thousand students
• not structured (long) MA programmes 15 thousand students
• PhD programmes almost 7,7 thousand students

NEW ENTRANTS
• BA programmes almost 6,9 thousand students
• MA programmes almost 3 thousand students
• not structured (long) MA programmes 3,6 thousand students
• PhD programmes almost 1,3 thousand students
New entrants: undergraduate and graduate degree programmes 2000 - 2013
Students: undergraduate and graduate degree programmes 2003 - 2013
Questions/hypotheses

• There is (strong?) opposition against Bologna.
• Faculties would like to go back to non-structured studies.
• Two-tier structure harms mobility.
• Faculties are not happy with two „sets“ of theses. However,
  • there is better permeability between different study fields, different institutions;
  • the drop-out rate will be lower.
We have asked our faculties and analysed data:
2014 mapping exercise under the KREDO Project

• Questionnaire distributed to all faculties – questions dealing with
  – the process of restructuralisation and its consequences: e.g. Is there
    the expected permeability (horizontal and/or vertical) among
    faculties? Among degree programmes?
  – recognition
  – ECTS credit system
  – accreditation process
  – internationalisation:
    • foreign language courses
    • foreign language programmes
    • foreign students
    • language of theses
    • joint/double degrees
• Data analysis. Data provided by the information system of CU
Restructuralisation of studies

• The two tier degree structure has been implemented gradually and followed different field and faculties’ needs

• The process started in 90s, accelerated at the beginning of the new millennium (amendment to the Act on Higher Education) and was basically completed in 2008 – 2009 (in some degrees first graduates only in 2014/2015) – more than 10 years

• Degree programmes which remained not structured: General medicine (at five faculties), Dental medicine (at three faculties), Pharmacy, Law and legal science, Teacher training for primary school and Catholic theology
  – In these programmes there are more than 30 % of the total number of students;
  – There is no intention to change them
Several models of restructuralisation: Long MA degree as the main degree programme

- One faculty which provides only long MA degree programmes
  - Faculty of Law
- Restructuralisation of studies did not happen in the main degree programmes:
  - Faculties of medicine and Faculty of Pharmacy
  - To a different extent there are either professional Bachelor's degree programmes and/or Master’s degree programmes leading to a health/pharmaceutical professional degree
  - These programmes have been developed directly as structured
  - Different opinions of medical faculties concerning some qualifications (e.g. physiotherapist) – Is the BA degree enough?

- In total seven faculties;
- Majority have also structured form of studies.
Several models of restructurisation:

Faculties have only structured studies

1. Restructuralisation was realised in a short time (within 1-2 years), different time periods
   - 90s of the last century – Faculty of Social Sciences – undertook the reform on the basis of their own beliefs (unique at CU)
   - in 2003 (according to the amendment to the HE Act): Faculty of Mathematics and Physics and Faculty of Science

2. Restructuralisation was realised in a longer (long) time
   - Protestant Theological Faculty - structured studies since 2009, however already since 2000 majority of new entrants in BA degree programmes - important collaboration mainly with German theological faculties
   - Faculty of Arts – ten years - till 2010/2011- in some fields first graduates in 2014/2015
   - Hussite Theological Faculty, Faculty of Physical Education and Sport- started in 2006

3. There is one faculty established at the model of the two-tier structure from its very foundation
   - Faculty of Humanities – liberal arts model –former institute which should provide general humanistic education for the whole university – later bachelor degree – in 2000 a new faculty was established
     • unique model at Charles - University as well as in the Czech Republic
Several models of restructuralisation: Faculties with long MA and structured studies

- Fast restructuralisation, however, there are also long MA degree programmes
  - Catholic Theological Faculty (in 2002), non-structured degree programme *Theology*,
  - Faculty of Education (in 2006) non-structured degree programme *Teacher training for primary schools*.

- Both models are realised, depending on the nature of the degree programme
Problems identified

• Some faculties did not meet major problems (Faculty of Social Sciences) or just those which occur if something new is implemented
• The labour market does not provide clear distinction between Ba and MA
• Growing administration (doubled entrance and final exam, final theses, number of final ceremonies...)
• Problems with admitting students from other HEIs, even other faculties
  – growing heterogeneity of groups
  – lower completion rate for those who came from another institution
  – duplicities between BA a MA
  – Faculty of Science model: BA – theoretical subjects – basis of science education – often continuation in MA is expected – the heterogeneity is solved by a higher number of optional subjects – however students are obliged to chose alternatively out of them
Problems - cont.

• Not enough space for practically oriented subjects
• At some faculties there was no curricular reform
• Problems in teacher training (different faculties prepare for lower secondary, different for upper secondary schools)

Faculty of Pedagogy – lower secondary: deep curricular reform but
  – there are no national standards for a teacher training for different levels of education (neither NQF has been implemented in the CR);
  – process of restructuralisation harmed by national policy discussion – Is it necessary for a teacher to have a qualification at Master level? Is BA not enough and more efficient (economically)?
  – there is a problem with practical training - previously started in the third year of the 5-year teacher training, at present in MA degree

Remaining faculties (upper secondary) – prefer structured studies
Advantages identified

- Better mobility (between fields, international, between HEIs,...)
- More openness for students from different faculties
- Better compatibility with EHEA countries – improved mobility within ERASMUS
- Structured studies enable more flexibility – in a combined form more attractive if structured
- A possibility to get a degree (HE qualification) after three years
- Better structured study paths, more systemic division of different levels of education
  - BA – direct education – more teaching focused; at some faculties more general
  - MA – focus on specialisation and diploma thesis
  - PhD – scientific preparation, focus on scientific work
- New degree programmes at BA level were created
- New specialisations at MA level were created
Permeability

<table>
<thead>
<tr>
<th>year</th>
<th>MA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>total</td>
<td>different HEI</td>
</tr>
<tr>
<td>2012</td>
<td>3.638</td>
<td>1.078</td>
</tr>
<tr>
<td>2013</td>
<td>3.672</td>
<td>1.068</td>
</tr>
</tbody>
</table>

- Complicated: many factors which influence, restructuralisation of studies is only one of them
  - e.g. Faculty of Math. and Physics - fully structured studies; almost all students continue, those who come from another institution fail significantly more often
  - F. of Humanities based on the possibility to admit students from other faculties
Permeability cont.

• Different at different faculties
• Some factors to influence:
  – Uniqueness of the specialisation, degree of specialisation, how the entrance conditions have been settled, what was the quality of the previous degree, adaptability of students to a more research oriented MA
• More used by faculties of social sciences and humanities (Faculty of Humanities which was built on the liberal arts model)
• Students who finished their degree at a different faculty/HEI fail more often
## MA students registered in 2010-2012

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total</th>
<th>Previous BA studies realised at</th>
<th></th>
<th></th>
<th></th>
<th>Rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Charles Univ.</td>
<td>other</td>
<td>public HEI</td>
<td>private HEI</td>
<td>not known</td>
<td>the same</td>
</tr>
<tr>
<td>1. Faculty of Medicine</td>
<td>155</td>
<td>87</td>
<td>21</td>
<td>39</td>
<td>2</td>
<td>6</td>
<td>56%</td>
</tr>
<tr>
<td>2. Faculty of Medicine</td>
<td>81</td>
<td>43</td>
<td>23</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>53%</td>
</tr>
<tr>
<td>3. Faculty of Medicine</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Protestant Theological F.</td>
<td>89</td>
<td>60</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>24</td>
<td>67%</td>
</tr>
<tr>
<td>Faculty of Pharmacy</td>
<td>87</td>
<td>53</td>
<td>2</td>
<td>29</td>
<td>0</td>
<td>3</td>
<td>61%</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>2325</td>
<td>1193</td>
<td>193</td>
<td>533</td>
<td>41</td>
<td>365</td>
<td>51%</td>
</tr>
<tr>
<td>Faculty of Humanities</td>
<td>1009</td>
<td>355</td>
<td>171</td>
<td>305</td>
<td>69</td>
<td>109</td>
<td>35%</td>
</tr>
<tr>
<td>F. of Social Sciences</td>
<td>2281</td>
<td>955</td>
<td>148</td>
<td>435</td>
<td>92</td>
<td>651</td>
<td>42%</td>
</tr>
<tr>
<td>F. of Physical Education</td>
<td>1019</td>
<td>570</td>
<td>52</td>
<td>261</td>
<td>74</td>
<td>62</td>
<td>56%</td>
</tr>
<tr>
<td>Hussite Theological F.</td>
<td>260</td>
<td>191</td>
<td>11</td>
<td>25</td>
<td>4</td>
<td>29</td>
<td>73%</td>
</tr>
<tr>
<td>Catholic Theological F.</td>
<td>223</td>
<td>111</td>
<td>27</td>
<td>48</td>
<td>13</td>
<td>24</td>
<td>50%</td>
</tr>
<tr>
<td>F. of Medicine in HK</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. of Medicine in Plzen</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. of Math. and Physics</td>
<td>882</td>
<td>782</td>
<td>10</td>
<td>46</td>
<td>2</td>
<td>42</td>
<td>89%</td>
</tr>
<tr>
<td>Faculty of Pedagogy</td>
<td>1226</td>
<td>835</td>
<td>51</td>
<td>216</td>
<td>24</td>
<td>100</td>
<td>68%</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>1258</td>
<td>1254</td>
<td>55</td>
<td>239</td>
<td>2</td>
<td>42</td>
<td>74%</td>
</tr>
</tbody>
</table>
Completion

• Data concerning completion rates and not completed studies have been collected annually and published in annual reports but they were not part of the discussions concerning strategic development

• Attention attracted during the U-Multirank data collection

• Completion rates:
  – BA: around (slightly below) 50%
  – MA: 75 - 80%
  – Long MA: around 62%
Completion

• Situation at the faculties differs a lot (analysed according to the degree programmes from 12% to 75%)
• In science, mathematics, physics students usually leave during the first year of BA
• In social sciences and humanities there are more drop-outs also during later years of studies
• Possible factors identified:
  – Growing numbers of students, more diversified student body in a combination with
  – Strong academic and research orientation of the university
  – Depends how the admission procedure is organised
• A challenge: More permeability seems to lead to a higher drop-out
• Concluding remarks
There is (strong?) opposition against Bologna. Faculties want to go back to non-structured studies.

- All faculties said NO with an exception of the Catholic Theological Faculty.
- However, there were some suggestions for particular degree programmes. It seems that the division line is the professional (semi-professional) orientation of the programme:
  - Faculties argue that the curriculum (theoretical background and consequently practical training) in more logical, there is more time for practical training
  - Teacher training but for basic school (lower secondary) (Faculty of Pedagogy) versus teacher training for upper secondary school which is realised at different faculties (of mathematics and physics, arts, science)
  - Other suggested disciplines: theology, non-medical health education: physiotherapy etc.
  - There is a difference what the leadership of the faculty thinks, what the student think, what the programme garant thinks

- The conclusion seems to be „better NO – the main problem of the Czech HE is non-stability, on-going reforms, limited possibilities to think about strategic development [which is strongly required ]- „avoid cataclysmic changes“
Two-tier structure harms mobility. Faculties are not happy with two „sets“ of theses.

- Surprisingly mobility was considered to be smoother and better structured. It is necessary to say that at CU the focus on mobility is in MA and PhD programmes.
- Two theses were in majority evaluated in a positive way, only exceptionally another form of final work was suggested; usually in (semi)professional BA programmes (klauzura) – e.g. In some specialisations at the Faculty of Arts or at the Pedagogical Faculty.
There is permeability between different study fields, different institutions; the drop-out rate will be lower.

- The first hypothesis was not confirmed
  - Rigidity of some faculties? Policy of some?
  - Reputation of Charles University?
  - Attractiveness of degree programmes?
  - Etc.
- The second hypothesis was not confirmed either
  - Highest retention in MA (more than \( \frac{3}{4} \) of students graduate)
  - Higher drop-out if a student studies in parallel in more degree programmes (so far we have not researched whether he/she finishes at least one programme)
  - Those who finished BA at a different HEI leave twice more often
  - BA – only 50% graduate,
- However: in some programmes out of those who dropped out more than 70% of students have not gained a single credit during the first year of their studies! 50% and more is also not exceptional!
Some remarks at the end

• The results differ a lot faculty to faculty – impossible to draw conclusions – follow up research is necessary (permeability, completion and retention)
• The faculties have accepted the structured studies, they have found their way to deal with them
• They see the problems in on going reform and non-stability of the system
• HOWEVER it seems that the dividing line – STRUCTURED/NON-STRUCTURED lies in the fact whether a programme is (semi) professionally oriented (i.e. leads to a concrete qualification)
• Majority of professionally oriented degree programmes has not been structured and there is no intention to change.
• For those professional programmes for which the BA is not a sufficient qualification and which have been structured there is feeling that going back to non-structured 5-year MA programme would lead to improvement (Teacher Training for Lower Secondary Education, some non-medical health specialisations, some theological specialisations)
Recources

• Data of the Charles University, calculated by the Analytical and Startegic Unit

• [www.cuni.cz](http://www.cuni.cz) – in Czech only
  – section „Univerzita“ e.g. „Univerzita v číslech“, annual reports a self-evaluation reports
  – section „Věda a výzkum“ – subsection „Analytické a projektové činnosti“ – item „Analýzy“
Thank you for your attention and look forward to your questions

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