



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 restructuring 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 restructuring: Long MA degree as the main degree programme

- One faculty which provides only long MA degree programmes
 - Faculty of Law
- Restructuring 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 restructuring: Faculties have only structured studies

1. Restructuring 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. Restructuring 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 restructuring: Faculties with long MA and structured studies

- Fast restructuring, 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 restructuring 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

| | MA | | | PhD | | |
|------|-------|---------------|-----|-------|---------------|-----|
| year | total | different HEI | % | total | different HEI | % |
| 2012 | 3.638 | 1.078 | 30% | 1.394 | 392 | 28% |
| 2013 | 3.672 | 1.068 | 29% | 1.368 | 428 | 31% |

- 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

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) is 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.

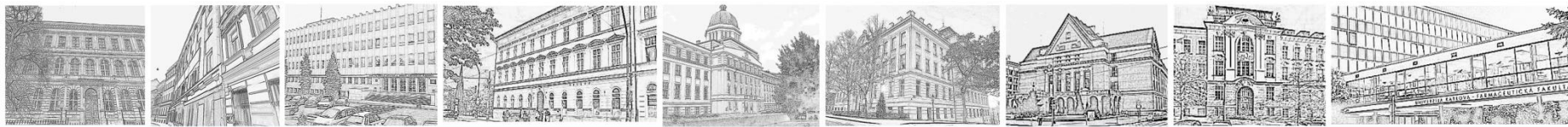
- The first hypothesis was not confirmed
 - Rigidity of some faculties? Policy of some?
 - Reputation of Charles University?
 - Attractiveness of degree programmes?
 - Etc.
- The second hypothesis was not confirmed either
 - Highest retention in MA (more than $\frac{3}{4}$ of students graduate)
 - Higher 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 – 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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