








**Curriculum development
in Bologna process**

Bela MARKUS
University of West Hungary
College of Geoinformatics




UWH

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Content

- Bologna process
- GEO at present
- Changes in Hungary
- GEO under changes
- Future plans

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Bologna process

The basic aims of the Bologna Declaration may be summarised in three key words:

- mobility,
- employability, and
- competitiveness.








Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Bologna objectives

- adoption of a system of easily readable and comparable degrees;
- adoption of a system essentially based on two main cycles, undergraduate (bachelor - BSc) and graduate (master – MSc);
- establishment of a system of credits – such as in the European Credit Transfer System (ECTS) - as a proper means to promoting the most widespread student mobility;
- promotion of mobility by overcoming obstacles to the effective exercise of free movement;
- promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies; and
- promotion of the necessary European dimensions in higher education.

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Berlin Communiqué - 2003

- At the Conference of Ministers it was proposed to foster the process in the next two years.
- It is important to strengthen the efforts
 - to promote effective quality assurance systems,
 - to step up effective use of the system based on two cycles (BSc, MSc) and
 - to improve the recognition system of degrees and periods of studies.





Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - branches

BSc (6 semesters - full time, 8 semesters – part time)

- Land surveying : 1972 –
 - Geoinformatics : 2001 -
- Land consolidation : 1975 –

| Subject | Percentage |
|---|------------|
| Professional subjects | 48% |
| Nature-science, engineering and agriculture | 16% |
| Specializations | 15% |
| Thesis | 10% |
| Field courses | 7% |
| Economy and humanities | 4% |

Bela Markos: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - branches

BSc (6 semesters - full time, 8 semesters – part time)

- Land surveying : 1972 –
 - Geoinformatics : 2001 -
- Land consolidation : 1975 –
- Land administration : 2001 –

| Subject | Percentage |
|---------------------------------------|------------|
| Legal and Administrative Studies | 53% |
| Land Surveying and Land Consolidation | 13% |
| Informatics | 13% |
| Thesis | 10% |
| Social Studies | 11% |

Bela Markos: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - branches

BSc (6 semesters - full time, 8 semesters – part time)

- Land surveying : 1972 –
 - Geoinformatics : 2001 -
- Land consolidation : 1975 –
- Land administration : 2001 –

MSc in Land Development (10 semesters - full time, 2003 accreditation)

| Subject | Percentage |
|---------------------------------|------------|
| Specialisation | 30% |
| Professional corpus | 22% |
| Natural and Engineering studies | 19% |
| Economic and human studies | 11% |
| Thesis and diploma project | 18% |

Bela Markos: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - branches

BSc (6 semesters - full time, 8 semesters – part time)

- Land surveying : 1972 –
 - Geoinformatics : 2001 –
- Land consolidation : 1975 –
- Land administration : 2001 –

MSc in Land Development (10 semesters - full time, 2003 accreditation)

PG courses (4 semesters)

- UNIGIS
- Cadastral surveying
- Engineering surveying

Bela Markos: Curriculum development in Bologna process, FIG WW 2004, Athens.

Bologna objectives

- adoption of a system of easily readable and comparable degrees;
- adoption of a system essentially based on two main cycles, undergraduate (bachelor - BSc) and graduate (master – MSc);
- establishment of a system of credits – such as in the European Credit Transfer System (ECTS) - as a proper means to promoting the most widespread student mobility;
- promotion of mobility by overcoming obstacles to the effective exercise of free movement;
- promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies; and
- promotion of the necessary European dimensions in higher education.

Bela Markos: Curriculum development in Bologna process, FIG WW 2004, Athens.

THE PERFECT EUROPEAN SHOULD BE...

Hungary today

BSc - Generalisation

- Less than 100 BSc branches
- Surveying ???
 - Engineer of Lands – GEO
 - Within civil engineering at BUTE
- Cartography ???
 - Informatics - ELU


Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Bologna objectives

- adoption of a system of easily readable and comparable degrees; >>> ???
- adoption of a system essentially based on two main cycles, undergraduate (bachelor - BSc) and graduate (master – MSc); theory <> practice
- establishment of a system of credits – such as in the European Credit Transfer System (ECTS) - as a proper means to promoting the most widespread student mobility; >>> OK
- promotion of mobility by overcoming obstacles to the effective exercise of free movement;
- promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies; and
- promotion of the necessary European dimensions in higher education.

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - changes



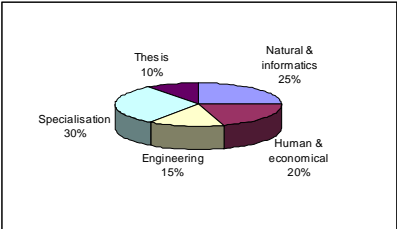
If nothing changes, nothing changes.

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - changes

BSc in Lands (180 credits)

- Geomatics
- Land Consolidation
- Land Administration



| Category | Percentage |
|-----------------------|------------|
| Specialisation | 30% |
| Engineering | 15% |
| Human & economical | 20% |
| Natural & informatics | 25% |
| Thesis | 10% |

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

GEO - changes

BSc in Lands (180 credits)

- Geomatics
- Land Consolidation
- Land Administration

MSc specialisations (120 credits)

- Geoinformatics
- Land Development
 - Sustainable, Environment specific
- Land Management
 - Economics

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

Bologna objectives & TEMPUS

- adoption of a system of easily readable and comparable degrees;
- adoption of a system essentially based on two main cycles, undergraduate (bachelor - BSc) and graduate (master – MSc);
- establishment of a system of credits – such as in the European Credit Transfer System (ECTS) - as a proper means to promoting the most widespread student mobility;
- promotion of mobility by overcoming obstacles to the effective exercise of free movement;
- promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies; and
- promotion of the necessary European dimensions in higher education.

Bela Markus: Curriculum development in Bologna process, FIG WW 2004, Athens.

TEMPUS projects

The Tempus Programme awards three sorts of grants:

- **Joint European Projects** are structured projects to achieve clearly defined objectives over two, or three-year periods, and for which grants are awarded primarily to groups of institutions - universities - cooperating together ('consortia').
- **Structural and Complementary Measures** are shorter-term activities supporting national reform and targeting specific needs, with grants awarded through a relatively light selection and award procedure. These activities can have a duration from a few weeks to one year;
- **Individual Mobility Grants** are awarded to individuals – professors, lecturers, members of staff or ministry officials – in order to help them to travel to other countries for work related to a particular reform process. These grants can vary in duration from one to eight weeks.

Bela Markus Curriculum development In Bologna process, FIG WW 2004, Athens.

Joint European Projects

Three types of JEPs have been developed:

- **Curriculum Development Projects** focus on the content and method of teaching in higher education institutions in the Partner Countries. They aim to create new courses or update existing courses and to enhance the skills of teaching staff;
- **University Management Projects** focus on the restructuring of the management, organisation and administration of universities;
- **Training Courses for Institution Building** focus on developing the administrative and institutional structures of the Partner Countries through the provision of courses aimed at improving the practical knowledge, and up-dating the skills, of non academic staff.

Bela Markus Curriculum development In Bologna process, FIG WW 2004, Athens.

TEMPUS – eligible countries

The map shows the following countries as eligible for TEMPUS projects:

- Balkan Region:** CROATIA, BOSNIA AND HERZEGOVINA, SERBIA, MONTENEGRO, ALBANIA, NORTH MACEDONIA, ROMANIA, BULGARIA, GREECE.
- Middle East:** MOROCCO, ALGERIA, TUNISIA, LIBYAN ARAB JAMAHIRIYA, SYRIA, JORDAN, ISRAEL, PALESTINIAN AUTHORITY, EGYPT.
- Central Asia and Caucasus:** GEORGIA, ARMENIA, AZERBAIJAN, KAZAKHSTAN, UZBEKISTAN, KYRGYZSTAN, TURKMENISTAN, TAJIKISTAN, MONGOLIA.
- Other:** BELARUS, UKRAINE, RUSSIAN FEDERATION.

Bela Markus Curriculum development In Bologna process, FIG WW 2004, Athens.