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## The Swedish Bachelor revisited

The current Swedish university reform will come into effect on 1<sup>st</sup> July 2007. Although the reform can be characterized as slightly hybrid, it bears a clear seal of the Bologna process, foreseeing a three-levelled degree system, a fixed number of credits per degree, explicit learning outcomes for courses and programmes and an overall qualification framework inspired by the Dublin descriptors.

According to a long tradition, Swedish Higher Education is based on a free combination of subjects (professional careers excepted), the requisites for a degree being a system of majors and dissertation papers. This free choice of subject matters leading to a general degree such as Bachelor of Arts will be maintained, although the number of all-in-one programmes has increased.

The quality issues are present in the current reform. In the first place, the modified Ordinance of Higher Education has set up goals for each degree level (divided in a. knowledge and insights, b. competencies and skills, c. critical assessment), secondly it puts emphasis on the assessability of the learning outcomes that clearly draw on the student's competence and ability to use knowledge for different purposes. The quality assurance systems of the institutions will be assessed by the Swedish Nation Agency for Higher Education during the period 2007-2012.

At Stockholm University the internal quality assurance systems will be modified as a consequence of the reform that is now implemented. Following a decentralised strategy, the responsibility of the quality assurance will be handed over to the departments in the first phase. The development work will be basically goal-oriented and conducted the Faculties.

At the department level selected data and quality indicators will be evaluated in order to carry out a long-term assessment. The Department of Spanish, Portuguese and Latin American Studies envisages the following indicators for courses and programmes:

- a strict follow-up of credit production and index of accomplishment of the studies
- teaching hours per credit (week)
- academic level of teaching staff
- relevance and quality of written exams
- quality of dissertations (team of examiners)
- system to check up the training of generic skills

In my opinion, a distinction between process quality and result quality should be made in order to analyse the success and achievements of the academic system, seen from different angles. This means that a Bachelor degree is a learning process on the one hand and an outcome, i.e. the skills and performance that the student is capable of, on the other