

OBTAINING AND THE USE OF ACADEMIC TITLES IN BOSNIA AND HERZEGOVINA

Introduction

The main purpose of this publication is to determine the status of different qualifications and their titles that have been awarded by higher education institutions (further: HEIs) in Bosnia and Herzegovina after a successful completion of one of three cycles of higher education. In accordance with the Framework Law on Higher Education in Bosnia and Herzegovina¹, the Rulebook on the Use of Academic Titles and Obtaining Scientific and Professional Titles should have been issued long time ago. After several failures all the activities related to this issue were stopped and this document hasn't been adopted yet.

Lack of regulations resulted in many problems for graduates when trying to use their academic titles because HEIs award different academic titles on exactly the same study programs. It is also possible that an academic title is in documentation of the study program and another academic title is awarded at the end of that program. This produces many problems for holders of higher education qualifications concerning further education as well as an access to the labor market in Bosnia and Herzegovina but also concerning recognition of domestic qualifications abroad.

In this publication the current situation in this area will be presented with a short overview of obtaining and the use of pre-Bologna academic titles. The

¹ Official Gazette of BiH, No. 59/07, 59/09

development of Qualifications Framework in Bosnia and Herzegovina will also be analysed which will contribute in resolving this problem.

Terms

For the purpose of this publication an overview of the key terms is given as follows. As there is no term "title" in any European document, authors of this publication will give the definition of this term that will be used only for the purpose of this document.

Qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.²

Degree

Educational qualification awarded upon successful completion of specific educational programmes in tertiary education (traditionally by universities and equivalent institutions).³

Title

A name of degree that describe a narrow scientific field in which a graduate studied and obtained his/her degree.

Competence

The European Qualifications Framework (EQF) defines competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy. Fostering competences is the object of all

² ECTS Users' Guide 2015, European Union 2015.

³ Guidelines for Good Practice for Awarding Joint Degrees, EAC 2013.

educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.⁴

Law on Higher Education (1985)⁵

The status of qualification and academic titles were stipulated in the Law on Higher Education – revised text

In the chapter III of the Law, Scientific and Teaching Work, the articles 36, 37, 38, 61 and 68 the following was stipulated:

HEIs delivers teaching and research for obtaining the qualifications "viša stručna sprema", "visoka stručna sprema, "specijalizacija" and "magisterij", "doktorat nauka" as well as the forms of professional training and additional education.

Study programs that ends with qualification "viša stručna sprema" lasts 2 years and for "specijalizacija" up to 1 year.

Study programs that ends with qualification "visoka stručna sprema" lasts up to 4 years and for the degrees "specijalizacija" and "magisterij" up to 2 years.

Exceptionally, study programs at faculties of technical sciences, medicine, dental medicine and veterinary medicine lasts up to 5 years.

Obtaining the professional qualification "specijalizacija" from medical sciences is regulated with a special law.

⁴ ECTS Users' Guide 2015, European Union 2015

⁵ Official Gazette of the Socialist Republic of BiH, No. 11/85

"Doktorat nauka" is the highest scientific degree that is awarded by faculties and academies. There is not an official duration of the research period that leads to this qualification.

Qualification "počasni doktor nauka" can be awarded to prominent scientific and research workers, domestic and international, who promote the science with their theoretical and practical works.

The Article 113 in the chapter V Teachers and Teaching Assistants, stipulates the following:

Election of the teaching assistants in teaching titles and teacher in higher titles is carried out by a public competition.

Through analysing this Law it can be concluded that the term " qualification " is used for the qualifications awarded by higher education institutions while the term "title" is used for a progression of academic staff at higher education organizations.

Law on University (1990)⁶

The only distinctions related to terms " qualification " and "title" between this Law and the Law on Higher Education – revised text are stipulated in the articles 21 and 31:

Undergraduate study for obtaining the qualification "viša stručna sprema" lasts from 2 to 3 years and for obtaining the qualification "visoka stručna sprema" lasts from 4 to 6 years.

Postgraduate study for obtaining the professional qualification "specijalista" lasts at least 1 year and for obtaining academic and art qualification "magistar" lasts at least one and a half years.

⁶ Official Gazette of BiH, No. 39/90

Framework Law on Higher Education in BiH⁷

In 2007 Bosnia and Herzegovina adopted the Framework Law on Higher Education in Bosnia and Herzegovina (hereinafter FLHE) as a consequence of approaching European Higher Education Area (EHEA). The Law determines the organization of the higher education in Bosnia and Herzegovina, the responsibility of the competent authorities in charge of this area, establishes the authorities in charge of enforcement of the Law and of international obligations of Bosnia and Herzegovina, and the method to ensure the quality in the area of higher education.

While analysing the Law, it is noticeable the lack of main and most important terms and definitions. The term defined is "higher education institutions", as an plural noun for two types of institutions: "univerzitet" (university) and "visoka škola" (higher school). The other terms are missing such as licence, accreditation, degree, qualification, credential, ECTS etc. Also, important terms such as academic title, scientific title and professional title is missing. This publication presents an efforts to define those terms through analysing laws articles.

Additionally, the terms "titula" and "zvanje" (title) are also used inconsistently. Essentially, the term "title" should represent nothing more, but in Bosnia and Herzegovina there is a misunderstanding of its meaning so that it has been identified wrongly as rights which higher education qualification gives related to further education as well as an access to the labor market in Bosnia and Herzegovina. This means that qualification that is competences which holder of qualification obtained after a successful completion of study gives professional and academic rights.

In the Part I General Provisions, the Articles 5 stipulates:

⁷ Official Gazette of BiH, Nos. 59/07, 59/09

The higher education is organized in three cycles:

- the first cycle leads to the academic title of completed graduate study (the degree of Bachelor) or an equivalent, acquired following at least three and no more than four years of regular studies after obtaining of the certificate on the completed high school, which is valued with at least 180, that is, 240 ECTS credits,
- the second cycle leads to the academic title of master or an equivalent, acquired following the completed graduate study, it lasts for one or two years, and it is valued with 60 or 120 ECTS credits, and so that aggregately with the first cycle it carries 300ECTS credits,
- the third cycle leads to the academic title of doctor or an equivalent, it lasts for three years and is valued with 180 ECTS credits.

This means that, at the beginning, the legislation in Bosnia and Herzegovina didn't recognize binary system of higher education that allows candidates to choose between academic and vocational studies. Later on, with a harmonization of the law on higher education of the Republic of Srpska, cantonal laws and the law on higher education of Brcko District of Bosnia and Herzegovina with the FLHE. Some of these regulations have stipulated vocational studies but with unclear definition of titles that will be awarded after graduation and the rights that comes out of it. The second obstacle related to this Article is concerned about a provision that after finishing the second cycle a title "magistar" is given. According to the Decision on Adoption of the Baseline of the Qualification Frameworks in Bosnia and Herzegovina⁸ (look at a chart on the page 22 of this publication) higher education qualifications of the second cycle have been positioned at level 7 that is corresponding to the level 7 of the European Qualifications Framework (EQF) while the old "magistar nauka" has been

⁸ Official Gazette of BiH, Nos. 31/11, 39/12

positioned at level 8 what is corresponding to level 8 of the EQF. If this is not a mistake then it is not precisely defined because "magistar nauka" can be accepted as two years of PhD study when continuing studies but it cannot be same as PhD degree. Unfortunately, this fact is misused by some higher education institutions. Namely, in order to attract more potential students and to increase attractiveness of study programs of the second cycle, some higher education institutions have emphasize in their promotional campagne during application and admission period that they will educate students for obtaining a qualification "magistar" (what is actually just a translation of the english word "master" but it looks like „magistar nauka“ that is much higher level of qualification), increasing a number of students but leading potential students into a fallacy . Therefore, it is necesserry to correct this mistake in the way that the word "magistar" is changed with the word "master" in all three languages official used in Bosnia and Herzegovina. This mistake was already corrected in the Decision on Adoption of the Baseline of the Qualifications Framework in Bosnia and Herzegovina but it has been still stipulated in the FLHE.

The Article 6 stipulates:

With completion of the first cycle degree, the one acquires the right to a specific academic title, that is, expert function in a specific area, as defined in the the Rulebook on Using of Academic Titles, and Obtaining Scientific and Professional Titles.

With completion of the second cycle degree, the one acquires the academic title and degree of master in a specific area, as defined in the the Rulebook on Using of Academic Titles, and Obtaining Scientific and Professional Titles.

With completion of the third cycle degree, the one obtains the academic title and the scientific degree of doctor of sciences in a specific area, as defined in the

Rulebook on the Use of Academic Titles, and Obtaining of Scientific and Professional Titles.

In addition to the titles given as *honoris causa* (honorary doctor of science), no other titles may be given except for those envisaged in this Law, that is, in the Rulebook on the Use of Academic Titles, and Obtaining Scientific and Professional Titles.

In amendments of this FLHE (Official Gazette of BiH, No 59/09) the paragraph 5 was added, which stipulates that the Rulebook on the Use of Academic Titles, and Obtaining Scientific and Professional Titles will be adopted by the Council of Ministers of Bosnia and Herzegovina on the proposal of the Ministry of Civil Affairs of Bosnia and Herzegovina.

The Article mentioned stipulates that after completion of all three cycles graduates have a right to obtain academic title as well as a professional title after completion of first cycle, a title *magistar*" after completion of second cycle and a scientific title "*doktor nauka*" after completion of third cycle. This is completely opposite to Article 5 of the FLHE which excludes a possibility to obtain professional degrees. The Article 6 might have the real meaning if the term "*akademsko zvanje*" (academic title) from the Article 5 and Article 6 is considered as an academic degree (qualification). In order to harmonise provisions of the Article 6 with the Article 5, the term "*stručno zvanje*" (professional title) should be replaced with the term "*zvanje bachelora*" (title of Bachelor). As the consequence of this approach the title of the Rulebook should be then "Rulebook on the Use of Academic Titles, and Obtaining Higher Education Degrees (Qualifications)". Since 2009, there were several efforts to adopt this Rulebook, even a panel was established that created a draft of the Rulebook but it hasn't been adopted. Looking at this from the point of qualification's view, we consider it is not necessary. But the Rulebook is needed

if it will resolve issues such as a real purpose of the titles' using, their abbreviations etc.

Thereby as one of the main provisions of the Lisbon Recognition Convention a title of qualification should not be translated, except it is needed to do a conversion of a text (transliteration) from one script (for example Arabian language) to the alphabet. This is very clear from the standpoint of the recognition of foreign higher education qualifications within European Recognition Area (EAR), especially concerning to an access to the labor market because the title as its own is not a subject of recognition than knowledge, skills and competences of the holder of qualification, that is what a person knows understands and is able to do. Issues referred to relations between pre-Bologna and Bologna qualifications will be worked out more detailed in process of development of qualifications framework in Bosnia and Herzegovina.

The Croatian could be an example how to deal with relations between old and a new qualification. In Croatia, there is the Law on Academic and Professional Titles and Academic Degree⁹ where is a clear distinction between terms academic and professional title and term degree. In process of developing of the Croatian Qualifications Framework all pre-Bologna higher education qualifications have been joined to levels of Croatian Qualifications Framework.

The analysis of the Article 5 and Article 6 of the FLHE has shown the need to resolve all misunderstandings of terms "title", "degree" and "qualification". With the provision of the Article 5 it is stipulated that after completion of the first cycle academic title of completed graduate study (the degree of Bachelor) is awarded. With this provision term "title" is completely equal to the term "qualification" that is actually a degree. The same provision is stipulated for the second and third cycle. We consider that a level of higher education qualification should be separated from a qualification awarded after a

⁹ Official Gazette 107/07, 37/17

completion of an study program in a way that the term "degree" points at the level of higher education that is defined by qualifications framework in Bosnia and Herzegovina while term "qualification" means a credential of certain level obtained by graduate after the completion of all requirements for some study program at higher education institution. With the Article 6 it has been stipulated that the Rulebook on the Use of Academic Titles, and Obtaining Scientific and Professional Titles should be adopted. This could be questionable because it is not necessary to define the use of the titles but the rights of the holder of higher education qualification as well as relation between pre-Bologna and Bologna qualifications. With the amendments of the FLHE, it has been stipulated that Rulebook on the Use of Academic Titles, and Obtaining Scientific and Professional Titles will be adopted by the Council of Ministers of Bosnia and Herzegovina on the proposal of the Ministry of Civil Affairs of Bosnia and Herzegovina. As it mentioned before, although these amendments were adopted in 2009, this Rulebook has not been adopted yet. Its adoption should not wait for the qualifications framework in Bosnia and Herzegovina because the adoption will facilitate further development of qualifications framework in BiH.

Furthermore, Article 6 introduces three new terms "stručno zvanje" (professional title) for the first cycle qualifications, "zvanje magistra" (master title) for the second cycle qualifications and "naučno zvanje doktora nauka" (PhD scientific title), which implies, as they are defined, that first cycle of higher education in Bosnia and Herzegovina is vocational education, the third cycle is scientific education while the second cycle could be consider as a combination between vocational and scientific education. And again all of this is opposite to the provisions of the Article 5 of the FLHE.

In Part II Higher Education Institution, Point 10 academic titles, the Article 27 stipulates:

HEIs will award academic titles, which may be lecturing, scientific and lecturing, or artistic ones.

Universities will award scientific lecturing and artistic titles, as follows:

- full-time professor
- part-time professor
- associate professor
- lector
- senior assistant
- assistant

Higher schools shall award lecturing and artistic titles, as follows:

- higher school professor
- higher school lecturer
- assistant.

Article 27 stipulates that HEIs award academic title what brings an additional confusion to all provisions stipulated by Article 5 and Article 6 of the FLHE. In Article 27, the same term is used as those stipulated by Article 5 whereby the academic title means the progression of academic staff at HEI employed as lecturer, assistant, demonstrator etc. With provisions of this Article three types of academic titles are stipulated, lecturing, scientific and lecturing and artistic ones. Universities award lecturing, scientific and lecturing titles while higher schools award lecturing and artistic titles. The main problem with this Article is that it isn't regulated transfer of staff from the higher school to university. For example, it is not clear, at which position a profesor of higher school can apply if he wants to teach at university and vice versa - academic staff from university with different academic titles if they want to teach at higher schools. We consider that academic titles for universities and higher scools should be equalize or at least stipulate the way of academic transfer between universities and higher schools because there is not any difference between universities and

higher schools in terms or quality of the first cycle of higher education . That would allow academic mobility and transfers between these two type of HEIs in Bosnia and Herzegovina. With current provisions it is not clear whether someone from higher school can start his/her academic progression at university from the beginning or continue his/her academic progression.

This obstacle stretches out further to provision of the articles 28-30 of the FLHE and it is related to minimum requirements for election of academics staff into lecturing, scientific and lecturing, or artistic titles. For election of academic staff at higher schools, requirements are significantly reduced compared to requirements at universities. Minimum requirements for election of academic staff into a scientific lecturing function an assistant is an appropriate university degree with at least 240 ECTS credits while for the same function at higher school it is needed only completed first cycle degree which means that the assistant at higher school can be a graduate with 180 ECTS. Whereas graduates obtain an equal qualification with same rights concerning further education and an access to the labor market in Bosnia and Herzegovina, it remains unclear why requirements for teaching staff on the first cycle of higher education are different between these two types of HEIs.

In Part IV - Academic Degrees and Diplomas, Point 1 Award of Academic Degrees and Diplomas, the articles 53-55 stipulate as follows:

The accredited HEIs are authorized to award academic degrees and diplomas as stated in its certification on accreditation.

The statute of the HEI states the academic degrees and diplomas awarded by the institution and will include the authorization for adopting of academic and other rules for award of such degrees and diplomas.

The first cycle degree and other programs leading to the diploma offered by the public HEI are established in a flexible manner, so as to allow entry and exit at appropriate stages, with award of credits and/or qualifications, depending on the progress made by the student.

In formulation of rules, the public HEI ensures respecting of the applicable European Credit Transfer System.

For the purpose of employment or a public appointment, the competent state authorities and other authorities and organizations in Bosnia and Herzegovina will recognize only such academic degrees and diplomas as issued by accredited HEIs.

The duty of the accredited HEI is to issue the diploma and diploma supplement, certified with the seal of the HEI, to every person to whom it has awarded the academic degree or diploma.

After having been awarded, the academic degree or diploma may be cancelled only under special circumstances given in the rules contained in the statute of the HEI and an appeal against such decision may be submitted before the competent court.

In consultation with other relevant government bodies, the Ministry of Civil Affairs of BiH may, in the form of rules, stipulate the education requirements which constitute a supplement in terms of the academic degree or diploma, for entry into any profession which may be stipulated by a different law, or in terms of any international convention or treaty.

While analysing the Article 53 of the FLHE, the same misunderstandings appear as already pointed out in previous articles. It is not easy to understand terminologically, what is credential as a proof of student achievements and higher education qualification obtained, and what is a student workload needed for successful completion of an appropriate study program. From so defined provisions, later on, while harmonizing laws on higher education of the

Republic of Srpska, Brcko District of Bosnia and Herzegovina and cantonal laws in Federation of Bosnia and Herzegovina with the FLHE, the same provisions were also stipulated, leaving many doubts and challenges. Analysing provisions of these laws is a waste of time, it is much more useful to amend the FLHE in a quality and systematic way. With the Article 53, a new term for higher education qualification is introduced. This term is "diploma" which actually should mark and represent a sort of educational credential where achievements of student and basic information about a study program leading to qualification have been indicated. While analysing the Article 54 it is obvious that the same problems are encountered as in Articles 5 and Article 6. Namely, Article 53 stipulates that an academic degree and diploma are awarded but Article 54 stipulates that an academic degree or diploma are awarded and they will be recognized only if they are issued by accredited HEI. Therefore, because of a multiple use of some terms there is a provision that after the completion of higher education only qualification or diploma are awarded. Again the term diploma is used in two-way. This means that with these provisions diploma is awarded firstly and then secondly issued which gives additional misunderstanding concerning main definitions and their meanings. The same situation is in the Article 55 because if it is stipulated that the academic degree and diploma are awarded both of them may be revoked, not only one of them.

And finally, for the purpose of this publication the analysis of the Article 56 and Article 57 confirmed that amendments of the FLHE are necessary.

In Part V - Final Provisions, Point 1 Scientific and Professional Titles obtained, articles 56-57 stipulates as follows:

The persons who have obtained specific scientific and professional titles retain the right to use them in compliance with the legislation pursuant to which they have obtained them.

The persons referred to in paragraph 1 of this Article, may seek from the HEI to issue a document (certificate or diploma) on equivalency of the previously obtained academic title with the new academic titles. The persons referred to in paragraph 1 of this Article, are entitled to obtain also the diploma supplement. The PhDs obtained according to the legislation in force before introduction of this Law are equivalent to PhDs obtained according to this Law and gives the same rights to the holder.

The persons elected into academic titles who have had such titles as of the date of coming into force of this Law retain them.

If this Law or the legislation before this Law comes into force, for those who used prior titles or workplaces, requires reelection or election into a higher title, reelection or election procedure into the same title will be conducted within the period envisaged in the regulation according to which election was conducted. If such regulation does not envisage any periods, election or reelection will be conducted in the period as envisaged in this Law and it will be counted from the date of its coming into force. In any case, reelection or election will be conducted according to the provisions of this Law.

Elections into academic titles started according to the provisions of the legislation before this Law comes into force will be completed according to such legislation, within one year from the date of effectiveness of this Law.

The provisions of the Article 56, paragraph 1 and 2 are completely opposite each other because paragraph 1 stipulates scientific and professional titles while paragraph 2 stipulates academic titles. The provisions of this Article are confusing because HEIs don't know how to explain these provisions and they don't conduct according to graduates' request. Obviously these provisions are not

written correctly because it is not possible to compare titles but higher education qualifications that is levels of educational although it is doubtful how HEI can issue a Bologna degree to the non-Bologna graduates neither what kind of the diploma supplement should be issued to non-Bologna graduates because the forms of the UNESCO diploma supplement are not adjustable to the pre-bologna system of education.

Furthermore, paragraph 3 in Article 56 arises a problem which has not been resolved with the Decision on Adoption of the Baseline of the Qualifications Framework in Bosnia and Herzegovina. Namely, doctoral studies before the Bologna has been equaled with Bologna doctoral studies although the pre-Bologna studying for PhD degree lasted much longer (2-3 years). Unlike this, pre-Bologna university education that lasted 4-5 years haven't equaled with master degrees neither pre-Bologna higher school education that lasted 2-3 years haven't equaled with 3 years bachelor degree. There is no reason to do this. Later on, this will be corrected partially with the Decision of Adoption of the Baseline of the Qualifications Framework in Bosnia and Herzegovina whose positions all this qualifications are on the same level, university degrees and master qualifications on the level 7 and higher education degrees and bachelor qualifications on the level 6.

Decision on Adoption of the Baseline of the Qualifications Framework in Bosnia and Herzegovina

As the part of the Bologna process in Bosnia and Herzegovina, the Council of Ministers of Bosnia and Herzegovina adopted the Decision on Adoption of the Baseline of the Qualifications Framework in Bosnia and Herzegovina (hereinafter Decision). This document is a baseline for development of qualifications framework in Bosnia and Herzegovina that should followed after

its adoption. The decision is the first step in the process of implementation of the qualifications framework in Bosnia and Herzegovina and it is completely based on the European Qualification Framework for Lifelong Learning (EQF LLL) and a position of qualifications. It represents a framework, which will be the baseline for all institutions and individuals who, in accordance with their competencies, will be included in a process of preparation of qualifications framework.

It is based on educational tradition and current situation of education in Bosnia and Herzegovina for the purposes of development of economics, individuals and society as a whole in Bosnia and Herzegovina.

Aims of the Qualifications Framework in Bosnia and Herzegovina are:

- Understanding of different qualifications and their relations;
- Understandable review of educational achievements for employers, pupils, students and parents;
- Directing of individuals in regard to education selection and careers
- Facilitating mobility;
- Availability of education during entire human life;
- Facilitating recognition of foreign qualifications in Bosnia and Herzegovina, as well as domestic qualifications abroad;
- Creating pre-requirements for an establishment of a system for evaluation and recognition of competences obtained in non-formal and informal education;
- Creating pre-requirements for an introduction of the quality assurance system for all qualifications;
- Serving as a reference point for a creation of curricula, methods of learning and assessments as well as monitoring of educational process.

Main principles while developing the Qualifications Framework in Bosnia and Herzegovina are:

- Respecting of tradition and current situation in education in Bosnia and Herzegovina;
- Respecting of guidelines of European Union, experiences of other countries in the development of their qualifications levels;
- Transparency of existing and new qualifications;
- Specifying levels and types of qualifications;
- Horizontal and vertical mobility;
- Development of partnership with all stakeholders, competent educational authorities and institutions.

These aims and principles are highly positioned and a synergy between all stakeholders will be required in order to achieve them. They will be also elaborated through the development of the Qualifications Framework.

The Baseline also defines, coordinates and positions qualifications into a structure of 8 referent level. Some of them may have sublevels. Every referent level comprises a defined combination of knowledge, skills and competences of the achieved level and all previous qualifications levels. This means that every qualification level implies that a person with higher level has more knowledge, skills and competences, as well as learning outcomes. These levels determine achievements in every scientific area, regardless of a method of education. Thus, the vertical and horizontal mobility has been facilitated throughout all systems of education and training, both at home and abroad.

Learning outcomes are defined with descriptors. These descriptors describe expected knowledge skills and competences for every qualification level from the first level to the PhD level. On the chart below, there is a part of chart from the Decision for generic descriptors of level 6, 7 and 8

Level	Knowledge (real and theoretical)	Skills (cognitive, psychomotor and social)	Competences (independence and responsibility)
6	<p>This person:</p> <ul style="list-style-type: none"> shows knowledge and understanding in the field of study add to his/her secondary education and which is usually at that level with support of appropriate learning resources (texts and information and communications technology) which includes some aspects based on knowledge about the most advanced achievements in some field of study 	<p>This person:</p> <ul style="list-style-type: none"> can apply detailed knowledge and critical understanding of principles related to a given field of study/discipline in the way which shows professional approach at work or to profession and has competences which are usually shown by forming and corroborating arguments and solving problems within given field of study; can apply basic methods for gaining knowledge and applicative research in given discipline and is able to decide on which approach to apply for solving given problem and is aware of to what extent is a selected approach appropriate for solving such problem; can communicate using knowledge one of more foreign languages, communications technology, information, ideas, problems and solutions 	<p>Professional competences:</p> <p>This person:</p> <ul style="list-style-type: none"> has competence to collect and explain relevant data (usually within given field of study) and based on these data makes decisions which include thoughts about relevant social, scientific and ethics issues; <p>Personal competences:</p> <p>This person:</p> <ul style="list-style-type: none"> built learning skills needed for further study with high level of autonomy and academic skills and performances needed for research work, understanding and assessment of new information, concepts and proofs from different sources; has a basis for further self-direction and life long learning
7	<p>This person:</p> <ul style="list-style-type: none"> can shows a sistematic understanding and overcoming knowledge in his/her field of study/discipline that is broaden and/or upgrade level of undergraduate study (first cycle of higher education) what 	<p>This person:</p> <ul style="list-style-type: none"> can apply his/her knowledge and understanding as well as competences for solving problems related to new and unknown fields within broader (or multidisciplinary) context in a relationship 	<p>Professional competences:</p> <p>This person:</p> <ul style="list-style-type: none"> has competence to integrate knowledge and deals in complex problems as well as formulate judgements based on incomplete or limited information but

	<p>represents a basis or possibility for originality in progression and/or use of ideas, usually in the context of research work</p>	<p>with his/her field of study</p> <ul style="list-style-type: none"> • can apply conceptual and abstract thinking with a high level of competences and creativities allowing: <ul style="list-style-type: none"> - critical judgement of current research and academic work at the highest level in a given discipline - judgement of different methodologies, creating of critical thinking and an offer of alternative solutions 	<p>with thinking about social and ethics responsibilities related to applying his/her knowledge or judgements;</p> <ul style="list-style-type: none"> • can convey his/her conclusions, knowledge and thoughts, with use of appropriate languages, to an auditorium which is (not) specialized clearly and definitely <p>Personal competences:</p> <p>This person:</p> <ul style="list-style-type: none"> • is able to raise knowledge on higher level, deepen understanding his/her field of study or discipline and develop continuously his/her own skills through individual learning and development; • has learning skills which allow his/her to continue his/her study in the way which will mainly be self-directed and autonomous; • gained interpersonal skills as well as teamwork skills adequate to different learning and employment contexts and shows competence of conducting and/or starting up an initiative and gives contribution to change and development
8	<p>This person:</p> <ul style="list-style-type: none"> • shows systemic 	<p>This person:</p> <ul style="list-style-type: none"> • shows competence to 	<p>Professional competences:</p> <p>This person:</p>

	<p>understanding of field of study and a conduct with skills and methods of research work related to given field</p>	<p>define research project and then to conduct a research in accordance with the methodology of given knowledge;</p> <ul style="list-style-type: none"> • with an original research gives his/her own scientific contribution which expands the knowledge boundaries in given field; • will continue scientific researchs and development and will be an initiator and bearer of progress in society based on knowledge, always contributing to development of new technics, ideas or approaches 	<ul style="list-style-type: none"> • is able for a critical analysis, assessment and synthesis of new and complex ideas <p>Personal competences:</p> <p>This person:</p> <ul style="list-style-type: none"> • can communicate to colleagues throughout academic community and society related to his/her filed of professional and scientific knowledge
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This qualifications framework has been designed to serve as a descriptor for different qualifications regardless of the method of education at educational institutions, centers for training, private life etc. This means that the Baseline of Qualifications Framework in Bosnia and Herzegovina describes learning outcomes which have been achieved through formal, non-formal and informal learning. The framework assists to connect results of these different forms of learning through an evaluation of learning outcomes.

Within this Decision, the framework for higher education qualifications in Bosnia and Herzegovina has been done in accordance with the Qualifications Framework of European Higher Education Area (QF EHEA) because there is the same structure of higher education in Bosnia and Herzegovina as stipulated in the QF EHEA.

Levels of the Baseline of the Qualifications Framework in Bosnia and Herzegovina (Levels 6,7,8 - higher education)

Relation to ISCED levels and EQF		Basis of the Qualifications Framework			Previous system in BiH based on degrees of professional qualification		
ISCED level	EQF	Qualification	Education	Level	Degree of professional education	Education	Qualification
5B	6	Bachelor or Baccalaureat	First cycle of higher education	6	VI.	Viša škola	Viša stručna sprema - VŠS
5A	7	Master	Second cycle of higher education	7	VII./1	Fakultet osnovne studije	Visoka stručna sprema - VSS
					VII./1	Specijalizacija	Magistar specijalist
5	8	Doktorat	Third cycle of higher education	8	VII./2	Magisterij	Magistar nauka
6					VIII.	Doktorat	Doktor nauka

The chart above shows that three Bologna cycles correspondent to levels 6, 7, 8 of the EQF. There is also a comparison with qualifications before Bologna, but the relations between them will be defined later while developing and implementing the Qualifications Framework in Bosnia and Herzegovina. Unfortunately, this has not stipulated yet so that the issue of use of pre-Bologna and Bologna titles and rights that these qualifications give to the holder is not resolved yet.

Decision on Adoption of the Action Plan for the Development and Implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014-2020¹⁰

This Action plan represents a work plan for all further activities for development and implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014-2020 for all institutions and individuals which/who have been involved, in accordance with their responsibilities, in development and implementation of the Qualifications Framework in Bosnia

¹⁰ Official Gazette of BiH, No. 28/15

and Herzegovina. The Action Plan includes a vision, mission, aims, as well as planned activities. It also includes main activities that should be undertaken in the next period. Due to the fact that this is a long-term task it is obvious that a new intersectorial Commission is required in order to work out and propose a new work plan of all further activities which includes methodology, standards, resources, deadlines, sectorial councils etc. The intersectorial commission should consist of the representatives of educational, statistical, labour and employment sectors as well as other stakeholders, academic community and social partners.

The main challenges for the future period are:

- Although the initial document has been adopted, there is not a clear vision of how the Qualifications Framework supposed to look like nor how the process of its development should be; the role and the tasks of different stakeholders in this process has not been defined;
- The competent authorities don't have enough human resources to include in this process;
- The intersectorial commission for the work plan of activities has not been established yet although the Action plan was adopted in April 2015;
- Sectorial councils that are common in a process of development of qualifications framework are not mentioned in the documents neither there is a vision in Bosnia and Herzegovina how they will look like;
- There is a lack of a clear vision of the recommended procedure for development of qualification standards and occupational standards;
- Academic community in Bosnia and Herzegovina is pasive and not
- There were and still are many European project oriented to help competent authorities in Bosnia and Herzegovina to develop the Qualifications Framework in Bosnia and Herzegovina but they haven't

achieved the expected results or the results were not implemented as it had been planned.

Resolving of this issues would improve the situation in this area and help better understanding of use of titles in Bosnia and Herzegovina.

CONCLUSIONS

The analysis of current regulations and especially the FLHE uncovered many gaps that are existing in use of titles in Bosnia and Herzegovina. The term "title" is used ambiguous, it has been identified with the term "qualification", what creates a confusion about its real meaning and its real use. Beside this it is necessary to separate the term "title" which is given and used by awarding the qualification from the same term which is used for an improvement and progression of academic staff at HEIs. Therefore, it is necessary to start with the amendments to legislation in a way that every term is defined precisely and accurately, with a clear distinction from the others, similar terms.

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