

# IMESS DISSERTATION



**Note:** Please email the completed mark sheet to Year 2 coordinator  
(cc Chiara Amini [chiara.amini@ucl.ac.uk](mailto:chiara.amini@ucl.ac.uk) and [ssees-imess@ucl.ac.uk](mailto:ssees-imess@ucl.ac.uk))

Please note that IMESS students are not required to use a particular set of methods (e.g. qualitative, quantitative, or comparative) in their dissertation.

<b>Student:</b>	Fan Jingyi
<b>Dissertation title:</b>	ANALYZE THE BOLOGNA PROCESS AND EUROPEAN HIGHER EDUCATION INTEGRATION FROM THE PERSPECTIVE OF GOVERNMENT NETWORK STRUCTURE THEORY

	70+	69-65	64-60	59-55	54-50	<50
	A	B	C	D	E	F
<b>Knowledge</b> <i>Knowledge of problems involved, e.g. historical and social context, specialist literature on the topic. Evidence of capacity to gather information through a wide and appropriate range of reading, and to digest and process knowledge.</i>			x			
<b>Analysis &amp; Interpretation</b> <i>Demonstrates a clear grasp of concepts. Application of appropriate methodology and understanding; willingness to apply an independent approach or interpretation recognition of alternative interpretations; Use of precise terminology and avoidance of ambiguity; avoidance of excessive generalisations or gross oversimplifications.</i>				x		
<b>Structure &amp; Argument</b> <i>Demonstrates ability to structure work with clarity, relevance and coherence. Ability to argue a case; clear evidence of analysis and logical thought; recognition of an argument limitation or alternative views; Ability to use other evidence to support arguments and structure appropriately.</i>				x		
<b>Presentation &amp; Documentation</b> <i>Accurate and consistently presented footnotes and bibliographic references; accuracy of grammar and spelling; correct and clear presentation of charts/graphs/tables or other data. Appropriate and correct referencing throughout. Correct and contextually correct handling of quotations.</i>			x			
<b>Methodology</b> <i>Understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.</i>				x		

<b>ECTS Mark:</b>	D	<b>UCL Mark:</b>	D/59	<b>Marker:</b>	Chiara amini
<i>Deducted for late submission:</i>				<b>Signed:</b>	
<i>Deducted for inadequate referencing:</i>				<b>Date:</b>	31.08.2021

## MARKING GUIDELINES

**A (UCL mark 70+):** Note: marks of over 80 are given rarely and only for truly exceptional pieces of work.

Distinctively sophisticated and focused analysis, critical use of sources and insightful interpretation. Comprehensive understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.

**B(UCL mark 65-69):**

A high level of analysis, critical use of sources and insightful interpretation. Good understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.

**C (UCL mark 60-61):**

Some evidence of critical analysis, knowledgeable interpretation. Wide range of sources used to develop a logic and coherent argument. Good understanding of techniques applicable to the chosen field of research, the extent of independent research could have improved.

**D (UCL mark 59-55):**

Employ relevant sources and show ability to engage in systematic inquiry. Little critical analysis of the material. It demonstrate methodological awareness but the standard and rigor of the analysis can improve.

**E (UCL mark 54-50):**

Mostly descriptive argument. Employ relevant but limited sources. The structure, logic and overall quality of the argument needs improvement.

**F (UCL mark less than 50):**

Demonstrates failure to use sources and an inadequate ability to engage in systematic inquiry. Inadequate evidence of ability to engage in sustained research work and poor understanding of appropriate research techniques.

**Comments, explaining strengths and weaknesses (at least 300 words):**

The dissertation aims to analyse the Bologna process in light of network theory. I feel that the focus of the analysis should have been better spelled out in the introduction and the abstract, as it is not entirely clear what aspects of the process will be in fact discussed. Overall, the dissertation offers a good overview of the Bologna process and shows evidence of adequate readings. However, I feel that it would have been beneficial to give a better insight on how education policy evolved in the context of the EU institution historically. I appreciate there is a brief overview of this at p.11 but the discussion remains superficial. Moreover the text jumps from 1970s to 2021 from p.11 to p.12. Nevertheless section 2 is an informative discussion about the different parts of the Bologna process.

The use of policy network theory as a framework that takes into account of different actors involved in the policy making process seems appropriate. The student shows a good knowledge of network theory but I feel that the specific model/framework adopted should have been better explained. For example at p. 29, it is mentioned that policy network can be implemented in different ways but it is not clear what it is followed in the dissertation. Nevertheless, the application of the framework in Section 4 is interesting and contains some insightful comments. Section 5 is also informative, in particular the discussion of the discussion on disadvantage students is very relevant.

At times, the writing and argument made needed a bit more polishing. For instance, the discourse around migration as mentioned at p. 8 it is not entirely clear.

Also, the logic of the argument could improve and sometime the text introduces concepts not fully explained. The transition between different paragraphs is also questionable. For example at p. 13, why suddenly the discussion focuses on Germany?

Part of the discussion remains quite descriptive, for instance section 2.2.2 while it offers an overview of recent reports on the Bologna process the account contains little critical analysis.

The text is often poorly referenced.

**Specific questions you would like addressing at the oral defence (at least 2 questions):**

Can you clarify the two comments made at p/8/9: i) the role of migration in shaping future education policy in the EU ii) why you believe that the education system is not flexible enough to produce "high tech knowledge " and why do you think this is important.

With reference to the discussion at p. 19, could you give some example of how students can contribute to quality assurance processes?

With reference to the discussion at p. 25, can you clarify what the negative impact of the Bologna process may have been in Finland? Were those scholars right to have such worries?

Can you clarify how the neofunctionalism approach (discussion form p.29) fits with the policy network analysis?

