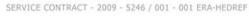# Higher Education Reform Project

# SEMINAR FOR BOLOGNA AND HIGHER EDUCATION REFORM EXPERTS:

"Recognition in Higher
Education:
How to make it work !"

**READER**

Tallinn University

7-9 June 2010

# 'Recognition in Higher Education: How to make it work!'

# Chapter 1: Introductions

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**I. 'Recognition: General Overview and Latest Developments', by Gunnar Vaht, Head of the Estonian ENIC/NARIC**
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The recognition of qualifications is a bridge of international mobility. This is also why recognition is one of the key areas of the Bologna Process. At the 2005 conference in Bergen the European ministers responsible for higher education committed themselves to ensuring the full implementation of the principles of the Council of Europe/UNESCO convention on the Recognition of Qualifications concerning Higher Education in the Europe Region (Lisbon Recognition Convention), and to incorporating them in the national legislation as appropriate.

## Legal instruments and networks
The fundamental legal instrument for recognition – the Lisbon Recognition Convention has been ratified by 48 countries. In addition to the main text of the convention several recommendations have been adopted as subsidiary texts.

There are two networks established for recognition issues, ENIC and NARIC. In June 2004 the Lisbon Recognition Committee and ENIC and NARIC Networks approved the Joint ENIC/NARIC Charter of Activities and Services as a good practice based on the experience of ENIC/NARIC tasks and activities. The purpose of the charter is to assist ENIC/NARIC centres to better respond to the challenges posed by the changing of the recognition environment and to set up a legitimate operation framework for the work of the national centres.

## Recognition and Qualifications Frameworks
In the London Communiqué this is stated that qualifications frameworks are important instruments in achieving comparability and transparency within the European Higher Education Area (EHEA) and facilitating the movement of learners within, as well as between, higher education systems. They should also help higher education institutions to develop study programmes based on learning outcomes, and improve the recognition of qualifications.

There is a strong link between the development of qualifications frameworks and the recognition of qualifications. Within the Bologna process, the work programme on recognition is carried out by the ENIC and NARIC Networks, served by the Council of Europe, UNESCO and the European Commission. The development of qualifications frameworks is highly relevant to the identification of substantial differences between the qualifications, as national qualifications frameworks compatible with the European overarching qualifications frameworks should make it easier for credential evaluators to situate the qualification. The concept of a qualifications framework is relevant to the consideration of substantial differences because it provides a framework for the comparison of qualifications across the borders of an educational system. If a given educational system describes a qualification as a first cycle higher education degree, that gives an indication that other countries should recognise this degree as a first-cycle qualification.

## Criteria and procedures for assessment of foreign qualifications

The introduction of qualifications framework in the countries of the EHEA as well as similar developments in a number of countries outside the area should facilitate recognition by providing a framework that facilitates comparison.

Within the recent trends and developments in assessment of foreign qualifications it is important to understand national qualifications frameworks as well as the concept of qualifications, which may be seen to comprise five key elements: level, quality, workload, profile and learning outcomes. These key elements are taken into account in the assessment and comparison of foreign qualifications as the best practice of recognition criteria.

The definition "learning outcomes" will be of key importance, as it will be in the further development of a fair recognition based on what a person knows and is able to do rather than the formal procedures that have led to the qualification. It is considered that in many cases the descriptions for learning outcomes are not yet available.

It should also be emphasised that in addition to the above named key elements there are some other elements that are taken into account in the assessment and recognition of qualifications. An important element among them is the formal right or the function of a qualification. It is assessed what a person can do with the certain qualification in his/her home country, formal rights in access to further study and/or for the labour market.

It is understood that assessment plays a crucial role for the adequate recognition decision. The Lisbon Recognition Convention Committee adopted the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications as one of the most important legal instruments and subsidiary texts of the convention. The Recommendation concentrates on important issues of assessment procedures (information provision, fees, translation, verification), assessment criteria (assessment of the status of the degree granting institution, assessment of individual qualification) and the outcome of the assessment.

## Recognition problems

In spite of the progress made in the recognition of qualifications, recognition problems remain a significant obstacle to the establishment of the EHEA as well as to cooperation between Europe and other parts of the world. A number of recognition problems arise from inadequate legal provision in member states, insufficient resources and, in some cases, inflexible attitudes in the assessment criteria and procedure, leading to undue delay and problems of non-recognition.

The difference in attitudes can also be looked at from a different angle: one may emphasise the needs and interests of individual applicants, whereas the other may emphasise the need to protect the education system and standards of the home country. It also follows from this that credential evaluators will most likely be inclined to interpret the concept of substantial differences according to national and cultural traditions.

In 2005 the ministers responsible for higher education called upon the European countries participating in the Bologna process to address recognition problems identified by the ENIC and NARIC Networks and to draw up and analyse national action plans for recognition to improve the quality of the process associated with the recognition of foreign qualifications. The national action plans for recognition are a collection of good, not so good, and unacceptable practice. As written in the summarised report "*one general conclusion from the analysis of the national action plans for recognition is that the*

*recognition practices and even the terminology used vary greatly between the countries and this definitely does not help mutual understanding*".

## Recognition, Bologna, and internationalisation

In the context of the Bologna Process many themes are addressed and discussed, many books and articles written, and many inspiring events held. However, to those who do not spend the majority of their time directly with recognition issues, the theme of this event might at a first glance seem as something merely technical, and as such perhaps less "sexy" than other issues: internationalisation and promotion of European higher education, student mobility, lifelong opportunities for learning across Europe, and so on. But a second glance suffices to show that, actually, *it is all about recognition*, whether as the driving force or the *sine qua non* pre-condition of the rest. In other words, it could be fairly said that Bologna is all about recognition.

Indeed, since Sorbonne (1999), and through Berlin (2003) and Bergen (2005) the *communiqués* of the ministerial meetings have strongly emphasised the importance of recognition of study periods abroad (credits), degrees, as well as prior learning in the context of lifelong learning. What we have come to know during the past 10 years as the 'Bologna tools' have all been created to facilitate recognition, both for further study and for employment. The European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement (DS), the National Qualifications Frameworks (NQFs), and indeed even the Bachelors and Master degree structure itself do not only *support* student mobility, but are essential elements in recognising study credits and qualifications across Europe, and thus a pre-condition for continued and increasing mobility.

Recognition has become a *sine qua non* condition for a continued interest of European students in mobility. Students today are unlikely to be willing to invest extra time for a study period in another country, and thus mobility without *guaranteed and facilitated recognition* is not likely to support reaching the European Commission mobility objective of 20 percent of all graduates in the foreseeable future. In addition to short term credit mobility, the Bologna Process is also expected to support and increase *mobility between degree levels*, i.e. from a Bachelors in one country to a Masters in another. For the moment such transfers have proved to be still relatively problematic, sometimes even between two institutions in the same country: while the creation of national qualifications frameworks and the similar naming of degrees has facilitated determining the *level* of previous studies, recognition of the sufficient equivalence of the degree *content and learning outcomes* for the purposes of further study is often provided with significant reluctance. It is however obvious that to reap the benefits of the new degree structure as a way to increase mobility this problem has to be overcome.

Importantly, recognition of degrees (and credits) between European countries is centrally important for ensuring and enhancing Europe's attractiveness as a higher education destination for students from other parts of the World, too. In this perspective, recognition should be a central part of any country's or institution's internationalisation strategy, and vice versa. A great asset and one of the unique selling points of European degrees is that one degree, gained in one (or - eventually - several) European country, is valid for further study and employment in more than 40 others! Even if the practical implementation of such an attractive statement needs still to be improved, and the realities of degree recognition might be for the moment far from the ideal, students in third countries have started to expect automatic recognition as a fact, and to consider it an important bonus of education provided on our Continent. Recognition within Europe is thus not merely a

matter of internal business, but has an important influence on all international activities: we have to be able to meet the expectations of easy recognition within Europe if we are to remain attractive.

## The spirit of recognition

There is an in-principle agreement, overall, to the objectives of the Lisbon Recognition Convention among all Bologna Process signatory countries, with most of them having rectified it. But there are clear deficiencies in its efficient implementation, and differences in the use of terminology persist jeopardising mutual understanding. In addition, while countries are willing to conform to the formal text of the Convention, not all of them fully meet its real *spirit*[1]. Some continue to seek the full equivalence of the foreign qualification and may grant only partial recognition whenever the programme is not *identical* to the one in the destination country: all differences become 'substantial' if this perspective is adopted. Some, on the other hand, call for a "higher education Golden Rule": "evaluate the qualifications of others with the same open and generous mind that you would like your own qualifications to be evaluated with by them". In fact, the idea of 'significant differences' should not become a playing ground for being as *exclusive* as possibly justifiable – perhaps for reasons of protectionism of own programmes and own prestige. This would be clearly against the cooperative spirit and the objectives of the Lisbon Recognition Convention, and would bring us to a certain degree back to "square one". To make the open and cooperative spirit of the Convention more concrete and practicable, there is a need to concentrate on learning outcomes (and of course also on improving their definition): if what really matters is what the student knows and can do, the names of the modules taken, the contact hours, and the relative proportions between subject matters become less discriminatory, and thus the search for exact equivalence less frantic. Indeed, the success of recognition procedures hinges to an important degree on the success of implementing learning outcomes, and on the cultural shift required to accept those as the main qualifiers of degree programmes (or their sub-sets).

## Recognition made practical: the Bologna tools

The recognition tools mentioned above have been essential in furthering the creation of the European Higher Education Area, and enhancing the attractiveness of student mobility within Europe. We have come a long way in their implementation, but not all the work is done, yet. According to reports by Eurydice[2], the concept of ECTS has been generously and rapidly inserted into the legislative frameworks of the Bologna signatory countries. The next crucial step, not yet completed across all countries, is its efficient implementation. The main problem seems to lie in determining the credits themselves: difficulties can be observed in assessing and attributing workloads to credits, and even more so, in basing them on actual learning outcomes: ideally, the ECTS should aim at indicate the *student workload required to achieve defined learning outcomes*. An approach that maintains thus the duality of input and output based criteria: of time and acquired competencies.

Also the Diploma Supplement has been widely adopted, Eurydice confirms, although it is not yet provided to all graduates automatically and free of charge. One of the main problems with the Diploma Supplement is however the lack of information on its purpose and worth, which has led to it being little or badly used by students, as well as by the labour market. The 3rd tool - the national qualifications frameworks – is a newer and much more complex one to implement, and many Bologna countries have only recently started working on it: according to Eurydice's *Focus on Higher Education in Europe 2010* eight

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[1] Rauhvargers and Rusakova: "Report to the Bologna Follow-up Group on the analysis of the 2007 national action plans for recognition", September 2008
[2] Eurydice, *Focus on Higher Education in Europe 2010: the impact of the Bologna Process* and *Higher Education in Europe 2009: Developments on the Bologna Process*

countries have implemented a NQF, eleven countries are well advanced in their creation, and others have started preparations for their introduction. The qualifications frameworks support the identification of the level of studies, but further work needs to be carried out to support the assessment of *content* – or even better – learning outcomes.

Whether we love the technical details of recognition procedures, or feel somewhat intimidated or alienated by them, we should not forget during these couple of days that recognition is much more than meets the eye: without practicable, fair, and transparent recognition processes, and a correct implementation of the tools that intend to facilitate those processes, student mobility, internationalisation, brain gain through worldwide student recruitment, and the advancement of the European knowledge society itself, will not be sufficiently supported and might risk not reaching the objectives and expectations set on them. The success of a wide set of objectives on higher education depends on the success of recognition.

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### III. 'Introducing The Buddy Café', by Andy Gibbs, Bologna Expert

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The Buddy Café will be introduced at the Tallinn seminar. Four Buddy Café events are scheduled. The sessions are planned so that you can engage in a practical task with your buddy and other higher education reform experts. The practical task will be related to the seminar theme of Recognition. No preparation is required. This paper gives background, aims and a guide to the Buddy Café.

**Background to the Buddy System**
The Buddy system was first trailed at the Warsaw Seminar with some success. Many participants welcomed the opportunity to identify shared issues with others that they may not normally exchange ideas with. Newer members of the community were positive about working with more experienced experts. We are aiming to build on this success by offering a further activity and responding to the feedback you gave us.
Our aim is to promote buddying, to provide an opportunity for experienced and less experienced experts to work together to develop their roles. As well as building one to one relationships we are also seeking to create an ongoing community feeling amongst participants so that the higher education reform experts group becomes an effective network and resource both for participants and other stakeholders in Higher Education. Further background details can be found at Next Steps for a Buddy System.
The aims of the Buddy Cafe are:

1) To promote networking and buddying amongst participants.

2) To highlight issues about Recognition for discussion amongst buddies.

3) To link with other seminar activities to facilitate development the HER community as an effective resource.

**Finding your Buddy**
We have made it easier to find your buddy. We provide a list so that you can make contact via the virtual community prior to the seminar. If you would like to upload a photograph to aid recognition, that would be helpful. You will also find the name of your buddy on the back of your badge. Badges will be marked with one of four colours (blue, green, pink, yellow) and your buddy will be in the same colour group as you. There is also a bracelet with the colour of your group with the conference material. Moreover, each Buddy Café will bring together the members of the same colour group.

## The Buddy Café
We have made time and a structured activity available for you to meet with your buddy and work with other buddies on a common task. Both you and your buddy have been assigned a colour.  You are invited to join the relevant colour coded buddy café at the time indicated in the seminar programme.

## Structured Activity – Recognition: A Trivial Pursuit?
The activity will be based on issues arising from the analysis of national action plans for recognition*. Using a quiz based format, buddies will work in teams to respond to questions and discuss key concerns related to recognition.  Instructions will be given in the Buddy Café. As well as highlighting concerns and issues related to recognition this activity links with other seminar activities to develop buddying and networking, including poster sessions and development of virtual community features such as  discussion board, document centre, notifications, instant messaging.

*Rauhvargers,A. Rusakova,  A (2009). *Improving recognition in the European Higher Education Area: an analysis of national action plans.* . Strasbourg: Council of Europe Publishing.

# Chapter 2: Speakers' Contributions

*A. <u>Lisbon Convention Post 2010</u>*, by Carita Blomqvist, Finnish National Board of Education and President of the Bureau of the Lisbon Recognition Convention

The Lisbon Recognition Convention has been ratified by almost all the European countries and the legal texts are mainly in place. However, the practical implementation of the main principle of the Lisbon Recognition Convention, namely that all applicants have a right to a fair assessment of their qualifications according to transparent, coherent and reliable procedures, remains a challenge. We also need to discuss more the concept 'substantial difference' and how it is being understood by different stakeholders. The status of the Convention as the only legal text of the European Higher Education Area does not change with the establishment of the EHEA, but some developments within the EHEA are of importance: the role of Qualifications Frameworks (including the development of learning outcomes) in recognition and the relationship between quality assurance and recognition.

*B. <u>ECTS as a Tool for Recognition</u>*, by Vera Stastna, Charles University Prague

Under the Bologna process, since its very beginning, two basic tools for higher education institutions to smooth recognition were used: Diploma Supplement and ECTS credit system. ECTS has been implemented by the majority of higher education institutions in Europe, in a majority of countries it was embedded in the legislation. The Eurydice study prepared for the ministerial conference in Leuven/Louvain-la-Neuve in April 2009 (**http://ec.europa.eu/education/higher- education/doc/eurydice09_en.pdf**) showed the variation in defining ECTS in European countries, different understandings and/or different stages of development. In some countries the ECTS system is based on student workload and learning outcomes, in some ECTS is based on student workload only, some countries defined ECTS on the bases of contact hours, or contact hours and student workload, in some countries higher education institutions use ECTS credit system with various definitions of " a credit". We can say that the ECTS system finds itself in a transition period between the workload allocated to curricula and "output based ECTS credits" which define the ECTS credit as "*a quantified means of expressing the volume of learning based on the workload learners need in order to achieve the expected outcomes of a learning process at a specified level*" as described in the ECTS Key Features, 2008 and the ECTS User's Guide, 2008 – both published by the European Commission.

*C*. <u>What are Learning Outcomes and What are they not</u>?, by Bologna Expert Anthony Vickers

This presentation will set the scene for the later Workshop session on Linking ECTS and Learning Oucomes. It will start by reminding everyone of the current references in the ECTS User Guide regarding learning outcomes. The presentation will then introduce the holistic approach to learning outcomes. The holistic approach requires that **L**earning **O**utcomes are written in the context of the expected **L**earning pathway and the planned **A**ssessment methodology (**LOLA**). The presentation will end by providing some examples of learning outcomes highlighting both good practice and not so good practice.

*D. Diploma Supplement*, by Leonard Van der Hout, Bologna Expert

What is it and what are the conditions for use which template should be used and why?

- Going through the eight (8) items of the DS.
- How to use the instruction and its update (2007).
- Start of the labels (DS & ECTS).
- Where to find the DS instrument, template and label information?
- What is/can be the contribution of Bologna Experts regarding the DS label and its proper use?
- One example of concrete support for universities by the Bologna Experts.

*E. Information Session on the Virtual Community for Bologna and Tempus Higher Education Reform Expert,* by Anthony Vickers, Bologna Expert and Antonio De Marco, Creative Director Youth Agora

The presentation will start with a demonstration of the community features (discussion board, document centre, notifications, instant messaging). In addition, a support booth will be set up to help people register, and a "virtual session" will be organised where participants will discuss a given topic using the virtual community with the discussions projected "live" on a big screen. After the Training Seminar participants will be encouraged to join discussion groups set up at the virtual community associated with the topics of the Seminar.

*F. The ESN PRIME Project – The Students' Perspective*, by Marketa Tokova, ESN President

More than 20 years after the creation of the Erasmus Programme, students are still facing various barriers and obstacles - course recognition upon return being one of them. Therefore, Erasmus Student Network conducted an in-depth research PRIME into the recognition process, to point out the causes of the problems and to provide suggestions for improvements. PRIME (Problems of Recognition in Making Erasmus) project surveyed 100 universities and more than 2.400 Erasmus and exchange students from January till May 2009. The main field of the research was the information policy of HEI / faculties regarding Erasmus and other exchange programs and learning agreements. The project was done entirely on a volunteer basis and offers a unique combination of the point of view of students and universities.

*G. Recognition in Higher Education in Lebanon*, by Chafic Mokbel, HER Expert Lebanon

This talk will focus upon Recognition as a major issue in Higher Education. Recognition will be analyzed from different perspectives. Firstly, Recognition will be addressed within a rich and diverse Higher Education system as the Lebanese one in which different institutions operate with various European, American or other systems. This is compared to Recognition among different higher education systems. Few regional and international conventions will be shortly described.
Recognition of qualifications among higher education institutions from the same system or across systems is to be compared to Recognition crossing the boundaries of higher education towards active life. While the stakeholders in the first one are well defined, a

very broad set of stakeholders is involved in the second one making the task more complicated.

At a third level formal recognition is also compared to actual recognition.

Throughout these comparisons several examples regarding tools like ECTS, DS (and the corresponding labels) and, NQF will be presented. The relations between recognition and mobility will be addressed. Some Lebanese experiences in accreditation will be shown.

Based on the results of the analyses, we will argue that Recognition is first about information regarding different higher education systems and that joint degrees and bilateral conventions define some major tools towards an appropriate and reliable recognition.

*H. Recognition and Recruitment : The viewpoint of Industry/Entreprise*, by Toomas Tamsar, Pärnu Konverentsid, Estonia

The role of universities is a very complex one. Employers, acknowledging this complexity, are primarily interested in the role of education/knowledge provider. Disclaimer1: Estonia is so small, that most employers have a clear sense of understanding, which universities in Estonia and around provide a „good" education, Universities in learning activities would probably see three different clients: students, government and employers. I will explain shortly my views on students and government as clients and focus more on the employer side.

Employers do not know much about different accreditation policies or groups. They want to hire best students and do not trust too much government information. Disclaimer2: the role of public recognition is probably much stronger in countries like Germany, France, Austria, Italy. I would draw a parallel from my experience as CEO of Estonian Chamber of Commerce.

For employers, formal recognition plays only a very limited role. Most important criteria for judging a university is past experience. Innovation, new solutions etc follow. As extreme, the employer may want to hire a graduate of a non-recognized college if the latter can prove to offer graduates who are fast and innovative. I believe universities should be careful about how much to depend on formal recognition and how much on real branding (starting with more openness).

# Chapter 3: Workshops – Content and Learning Outcomes

A. *Lisbon Convention and Global Recognition*, by
1. Luciano Saso, La Sapienza University, Roma and Tempus HERE Aleksandr Hakobyan **(group 1)**

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| **Workshop 1:** Lisbon Convention and Global Recognition (foreign degrees) |
| **Workshop trainers:** Luciano Saso and Aleksandr Hakobyan (Group 1) |
| **Organization of the 2 hr time slot:**<br>**1.** Brief introduction and *tour de table* (**10 min**);<br>**2.** Introductory presentation by Luciano and Aleksandr (**30 min**);<br>**3.** Group work (**60 min**);<br>**4.** Conclusions and feedback (**20 min**). |

**Main learning outcomes:**

The workshop will focus on the two main aspects of recognition**:** (A) recognition of foreign diplomas, degrees and other academic qualifications; and (B) recognition of credits for study periods or placements abroad.

(A) We will briefly present and discuss some of the main documents related to the subject, such as the **Lisbon Convention** (1997, http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=165&CL=ENG and http://unesdoc.unesco.org/images/0011/001112/111238mb.pdf), the **Bologna Process Communiqués** http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/how_it_works.htm) with special attention to the **Diploma Supplement** mentioned in the **Berlin Communiqué** (http://ec.europa.eu/education/lifelong-learning-policy/doc1239_en.htm) , the **Dublin Descriptors** (http://www.jointquality.nl), the **Tuning project** (http://tuning.unideusto.org/tuningeu/),  the studies and seminars by the **European University Association** (http://www.eua.be/publications), **the Eurydice Network** (http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php), and the **UNICA network** (http://www.unica-network.eu), **the Framework of Qualifications of the European Higher Education Area** (2005, http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/qf.asp), **the European Qualifications Framework for Lifelong Learning** (2008, http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm) and the available **National Qualifications Frameworks** (http://www.enic-naric.net/). The point of view of the students of the **European Students Union** will also be reported (**Bologna with Students's Eyes:** http://www.esib.org/documents/publications/official_publications/BWSE2009-final.pdf).

(B) Concerning the recognition of credits for study periods or placements abroad, we must admit that after more than 20 years (the Erasmus programme was launched in 1987) the problem is far from being solved as indicated by the **PRIME project** carried out by the **ESN students** (http://www.esn.org/content/prime-research). To facilitate the recognition, the student must prepare very carefully the **learning agreement** (LA) (http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf),

checking the catalog of the courses of the foreign university and if necessary contacting directly the Erasmus Coordinator or the individual teachers of the partner university. The LA must be signed by a member of the home university (Erasmus Coordinator or President of the Degree Course Committee or Dean, etc.) with sufficient authority to guarantee the final recognition of the credits obtained abroad. Since it is not always easy for the student to find "equivalent" courses in the partner university, the number of elective courses that can be studied abroad should be significantly increased.

In both cases (A and B), we believe that recognition depends very much on the mutual trust between partner universities. To increase it and to eliminate prejudices and stereotypes, mobility programmes such as Erasmus, Erasmus placement, Erasmus Mundus, Leonardo da Vinci, Marie Curie and Tempus can play a very significant role in allowing the Teaching and Administrative Staff member to visit the partners universities for short periods (administrative staff members only since 2007!).
In this framework, the case study of Armenia, a post-soviet country with typical disadvantages and problems within the recognition process will be presented by Aleksandr.
In conclusion, recognition in higher education (HE) is one of the keys towards the success of the Bologna process but on the other hand recognition should be the result of the process itself. In some countries we cannot wait until the two-degree system is completely designed and implemented, the mobility projects are developed, the HE quality assured or the ECTS system is integrated. But on the other hand, none of the above mentioned issues can be achieved without recognition.

**Recommended reading material:**
It's available on the abovementioned websites.

**"Homework" for the participants:**
Interested participants are welcome to write Luciano (luciano.saso@uniroma1.it) and Alex (alexander_hakobyan@yahoo.com) to describe very briefly the recognition procedures in their own countries/universities, pointing out the strong and weak points of their systems. These observations will be very useful during the group work.

A. _Lisbon Convention and Global Recognition_, by
2. Jessica Stannard, NUFFIC and Marketa Tokova, ESN President **(group 2)**

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| **Workshop title**: Lisbon Convention and Global Recognition |
| **Workshop trainer(s)**: Jessica Stannard and Marketa Tokova |
| **How will the 2 hr time slot be divided?**<br>1. intro & tour de table (**10 minutes**)<br>2. introductory presentations by Jessica and Marketa (**40 minutes**)<br>3. group work (**40 minutes**)<br>    discussion and conclusions (**30 minutes**) |
| **What will be the main learning outcomes?**<br>**-**Participants will be provided with an overview and will gain awareness of main instruments and trends in global recognition: Lisbon Recognition Convention, Diploma Supplement, ECTS, Qualifications Frameworks, information resources, international networks, National Action Plans on Recognition, Lifelong Learning, Accreditation and Quality Assurance, joint degrees, Erasmus University and Student Charter. Although the focus will be on the European Higher Education Area, some attention will be paid to |

recognition with regard to other world regions.
-Participants will be provided with an overview of a few of the most important European mobility schemes for students and staff, such as the Erasmus programme, Erasmus Mundus, etc.
-Participants will be provided with an overview and will gain awareness of obstacles influencing the full recognition of foreign qualifications and periods of study abroad, from the point of view of a recognition authority, an institution, and the student. Topics to be discussed include: interpretation of the concept of 'substantial differences', descriptions of learning outcomes and competencies, communication channels between policy makers and individuals directly involved in recognition, national culture and attitude affecting recognition practice, obstacles identified in the PRIME Report published in 2009 by the Erasmus Student Network.
-By identifying and analyzing recognition practice at the national/institutional levels, participants will gain insight into the current state of affairs and where improvement can be made, if necessary.

**Any reading material recommended?**
Same reading material as recommended for the parallel workshop run by Luciano Saso and Aleksandr Hakobyan (Group 1).

**Any homework for participants?**
I think the homework described by Luciano and Alex is very applicable to our workshop.
During the workshop itself, participants will be divided up into groups, each group consisting of
-people representing countries with a flexible approach to recognition and those representing countries with a stricter/less flexible approach to recognition
-people working at institutions and those working for government organizations and/or recognition authorities
The groups will be given a set of statements or theses on recognition practice that they will be asked to defend one way or another.

*B. Access from Bachelor to Master (Vertical Mobility),* by
1. Arthur Mettinger, University of Vienna and David Baldinger, Austrian Bologna Service Point **(group 1)**

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| **Workshop title**: Access from Bachelor to Master – On the Challenges of Vertical Mobility |
| **Workshop trainer(s)**: Arthur Mettinger, David Baldinger |
| **How will the 2 hr time slot be divided?**<br>1. introduction and tour de table (where are people from, what are their respective institutional roles, perspectives on vertical mobility, expectations of the workshop)<br>2. presentation of the current status quo based on an analysis of new assessment reports (Independent Assessment Report, Trends V, Bologna At The Finish Line, Eurydice: Focus on HE in Europe 2010)<br>3. introduction of the workshop topic: presentation of integral elements in the vertical mobility sequence, tools such as qualification profiles, qualifications frameworks, learning outcomes, Diploma Supplement, Lisbon Recognition Convention<br>4. first task for participants: identify the relevant actors along the above-sketched sequence<br>5. role-play: participants adopt roles such as 'students', 'university decision-makers', 'recognition bodies', etc. and in a first step they brainstorm in groups on which aspects, information, knowledge, procedures are vital at which point of the sequence; i.e. what to expect from students, institutions, recognition bodies, etc.<br>6. A second step sees them debating their views with the other groups in a bid to find out what is feasible, realistic, etc. – this should generate a template which |

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| sketches visceral points of articulation and linkage, possibly identifying current deficits |

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| **What will be the main learning outcomes?**<br>Participants will gain a critical understanding of the current shortcomings and procedural deficits associated with European vertical mobility. They will be in a position to identify and assess the constitutive elements and actors involved in the process and communicate these to different audiences at their home institutions.<br>Based on this understanding they will furthermore be equipped to start developing strategies for tackling their institutional shortcomings in relation to vertical mobility issues. |
| **Any reading material recommended? (Cfr. Chapter 4)**<br>1. EUA: Trends V<br>2. ESU: Bologna at the Finish Line<br>3. CHEPS, INCHER, ECOTEC: The Bologna Process Independent Assessment: The first decade of working on the European Higher Education Area. Executive summary, overview and conclusions<br>4. Eurydice: Focus on HE in Europe 2010 |

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| **Any homework for participants?**<br>no |

B. _Access from Bachelor to Master (Vertical Mobility)_, by
2. Maria Kelo, Higher Education Expert and Jean-Luc Lamboley, Bologna Expert
**(group2)**

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| **Workshop title**: Access from Bachelor to Master (Vertical Mobility) |
| **Workshop trainer(s)**: Maria Kelo, Jean-Luc Lamboley |
| **How will the 2 hr time slot be divided?**<br>Welcome and tour de table of participants, **10 minutes**<br>Introduction to the workshop and a general introductory presentation on the theme, with reference to current status and main difficulties in vertical mobility. (Maria Kelo), (**15 minutes**). Questions.<br>Presentation of the Tuning project methodology (Jean-Luc Lamboley), (**10 minutes**) and discussion on how the methodology could be used or is used for mobility between bachelors and masters levels (all participants), (**10 minutes**)<br>Group work: in groups of 5-6, participants enlist main challenges in recognition of bachelors degrees (international as well as national degrees) for masters study, the main difficulties and obstacles to smooth transition within institutions/countries, and the possible actions that could be taken to make the masters programmes more open to entries from outside the institution/country (all participants), (**20 minutes**)<br>Reporting back and collecting input from the groups, (**15 minutes**)<br>Presentation of the French institutions' experience and method in admission of bachelors students to masters programmes (Jean-Luc Lamboley),        (**15 minutes**)<br>Discussing institutional experiences related to the theme though contributions from the audience, and especially the eventual mismatches between theory (e.g. the created tools) and practice (sticking to exact equivalence/protectionism, etc.), (**20 minutes**) |
| **What will be the main learning outcomes?**<br>Participants will learn more about the use of Tuning methodology and other 'Bologna tools' for mobility between degree programmes, and have a chance to discuss the practical possibilities and challenges in applying the Tuning methodology for this purpose. In particular, the participants can share good practice in access from bachelors to masters through the French case example as well as practice in the participants' own contexts. |

| **Any reading material recommended?** |
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| The Tuning brochure, which can be downloaded from the Tuning website: |
| http://tuning.unideusto.org/tuningeu/ |

| **Any homework for participants?** |
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| no |

C. _Applying for the ECTS/DS Label_, by Ruard Wallis de Vries, EAC

| **Workshop title**: ECTS and DS labels |
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| **Workshop trainer(s)**: Ruard Wallis de Vries, Misia Coghlan, Katerina Galanaki, Svein Pedersen |
| **How will the 2 hr time slot be divided?**<br>Approximately 1 hour of presentations, **1 hour** of discussion.<br>The presentations will be on the following topics:<br>&bull; Introduction of the labels exercise (**10 min.**)<br>&bull; Bologna Experts and their task of assisting HEI in the implementation of the ECTS and DS rules - including applying for the ECTS and/or the DS label. (presentations: **20 min.**)<br>How to improve the assistance performed by Bologna Experts to HEI in the implementation of the ECTS and DS rules - including applying for the ECTS and/or the DS label. (presentations: **30 min.**) |
| **What will be the main learning outcomes?**<br>&bull; Updated knowledge about the organization of the ECTS / DS label exercise<br>&bull; Increased awareness about the "why"" of the ECTS / DS label exercise<br>&bull; Updated knowledge about the conditions for both labels, including the reasons why acceptance or rejection of certain applications wasn't crystal clear at first. |
| **Any reading material recommended?**<br>&bull; ECTS Users Guide : http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf<br>&bull; 2010 ECTS / DS Application Forms:<br>  http://eacea.ec.europa.eu/llp/erasmus/erasmus_ects_ds_en.php |
| **Any homework for participants?**<br>You are invited to think about the following question: In 2010, only 5 HEI were awarded the ECTS label. Why do you think there were so few? Is the ECTS label irrelevant, and if yes, why? Are the conditions too strict? Is it worth while pursuing the label, but was the promotion insufficient / unclear? Or is there an underlying reason, namely that very few HEI in Europe are implementing ECTS as stipulated in the ECTS Users Guide and other related Bologna documents?<br>Considering the fact that the DS is issued in most/all Bologna countries, why so few applications for the label? |

*D. Linking ECTS & Learning Outcomes*, by Anthony Vickers, Bologna Expert and Anna Muraveva, Deputy Director NTO Russia

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| **Workshop title**: Linking ECTS & Learning Outcomes |
| **Workshop trainer(s)**: Anthony Vickers, Bologna Expert and Anna Muraveva, Deputy Director NTO Russia |
| **How will the 2 hr time slot be divided?**<br>Introduction to the new ECTS User Guide with respect to learning outcomes (**5 minutes**)<br>The holistic approach to Learning Outcomes (**10 minutes**)<br>Group work on assessing and writing learning outcomes (**1 hour 15 minutes**)<br>Presentation of group work (**30 minutes**) |
| **What will be the main learning outcomes?**<br>Knowledge and understanding of the holistic approach to learning outcomes.<br>The ability to assess learning outcomes from a pedagogical standpoint.<br>A basic understanding of the techniques used to write learning outcomes. |
| **Any reading material recommended?**<br>**General Reading**<br>http://www.qualityresearchinternational.com/glossary/learningoutcomes.htm<br>http://www.scotland.gov.uk/Publications/2004/09/19908/42704<br>http://www.aallnet.org/prodev/outcomes.asp |
| **Any homework for participants?**<br>Provide one example of a course with learning outcomes and one without learning outcomes.<br>If able provide a web link to an online course catalogue from your country that uses learning outcomes (for example http://www.essex.ac.uk/courses/). It would be useful if this was in English but if not please supply a brief statement about the use of learning outcomes in the catalogue.<br>These should be emailed to the trainers vicka@essex.ac.uk and muraveva2003@inbox.ru. by May 31st. |

# Chapter 4: Useful Links

*A. Policy documents*

**http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/documents/Budapest-Vienna_Declaration.pdf**
The Budapest-Vienna Declaration on the European Higher Education Area (EHEA) (March 12, 2010).

**http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communiqué_April_2009.pdf**
Communiqué of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April, 2009.

**http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/LRC/Lisbon_for_pedestrians.pdf**
The Lisbon Convention – What is it?

*B. Projects*

**www.eurorecognition.eu**
This is the official website of the European Area of Recognition (EAR) and will be available soon.
Over the next two years, Nuffic will be managing the EAR - project. This project is aimed at improving consistency in the recognition of international study qualifications.

**http://supernova.esn.org/prime-problems-recognition-making-erasmus-0**
The PRIME Project (ESN)

*C. Other*

**http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/qf.asp**
The Website for Qualifications Frameworks in the EHEA. This site has been developed by the Council of Europe, the Bologna Secretariat and the Coordination Group on Qualifications Frameworks to provide important information on qualifications frameworks, which have become an essential instrument in developing the European Higher Education Area.

**http://ec.europa.eu/education/higher-education/doc/eurydice09_en.pdf**
This publication (2009) gives an overview of the latest developments in the Bologna Process. It holds specific sections on ECTS, Diploma Supplement and National Qualification Frameworks.

**http://www.eua.be/fileadmin/user_upload/files/newsletter2010/MiH_ECTS_LO_Asem_berlin_15042010_rev.pdf**
This is a presentation by Michael Hörig (EUA – European University Association) on the occasion of the ASEM Conference Berlin, 15 April 2010.

It presents the history and current state of play of the European Credit Transfer and Accumulation System (ECTS) and learning outcomes.

**http://www.unesco.org/education/studyingabroad/highlights/global_forum/presentations/rauhvargers.doc**
The European perspective towards an important challenge brought by globalisation: Recognition of Transnational Education Qualifications (Dr. Andrejs Rauhvargers)

**http://www.eua.be/publications/#c399**
Trends 2010: A decade of change in European Higher Education (Andrée Sursock & Hanne Smidt) / Trends V: Universities Shaping the European Higher Education Area (David Crosier, Lewis Purser & Hanne Smidt)

**http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/documents/IndependentAssessment_executive_summary_overview_conclusions.pdf**
The Bologna Process Independent Assessment: The first decade of working on the European Higher Education Area. Executive summary, overview and conclusions

**http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/122EN.pdf**
Focus on HE in Europe 2010

**http://www.esib.org/index.php/News/newsletter-student-voice/230-issue-21-february-2010/666-bologna--at-the-finish-line**
Bologna at the Finish Line