

Suggested topics for Working group discussions

***NB: these are suggestions by the conference organizers.
Working group chairs are free to further develop, amend or re-formulate the topics,***

WG 1: furthering implementation of the Lisbon Convention at national and international level

Chair: Rolf Lofstad, Norwegian ENIC/NARIC, Oslo;

Rapporteur: Erwin Malfroy, Flemish ENIC/NARIC, Brussels

- Situation with the international legislation for recognition (Lisbon Convention framework) and its state of implementation
- Implementation at national level – is national legislation in all cases relevant, not controversial with the Convention, welcoming recognition of foreign degrees/credits;
- Relations between recognition and information on credentials,
- Implementation at institutional level – are all levels aware? Is there institutional policy for recognition? Is it always easy to get foreign credentials recognized without involvement of national level? What could be done to improve recognition at institutional level?
- The “real” implementation problems, including problems caused by non bona-fide transnational providers.

WG 2: developments in recognition of degrees and study credit points

Chair: Helle Otte, Danish ENIC/NARIC, Copenhagen

Rapporteur: Gabriel Vignioli, Erasmus Mundus Agency, Italy

- Has recognition changed after 1999? In what way? Is it easier to get one's credentials recognized today than it was before Bologna declaration?
- How has introduction of Bologna cycles influenced recognition across “Bologna zone” – better, worse, same but with more solid motivation of decisions?
- Can one say the “new” degrees are better recognized across Europe than the “old” ones?
- How is the Bologna cycle structure seen from outside Europe – is Bologna process improving recognition of European degrees outside?

- What are the problems in recognition of credits? How can recognition of credits be improved? Are there changes in recognition of credits within Bologna process?

WG 3: recognition of learning outcomes

Chair: Norman Sharp, Quality Assurance Agency, Glasgow, Scotland

Rapporteur: Sjur Bergan, Council of Europe

- What should be done in order to ensure that description of qualifications through learning outcomes gives maximum benefit to the recognition of qualifications?
- How can description by learning outcomes be used to stimulate improvement of recognition in different cases:
 - recognition for further studies,
 - how can it help recognition of short-cycle studies with a view to continuation of studies in the first cycle?
 - recognition for regulated and non-regulated parts of labour market;
 - recognition of the results of LLL for admission for further studies or for gaining credits towards a degree
 - recognition of transnational education and that of joint degrees?

WG 4: using results of quality assurance for improving recognition

Chair: Sèamus Puirseil, ENQA board & Higher Education and Training Awards Council, Ireland

Rapporteur: Carita Blomqvist, Finnish ENIC/NARIC

- Recognition and quality assurance - how can they benefit from each other?
- benefits from cooperation between recognition and quality assurance agencies at national and international level;
- how will recognition of individual qualification benefit from the “widely agreed standards and procedures” that are being developed in European quality assurance?
- how can individual qualification holders benefit from quality assurance measures along subject lines (Tuning)

WG 5: Impact of the emerging qualifications frameworks on recognition

Chair: Mogens Berg, Danish Ministry of Education, Copenhagen

Rapporteur: Eva Gönczi, Hungarian Ministry of Education, Budapest

- How will the “new style“ qualifications frameworks improve recognition?
- What will be the cooperation mechanism between credential evaluation, qualifications frameworks and quality assurance?
- In this mechanism , what will be the role
 - a) of national qualifications frameworks vs. overarching European framework;
 - b) of ENICs/NARICs vs. credential evaluators at higher education institutions?
- What could be the impact of qualifications frameworks upon recognition of :
 - a) end qualifications of bologna cycles
 - b) qualifications not leading to the end of cycle;
 - c) qualifications from non-Bologna world,
 - d) transnational education qualifications,
 - e) qualifications earned through lifelong learning?
- are there any recommendations to those developing national (and European overarching) qualifications frameworks with a view of maximum benefit for recognition?