Regional Approaches to Learning Outcomes and their relevance for academic and professional mobility in Europe

Dr. Iring Wasser
Completion of the European Higher Education Area until 2010, in which citizens can choose from a wide and transparent order of high quality courses and benefit from smooth recognition procedures.

Goals: European knowledge society characterized by high mobility and permeability, lifelong learning.

Promotion of comparability and compatibility of degrees:
- Two cycle study system,
- ECTS,
- Adoption of a system of easily readable and comparable degrees, Diploma Supplement,
- Permeability of study structures.

Promotion of the European Dimension in Higher Education.

Recognition of degrees/qualification of degrees/qualification Frameworks/LO.

Transnational cooperation in QA.

Common European Market.

The European Directive on the recognition of professional qualifications:
- Goal: “A clear, secure and quick system for the recognition of qualifications in the field of the regulated professions is required to ensure free movement.”
- The EC institutions and member states should facilitate employment and the provision of services through wholesale consolidation of the existing regimes of professional recognition in the regulated professions.

Political Context of QA in Europe:

Academic Mobility

Professional Mobility

Adj. Mobility and permeability, lifelong learning.

Education

Frameworks/LO

Transnational cooperation in QA

Common European Market

The European Directive on the recognition of professional qualifications:

Professional Mobility

wholesale consolidation of the existing regimes of professional recognition in the regulated professions.

Paris (1998)

Bologna (1999)

Prag (2001)

Berlin (2003)

Bergen (2005)

London (2007)

Leuven (2009)

Bukarest (2012)

Dr. Iring Wasser,
Managing Director ASIIN e.V.
European Instruments for Quality Assurance

European Quality Assurance is based on

- The European Qualification Framework (Bologna/Dublin Descriptors + Kopenhagen process are integrated), ECTS, Diploma Supplement, BA/Master degree structures
- European Standards and Guidelines, Code of Good Practice
- European Register of QA/Accreditation Agencies, M.R.A.’s
- European Learning Outcomes/Competence Profiles on the Disciplinary Level
The growing importance of the Learning Outcome Concept

Neither in the Bologna Declaration (1999) nor in the Prague Communiqué (2001) was there a reference of LO at all. They have however figured prominently in their discourse ever since, e.g. in the London Communiqué 2007:

“We underline the importance of curricula reform leading to qualifications better suited both to the needs of the labor market and to further study. Efforts should concentrate in future on removing barriers to access and progression between cycles and on proper implementation of ECTS, based on learning outcomes and student workload.”

“QF are important instruments in achieving comparability and transparency within the EHEA and facilitating the movement of learners within, as well as between higher education systems. They should also help HEIs to develop modules and study programs based on learning outcomes and credits and improve the recognition of qualifications as well as all forms of prior learning.”

Dr. Iring Wasser,
Managing Director ASIIN e.V.
The growing importance of the Learning Outcome Concept

The Leuven Communique in 2009:

“We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes... Academics in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for a growing number of subject areas...“

“It is arguably that the main end product of the Bologna reforms is better qualifications based on learning outcomes and certainly not just new educational structures. For this sort of bottom-up reform it is recognised that there is a need for fundamental changes at the institutional level where academics are responsible for creating and maintaining qualifications”. (Stephan Adam, UK Bologna Promoter)

Dr. Iring Wasser,
Managing Director ASIIN e.V.
European Disciplinary Accreditation Networks: Pan European Definition of Learning Outcomes as Entry Route to the Profession

European Scale

**I SEKI Food**
IFA/ASIIN have developed pan-European LO/QA structures in the field of food science

**EURO-AGES**
European Tempus – Project for the Development of pan-European LO/QA structures in the field of geology

**EQANIE**
European Quality Assurance Network for Informatics Education
CEPIS, Informatics Europe, ASIIN + many European Informatics societies

**ECTNA**
European Chemistry Thematic Network Association
More than 150 HEIs + chemical societies in Europe + ASIIN have developed LO for the European BA/MA in Chemistry

**ENAEE**
European Network Accreditation Engineering Education
All European Engineering Accreditation Agencies + FEANI, SEFI etc. : LO for FCD and SCD
Joint Statement of the European Label Associations to the European Ministers in London

The European Label Associations undersigning this statement represent accreditation bodies, higher education institutions, professional and scientific associations and other relevant stakeholders in higher education in the respective discipline.

Aiming at:

• Providing an appropriate "European Label" to the graduates of accredited higher education programmes;
• Securing and improving the quality of higher education;
• Facilitating trans-national recognition of academic qualifications through a recognised label;
• Facilitating recognition of academic qualifications by the competent authorities;
• Protecting consumers against false information and low-quality university degrees and other qualifications;
• and
• Considering the “European Quality Assurance Standards” and the “Framework of Qualifications for the European Higher Education Area” adopted by the European Ministers Responsible for Higher Education,

the members represented by the European Label Associations have undertaken the development of criteria and procedural guidelines based on which the European Quality Label in the respective discipline may be awarded.
The European Network for the Accreditation of Engineering Education

www.enaee.eu

Dr. Iring Wasser,
Geschäftsführer ASIIN e.V.

16. Juni 2010
# Members of ENAEE

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<th>Engineering (Education) Societies</th>
<th>Engineering Accreditation Agencies</th>
<th>Others</th>
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<td>FEANI</td>
<td>ASIIN</td>
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<td>SEFI</td>
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<td>CLAIU</td>
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<td>IGIIP</td>
<td>RAEE</td>
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<td>Finish Association of Graduate Engineers</td>
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EUR-ACE Framework Standards (1)

Six Categories of learning outcomes

- Knowledge and understanding
- Engineering analysis
- Engineering design
- Investigations
- Engineering practice
- Transferable skills

For each category, outcome criteria for First and Second Cycle programmes’ graduates have been established.
Organisational Structure of ENAEE

**General Assembly**
(19 representatives of 19 members organisations)

**Administrative Council**
(7 members, incl. President, 2 Vice-Presidents, Treasurer)

**Label Committee**
(Representatives of authorized agencies)

Carries out authorization procedures

**Higher Education Institutions**
seeking the EUR-ACE label

Carry out accreditation processes at national HEIs
→ Check if outcomes are fulfilled
→ Award EUR-ACE label in addition to national accreditation

Name of the presenter, ENAEE
Authorized agencies

Authorized in November 2007
- Ordem dos Engenheiros
- ASIIN
- Engineering Council
- RAEE
- CTI
- Engineers Ireland

Authorized in January 2009
- MÜDEK
Expansion of the system

- Inclusion of additional agencies
- Interest from
  - NVAO The Netherlands
  - ARACIS Romania
  - SKVC Lithuania
  - OAQ Switzerland
  - KAUT Poland
  - AQA Austria
- Non-engineering specific agencies
- Efforts towards mutual recognition
Number of EUR-ACE® Labels

as of June 2011

estimation end of 2011

Name of the presenter, ENAEE

18 July 2011
The EUR-ACE® Certificate

This is to certify that the Bachelor programme

**Energie- und Prozesstechnik**
(Power and Process Engineering)

provided by

Technische Universität Berlin
Fakultät Prozesswissenschaften

accredited by

ASIIN e.V.

on 07 December 2007 until 20 December 2008

satisfies the outcomes of First Cycle programmes specified in the EUR-ACE Framework Standards for the Accreditation of Engineering Programmes, and therefore for the above period of accreditation is designated as a First Cycle EUROPEAN ACCREDITED ENGINEERING PROGRAMME.

For the European Network for Accreditation of Engineering Education (ENAEF)

The President
Prof. Ing. Giuliano Augusti, Sc.D.

Brussels, 17 December 2007

For ASIIN

The Managing Director
Dr. Irving Wasser

Düsseldorf, 17 December 2007
Benefits for HEIs

- Additional certificate of quality of education
- Means of promotion: programme meets academic \textit{and} professional standards
- Assurance that programme meets quality standards set by the engineering profession
- Benchmarked against other European programmes
- Reliable information on quality of FC programme for admission for SC
- Incentives for students to choose EUR-ACE labelled programme
Benefits for students

• Assurance that EUR-ACE® labelled programme meets high European and international standards
• Facilitate application to EUR-ACE® Masters programmes in other HEIs
• Additional quality label recognized by employers in Europe
• International recognition of degree as meeting professional standards
• Regulatory bodies accept EUR-ACE® labelled programmes as meeting requirements for becoming chartered engineer
Benefits for employers

Successful completion of EUR-ACE labelled programme assures:

• Competences of graduates:
  
  Candidate’s knowledge, understanding and practical capabilities meet international standards

• Reliable information on quality of degree programme of candidate without knowing its details

• Not only academic standard of programme checked but also relevance for profession

• Complement to Diploma Supplement
  
  (giving academic point of view)
Benefits for accreditation agencies

• Offering additional quality label to customers (HEIs)

• Certification of quality of accreditation agency according to ESG and employers’ requirements

• Integration into European network of engineering professionals

• Possibility to accredit in other European and worldwide countries with no authorized agency
Benefits for professional engineers organizations

- Guarantee that graduates meet educational requirements for entering into their registers (if organisation has set its educational standard at EUR-ACE level)
- FEANI automatically includes the EUR-ACE® accredited programmes in its Index of European recognized engineering programmes
engineer\textit{ING} card:

Front

1. Given Name
2. Surname
3. Date and Place of Birth
4a. Date of Issue
4b. Date of Expiry
5. Member of Association/Organisation
6. ID Number
7. Signature
8. Key for qualifications
engineer|NG card:
Back

Legend of classification of the front of the card

<table>
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<tr>
<th>Academic Studies</th>
<th>Professional Experience</th>
<th>Continuing Education</th>
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</thead>
<tbody>
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<td><strong>A1</strong> Bachelor/Diplom (FH)</td>
<td><strong>B1</strong> Unternehmen (Free Economy)</td>
<td><strong>C1</strong> Seminar mit Teilnahmebescheinigung (with Certificate of Attendance)</td>
</tr>
<tr>
<td><strong>A2</strong> Master/Diplom (TU/TH)</td>
<td><strong>B2</strong> öffentl. Dienst (Civil Service)</td>
<td><strong>C2</strong> Seminar mit Abschlussprüfung (with Final Exam)</td>
</tr>
<tr>
<td><strong>A3</strong> Dr.-Ing.</td>
<td><strong>B3</strong> selbständig (Self-employed)</td>
<td><strong>C3</strong> Fortbildung mit Zeugnis (Advanced Education with Certificate)</td>
</tr>
</tbody>
</table>

Datum/Date: 30.07.2003, 27.11.2005

Legend of classification:
Outlook EUR-ACE and AHELO

- Project: Assessment of Higher Education Learning Outcomes (AHELO)
- Funding: by OECD
- Result (200): AHELO-Tuning - Conceptual Framework of Expected/Desired Learning Outcomes in Engineering merging of the EUR-ACE Programme Outcomes for First Cycle Degrees and the ABET Criteria for accrediting engineering programs (compatible with other relevant Standards)
Founding a “Network of Networks” of field specific/disciplinary accreditation agencies in Europe

Founding of a international group of specialized accreditors on a global scale under the umbrella of INQAAHE, a process which started at the beginning of April 2011

Renewing the joint Bologna declaration of those field specific networks as input to the upcoming Bologna conference of the 47 ministers of education in Bukarest in 2012

INQAAHE/ENQA Conference on field specific accreditation on the 1st and 2. of December in Brussels (Majorie Penn Memorial Conference)

Working toward Mutual Recognition Agreements based truly on Learning Outcomes
Contact

Dr. Iring Wasser
CEO of ASIIN
President of CEEN
Vice-President of ENAEE
Vice-President of EQANIE
Chairman of the EUR-ACE Label Committee
INQAAHE Board Director
Mail: gf@asiin.de
Web: www.asiin.de
phone: +49 (0)211 / 900 977 -10
Thank you for your attention and participation in this leadership colloquium!