

MUTUAL RECOGNITION & THE BUCHAREST COMMUNIQUÉ

introduction to the theme : A LONG AND WINDING ROAD

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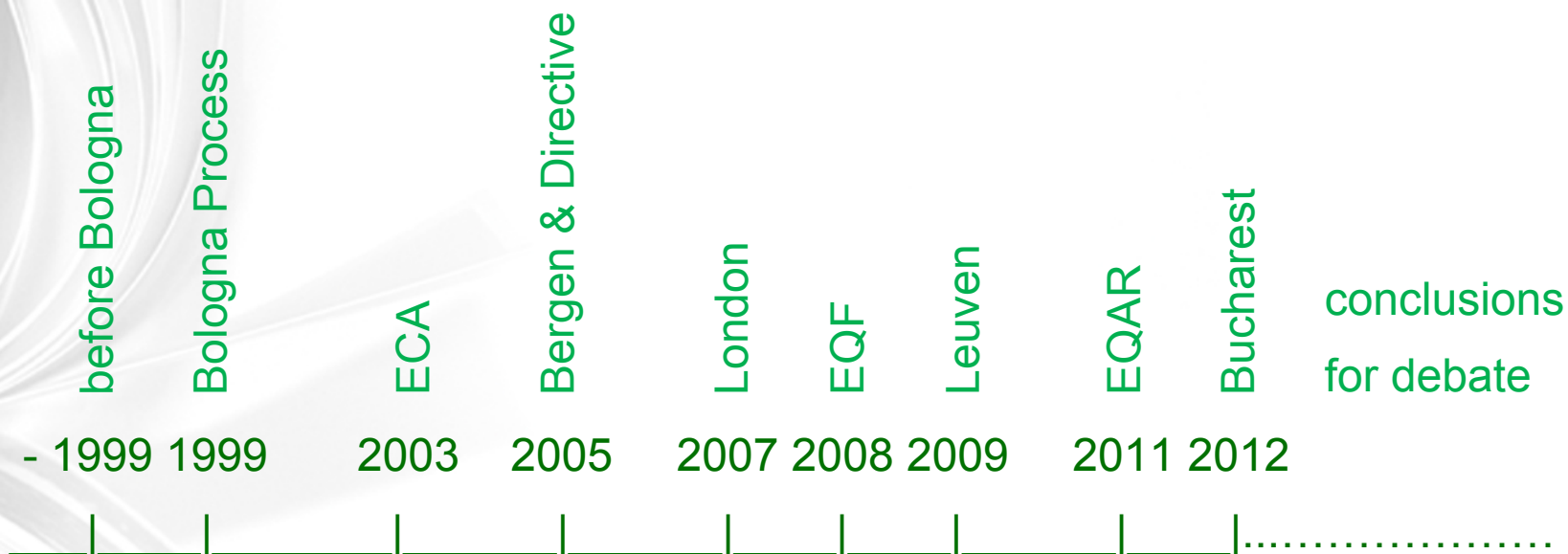
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european consortium for accreditation

Mutual Recognition : a long & winding road

contents & timeline



Mutual Recognition : a long & winding road

-1999 : before Bologna

- 1981-86 : pilot **student exchanges** supported by EC
- 1986 : original ERASMUS programme proposed by EC
- 1987 : June, ERASMUS programme adopted
- 1987-88 : 3,244 mobile students from 11 countries
- 1989 : **ECTS** pilot scheme within the framework of the Erasmus programme in order to facilitate the recognition of study periods undertaken abroad by mobile students based on their workload
- 1995 : successful ERASMUS incorporated in Socrates Programme
- 1996 : ECTS starts implementation
- 1997/9 : **Lisbon Recognition Convention**, degrees & periods of study must be recognised unless...

Mutual Recognition : a long & winding road

1999 : Bologna process

- 1998 : 2 main cycles system for international comparison & equivalence (Sorbonne declaration)
- 1999 : constructing EHEA as a key way to promote citizens' mobility and employability and the Continent's overall development
 - easily readable & comparable degrees
 - a system essentially based on 2 main cycles
 - system of credits – such as ECTS – including acquirement in non-HE contexts & LLL, provided they are recognised by receiving universities concerned
 - promotion of mobility
 - European co-operation in QA
 - promotion of necessary European dimensions in HE

Mutual Recognition : a long & winding road

2003 : foundation of ECA

- primary aim: mutual **recognition** of accreditation decisions
- mutual learning & dissemination of best practices in accreditation
- transparent information on quality & support internationalisation of institutions & students
- road map towards mutual **recognition** of accreditation procedures, of assessment results, of accreditation results based on mutual understanding & trust
- Joint declaration ECA members & ENIC/NARIC on **automatic recognition** of qualifications

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(by the way : accreditation)

- accreditation of accreditation-like decision: official **recognition** or assurance based on external & independent QA that the study programme or HEI at least meets the international (Bologna) threshold of quality
- Minimum quality refers to what is internationally expected & **recognized** by peers and employers
- After Bergen: quality of teaching/learning = **recognition** that students/learners at least meet the minima qualifications attached to each cycle/level in tertiary education of the (intended) learning outcomes of each module or unit in whatever mode of learning based on at least ESG internal & external QA

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2005 : Bergen ministerial Bologna conference

- ESG
- Overarching framework for qualifications in EHEA with generic descriptors for each cycle based on learning outcomes and competences, and credit ranges (1st & 2nd)
- NQF work started by 2007
- Complementarity between QF of EHEA & EQF
- 36 of 45 participating countries ratified Lisbon, go on without delay, implement its principles, national action plans to improve **recognition** of foreign qualifications, especially joint degrees awarded in 2 or more EHEA countries

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2005 : directive 2005/36/EC

- On “**automatic**” **recognition** of 7 regulated professional qualifications within the EU : doctor of medicine & specialist, pharmacist, dentist, nurse, midwife, veterinary surgeon, architect
- Update of Directive 1977 while referring to Treaty establishing the European Community (Maastricht, 1992 & Lisbon, 2007/9) without internal frontiers to people & services
- Not referring to competencies, learning outcomes and credits, and (E & N)QFs but to compulsory subjects, contact hours, years of study and inspectorate control from DG Internal Market
- In most countries translated into professional profiles with intended LO causing tension with flexibility and autonomy of study programmes
- Currently under revision referring to Ba & Ma and ECTS

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2008 : EQF for LLL

- translation device to make national qualifications more readable across Europe
- 8 reference levels from basic to advanced
- described by generic learning outcomes including all types of education
- as well as formal, non-formal & informal learning
- without credits
- countries should relate their NQFs to EQF so that all new qualifications from 2012 carry a reference to an appropriate EQF level
- EQF national coordination points & EQF advisory group & EU-wide Learning Outcomes Group
- Compatible with (Bologna) QF of EHEA
- Bruges conference on LO for 8 levels (Copenhagen Process)

Mutual Recognition : a long & winding road

2012 : EQAR's 1st strategy priority on trust & **recognition**

- Objective: Promoting, through the Register, international trust and **recognition** of **registered quality assurance agencies, their results and decisions throughout the EHEA**

There are various dimensions to **recognition** and this priority includes encouraging governments and competent authorities to:

- **Recognize** qualifications and higher education institutions evaluated, accredited or audited by registered agencies, including:
- **recognize** quality assurance decisions and results regarding transnational education provision;
- **recognize** quality assurance decisions and results on joint programmes;
- allow higher education institutions to work with all registered agencies, taking into account the respective national requirements.

Mutual Recognition : a long & winding road

2012 : Bucharest ministerial Bologna conference & 3rd PF

- *“We welcome the external evaluation of EQAR and we encourage quality assurance agencies to apply for registration. We will allow EQAR-registered agencies to perform their activities across the EHEA, while complying with national requirements. In particular, we will aim to **recognize** quality assurance decisions of EQAR-registered agencies on joint and double degree programmes.”*
- *“To consolidate the EHEA, meaningful implementation of learning outcomes is needed. The development, understanding and practical use of learning outcomes is crucial to the success of ECTS, the Diploma Supplement, **recognition**, qualifications frameworks and quality assurance – all of which are interdependent.”*

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2012 : Bucharest ministerial Bologna conference & 3rd PF

*“Fair academic and professional **recognition**, including **recognition** of non-formal and informal learning, is at the core of the EHEA. (...) We are determined to remove outstanding obstacles hindering effective and proper **recognition** and are willing to work together towards the **automatic recognition** of comparable academic degrees, building on the tools of the Bologna framework, as a long –term goal of the EHEA. We therefore commit to reviewing our national legislations to comply with the Lisbon **Recognition** Convention. We welcome the European Area of **Recognition** (EAR) Manual and recommend its use as a set of guidelines for **recognition** of foreign qualifications and a compendium of good practices, as well as encourage higher education institutions and quality assurance agencies to assess institutional **recognition** procedures in internal and external quality assurance.”*

Mutual Recognition : a long & winding road

2012 : Bucharest ministerial Bologna conference & 3rd PF

- Priorities for action by 2015:

- allow EQAR-registered QAAs to perform their activities throughout the EHEA, while complying with national requirements
- ensure that QFs, ECTS & DS implementation is based on LO;

- At European level we will in preparing 2015 with the relevant stakeholders:

- work to ensure the ECTS Users' Guide fully reflects on going work on learning outcomes & **recognition** of prior learning;
- support the work of a pathfinder group of countries exploring ways to achieve **automatic recognition** of comparable degrees;

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CONCLUSIONS FOR DEBAT : Wh?

▪ Recognize what?

- procedures
- qualifications
- degrees
- modules/units/(initial) study programmes/institution
- QAAs/accreditation organisations
- assessment/audit/accreditation
- minimum threshold and/or higher quality
- teaching & learning/research/social services/management
- vision/mission/strategy/policy/practice/process/outcomes
- formal/non-formal/informal (prior) learning

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CONCLUSIONS FOR DEBAT : Wh?

▪ Recognize how?

- national acceptance list based on bi/multilateral protocol (LO!)
- international trust through cooperation
- mixed visiting panels
- ESG through ENQA full membership or EQAR registration
- automatic

▪ Recognition by whom?

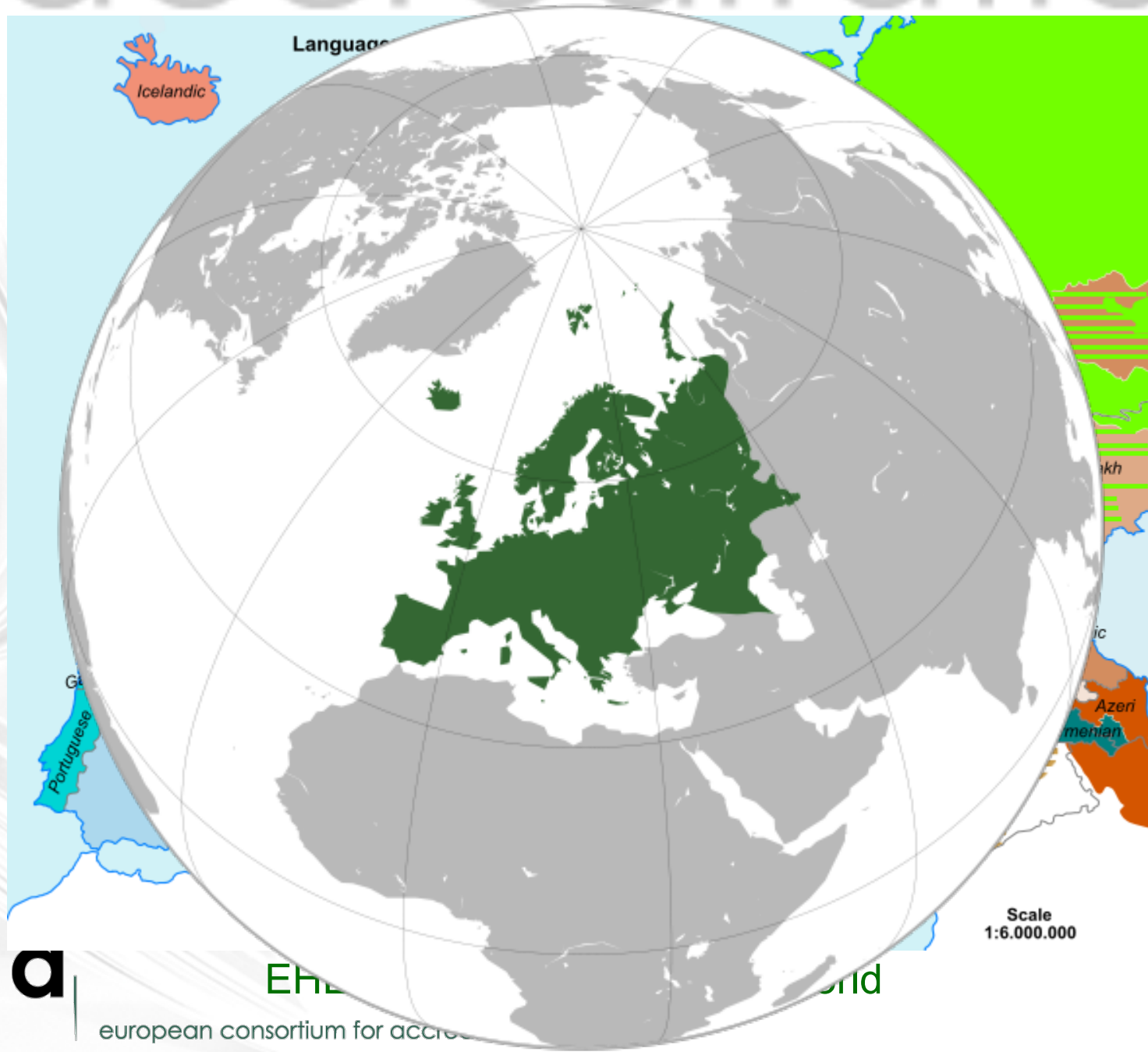
- institution/QAA/accreditation organisation/ministry/government

▪ Scope of recognition?

- study programme/HEI/national/international

▪ Relationship with directive 2005/36/EC?

▪ Relationship with the professional bodies & labels?



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All relevant publications:

<http://www.ecaconsortium.net/main/documents/publications>

www.ecaconsortium.net



www.grossroads.eu