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The Bologna Process and the Directive on the recognition of professional qualifications: an update

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Outline of presentation

- EUA – its mission and its activities
- EUA and Directive 2005/36/EC
- The legislative process: current state of play
- The key issues for higher education institutions: lifelong learning; student-centred learning; quality assurance; comitology
- The Bologna Process and professional recognition



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EUA - mission and activities

- **Membership:** 850 universities in 47 countries + 34 national rectors' conferences
- **Mission:** to ensure that universities have the means to fulfil their commitment to teaching, research, and service to society
- **Activities:** policy development, capacity building, targeted projects, research, publications
- **Role in Bologna Process:** full consultative member; one of 'E4' founding group of European Quality Assurance Forum (EQUAF) and Register (EQAR)



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EUA and Directive 2005/36/EC

- Contacts with DG MARKT since 2007
- Addressing relevant issues in *Survey of Master Degrees in Europe (2009)* and in *Trends 2010*
- Public meeting with DG MARKT and EP IMCO, 2010
- Responses to Commission consultations, including commissioned study by GHK, 2011
- Presentation to Commission's public hearing, 2011
- Submission to Bologna ministerial summit, 2012
- Periodic monitoring of relevant developments
- Sustained effort to bring DIR into line with Bologna



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The state of play in the legislative process

- December 2011: Commission published proposals for revised Directive
- May 2012: Competitiveness Council debated the European professional card and mutual evaluation of regulatory powers
- July 2012: draft reports by European Parliament committees – internal market (IMCO) and environment and public health (ENVI) – to be adopted in November
- January 2013: anticipated completion of EP first reading, for transmission to Commission and Council...
- Current consensus on need to complete legislative process in the context of re-launch of the Single Market



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Key issues (1)

- Explicit adoption of **lifelong learning** frame, consistent with Bologna Process
- Recognition of prior learning [**RPL**] in specialist programmes
- Continuing professional development [**CPD**]: to be object of quinquennial reports by MSs
- Credit accumulation [**ECTS**]: may be used to express course duration in basic (EC) and specialist (IMCO) programmes



Key issues (2)

- **Qualifications frameworks:** a gradual evolution of the General System, from the 5-level grid to EQF?
- **Student-centred learning** (learning outcomes, competence-based curricula): a move to accommodate more output-based criteria?
- **Quality assurance** of training programmes
- **Comitology:** wide range of proposed delegated acts, offering prospect of further gradual alignment with Bologna QFs, QA, mobility tools



The Bologna Process and the recognition of professional qualifications

At their 2012 summit in Bucharest, Bologna ministers...

- welcomed references to ECTS, EQF and learning outcomes in the Commission's proposals for an amended DIR
- requested BFUG to engage in dialogue with Commission and MS governments, in order to assure optimal alignment
- considered academic and professional recognition to include informal and non-formal learning
- requested BFUG to explore possibility of using EQAR as the agent of notification of compliant courses
- committed to easing professional recognition problems between EU MSs and non-EU Bologna signatories



Thank you for your attention

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<http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-and-professional-qualifications.aspx>