

Sectoral professions – EUA Update no.8, September 2011

This update follows the publication by the Commission of its Evaluation of the Directive and the accompanying **Green Paper** responses to which are due by September 20th. Full details can be found at: http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_directive_en.htm

A number of **Bologna-related issues** figure in the current consultation, notably: the scope for curriculum design by interested stakeholders via a new model of common platform; qualifications frameworks and their relation to the General System in particular; continuing professional development; minimum training requirements for doctors and nurses; the locus of quality assurance and the responsibility for notification of new compliant qualifications; the entry point to nursing training; and recognition of prior learning.

Draft legislation is expected at the end of the year or at the beginning of 2012. It will feature the delegated and implemented acts foreseen by comitology introduced under the Treaty of Lisbon – a crucial consideration insofar as it creates the possibility of a **gradualist rapprochement** with Bologna, in step with the consolidation of qualifications frameworks and quality assurance mechanisms in the European Higher Education Area.

To mark this important moment in the review of the current Directive, EUA is publishing in mid-September a special issue of the **Journal of the EHEA**. It features articles on architecture (Constantin Spiridonidis), dentistry (Jon Cowpe), engineering (Lacint Manoliu), nursing (Carol Hall) and quality assurance (Lucien Bollaert), together with an overview by Howard Davies. The Journal's web address is : http://www.ehea-journal.eu/index.php?option=com_content&task=view&id=47&Itemid=197

As usual, this update indicates relevant developments in the:

- Bologna Process
- EU institutions
- professional, academic and regulatory bodies
- EUA

Previous updates are available at: www.eua.be/bologna-and-professional-qualifications

1 The Bologna Process

1.1 A Bologna conference on **learning outcomes** took place in Malta in May. Agenda and presentations are available at item 4 under the rubric 'Bologna top up activities' at: <http://llp.eupa.org.mt/content.php?id=129>

1.2 A conference on the **modernisation of curricula** was held in Oslo in June. Details are at: http://oslo2011.bolognaexperts.net/sites/default/files/osloprogramme_final.pdf

1.3 The **European Network for Quality Assurance in Higher Education** (ENQA) moved to Brussels from Helsinki in the course of the summer and now operates under Belgian law. Its new Director is Maria Kelo, previously of the Academic Cooperation Association. ENQA's contact details are at: <http://www.enqa.eu/contact.lasso>

1.4 Also with new legal status is the **Central and Eastern European Network of Quality Assurance Agencies in Higher Education** (CEENQA). Its website remains at: <http://www.ceenetwork.hu/>

1.5 The **International Network for Quality Assurance Agencies in Higher Education** (INQAAHE) meanwhile, is holding a seminar in Brussels on November 30, on the theme of 'the quality of international education in the professions'. The same event will host an ENQA-run seminar (December 2) on 'European quality labels and quality assurance'. See: <http://www.inqahe.org/internationalisation-and-QA>

1.6 The Ministry of Higher Education and Research of France has announced plans to overhaul the **French licence qualification** (Bachelor). Confirming its status as the standard mode of access either to research or to employment, the new *licence* will feature: a minimum of 1500 study hours per full-time academic year,

spread over 10 fundable months; flexible pathways combined with bridging courses aimed at reducing the heavy drop-out rate; universal provision of a work placement option; adoption of learning-outcome-based curricula. Consult:

http://media.enseignementsup-recherche.gouv.fr/file/Dossier_de_presse_nouvelle_licence_juin_2011/32/0/DP_Licence_22-06-2011_183320.pdf

1.7 **Greece** has passed a new higher education law, which effects changes to university governance (legal status of institutions, appointment of rectors, quality assurance, doctoral schools, performance-based funding mechanisms) and sets limits to degree completion time. See the press article in:

http://www.ekathimerini.com/4dcgi/_w_articles_wsite1_14016_24/08/2011_403425

2 The European Commission

2.1 DG MARKT

2.1.1 Financial and economic crisis in the eurozone and beyond have prompted the Commission to accelerate the review of the Directive and the re-launch of the Single Market. Hence the appearance of the Evaluation and Green Paper noted above. In May, DG MARKT had already reported on progress to the **Group of Coordinators**. See:

http://ec.europa.eu/internal_market/qualifications/docs/coordinators/20110530_summary_en.pdf

2.1.2 High on the DG's agenda is the question of the professional card. The **Single Market Forum** (to be held in Krakow in early October) will receive the conclusions of the steering group. Registration for the Forum is open until September 25. See:

http://ec.europa.eu/internal_market/top_layer/single_market_forum_en.htm

2.1.3 In June, the Official Journal (OJ) published a list of **UK regulated professions**, as evidenced by the existence of professional bodies, as per Article 3(2) of the Directive. The list is downloadable from:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:182:0001:0003:EN:PDF>

2.1.4 With regard to the qualifications listed in **Annex V**, the OJ also published notifications in medical specialties, general medical practice and architecture. See:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:183:0001:0008:EN:PDF>

2.2 DG EAC

2.2.1 A new *Education Europe* programme has been proposed by the Commission for the next multiannual financial framework 2014-2020. With a substantially enhanced budget of €15.2b, it will bring existing higher education programmes under one umbrella, as well as accommodating new initiatives. One such is the involvement of the European Investment Bank in the **funding of mobile Masters students**. It will be interesting to see what effect this will have on degree mobility in the training programmes of the sectoral professions. See para.5.5 of the Commission's Communication COM(2011)500 at:

http://ec.europa.eu/budget/library/biblio/documents/fin_fwk1420/MFF_COM-2011-500_Part_I_en.pdf

2.2.2 On September 20 the Commission will present its **strategy for the modernisation of higher education**. Essentially, this will respond to the need for a more highly qualified labour force, which in turn will require wider access to higher education and further strengthening of quality assurance systems.

http://ec.europa.eu/education/lifelong-learning-policy/doc62_en.htm

2.2.3 The strategy will also confirm the launch of **U-Multirank** – 'a multi-dimensional and multi-level ranking tool' intended to provide students and other HE stakeholders with clear and unbiased information on the characteristics of individual higher education institutions. DG EAC Director-General Jan Truszczyński has been reported as saying that the U-Multirank scheme will be 'included in amendments to the Professional

Qualifications Directive, in an effort to bring it formally into effect'. It is not clear what this might mean in practice. See:

http://www.euractiv.com/en/innovation-enterprise/new-eu-university-rankings-challenge-global-league-news-505851?utm_source=EurActiv+Newsletter&utm_campaign=10d95dae41-my_google_analytics_key&utm_medium=email

2.2.4 The Commission has launched an interactive website which allows users to search and compare national qualifications referenced to the **European Qualifications Framework** (EQF). Four countries currently figure: France, Ireland, Malta and UK.

http://ec.europa.eu/eqf/home_en.htm

2.2.5 However, the most recent **EQF Newsletter** reports that seven NQFs are now successfully referenced to the EQF and that the number is likely to rise to 18 by the end of 2011. This suggests a rapid expansion of the EQF portal. http://ec.europa.eu/eqf/newsletter_en.htm

2.2.6 In September, the Commission joined with OECD to launch the 2011 edition of **Education at a Glance**, which covers 34 OECD countries, including 21 EU Member States.

http://www.oecd.org/document/21/0,3746,en_21571361_44315115_48651029_1_1_1_1,00.html

2.2.7 The Universities of Deusto (Bilbao) and Groningen, the pioneers of the Tuning Project, have now set up a **Tuning Academy**. Described as an international reference centre on higher education, its activities will have a quadruple focus: research and doctoral studies; innovation in education and training; policy analysis, with special reference to higher education and employability; and dissemination.

<http://www.unideusto.org/tuningeu/tuning-academy.html>

3 The European Council

3.1 The full set of presentations made at the Hungarian presidency's conference on the **European Qualifications Framework** in May is now available at: <http://tempus.tpf.hu/eqf/index.php?page=8>

3.2 The **programme of the Polish presidency** (July-December 2011) includes: focus on the implementation of the Single Market Act and the Services Directive; the enhancement of IMI; consolidation of the European Research Area [ERA] and preparation of the next Framework Research Programme; the modernisation of higher education and the further development of learning mobility, with particular reference to the second Bologna cycle (i.e. Master level).

http://pl2011.eu/sites/default/files/users/shared/o_prezydencja/programme_of_the_polish_presidency_of_the_council_of_the_eu.pdf

3.3 The Commission's **draft Regulation on IMI** went to the Competitiveness Council in August

<http://register.consilium.europa.eu/pdf/en/11/st13/st13635.en11.pdf>

3.4 The **Competitiveness Council** urged the Commission in May "to modernise the Professional Qualifications Directive to improve the mobility of professionals across the Single Market and to facilitate in line with the Treaties the free movement of services and workers". It was ready, it said, "to examine the initiative of creating a European Professional Card".

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/intm/122331.pdf

4 The European Parliament

4.1 CULT Culture and Education

4.1.1 CULT has scheduled for its October 4-5 session a **public hearing on the state of play in the European Higher Education Area**. The following are to be invited as expert witnesses: Gerry O'Sullivan,

Head of European Programmes, Irish Higher Education Authority; Professor Giunio Luzzato, University of Genova, Member of Italian Group of Bologna Experts: Professor Markku Mattila, President, Academy of Finland; Michel Feutrie, President of EUCEN

http://www.europarl.europa.eu/meetdocs/2009_2014/documents/cult/pv/869/869827/869827en.pdf

4.1.2 As briefing for the Committee, ACA and DAAD have prepared an overview of the **state of play in the Bologna Process**. Their report is available at

<http://www.europarl.europa.eu/activities/committees/studies/download.do?language=en&file=35091#search=%20Bologna%20process%20>

4.2 IMCO Internal Market and Consumer Protection

4.2.1 At its July meeting, IMCO discussed a working paper on the **implementation of the Directive**, prepared by Emma McClarkin (UK, ECR), who is also the ECR group coordinator for the CULT committee. Her draft report was then debated at the August meeting, with contribution from Jürgen Tiedje of DG MARKT. Discussion covered such issues as partial access, temporary mobility, professional card, common platforms. Pending the publication of the GHK report in the autumn, there was little focus on specifically Bologna-related issues. This, despite the fact that the Commission's Evaluation (pp.35-6) included a glimpse of GHK's likely findings, viz.:

- The convergence of training programmes seems to be very limited. Bologna reforms had more impact on the structure of training programmes rather than on the contents.
- It appears that the three-cycle structure had a limited impact on recognition procedures, notably because the duration associated with the Bachelor or Master cycle varies from one country to another; but also because the information on the level of study is not considered sufficient to decide on recognition.
- Similar differences have been noted for the use of the ECTS credit system, which limit the immediate added value for recognition. However, the use of ECTS transcripts is considered useful to have detailed information on the content of a training programme.
- Learning outcomes seem to be helpful to understand a qualification; but competent authorities consider that they do not constitute an alternative to other criteria used to compare qualifications (duration of the training and training subjects).
- The Europass Diploma Supplement is viewed as a very useful tool to support the recognition procedures.

The draft report will be voted in October, following submission of amendments and a video-conference with national parliaments set for September 19. It will then go to the November plenary. For the text of the draft, go to

http://www.europarl.europa.eu/meetdocs/2009_2014/documents/imco/pr/874/874722/874722en.pdf

5 Professional, academic, regulatory and student bodies

Fewer items than usual under this rubric suggest that bodies are taken up with preparing their submissions to the September consultation on the Green Paper.

Healthcare Professions Crossing Borders

The 20th issue of **HPCB**'s very useful Newsletter is available at: <http://www.hpcb.eu/news/documents/HPCB-issue%2020.pdf>

Medical doctor

- The **MEDINE2** thematic network has submitted its **interim report** to the Commission. The public section can be viewed at: http://medine2.com/Public/docs/Progress_Report_Public_Section.pdf
- The 2012 **AMSE** conference will debate the question: “what will medical schools be like in **2050**?” <http://www.podcast.medicina.unipd.it/groups/amse2012/>
- **CPME** has urged Member States to “ensure that adequate training opportunities are ring-fenced for doctors in training”, in order to prevent the **devolution of specialist tasks** to less qualified personnel. See: http://cpme.dyndns.org:591/adopted/2011/CPME_AD_Brd_30042011_023_final_EN.pdf

General care nurse

- **FINE** will run a workshop on **second cycle nursing education** at its meeting in Ljubljana at the end of September. See: http://www.fine-europe.eu/en/ateliers/ljubliana/Provisional_programme_Slovenia_September_2011_3.pdf

Midwife

- The Network of European Midwifery Regulators (**NEMIR**) met in Brussels in May to discuss the **harmonisation of training** in Europe. Comment and presentations can be viewed at: http://www.nemir.eu/index.php?option=com_content&view=article&id=54%3Asummit-27-may-2011-brussels&catid=6%3Asummits&Itemid=1

Pharmacist

- Presentations made at the summer conference of **EAFP**, on the theme of **new roles for pharmacists** and the challenge to education, are available at: <http://www.eafponline.org/>
- The complete set of **PHARMINE country profiles** is now available at: http://www.pharmine.org/losse_paginas/Country_Profiles/

Architect

- **ACE** has completed its extremely useful country-by-country survey of “how to qualify as an architect in the EU” – mapping **33 varieties of regulatory and training practice**. See: http://www.ace-cae.org/public/contents/index/category_id/58/language/en
- **ENHSA and EAEE** are jointly running a conference in September on the theme of ‘**doing more with less**’ – less time, less teaching, less funding and less staffing. The programme is posted at: http://134.58.106.10/web_data/events/meetings/2011Hania/2011ChaniaAgenda.pdf

6 The European University Association

EUA engages in a range of activities on a number of policy fronts: the Bologna Process, in which it is a major stakeholder, research, higher education governance and funding, quality assurance and capacity building.

6.1 **EUA** responded to the Commission’s consultation on the **modernisation of higher education**, stressing that while significant progress has been made towards the objectives outlined in 2006, the main elements of the agenda (autonomy, governance, funding and innovation) remain central to the development

of sustainable European higher and research areas. EUA went on to outline the relevant priorities, which include:

- underlining the increased role of universities in underpinning social and economic development;
- promoting a balanced development of higher education across the EU;
- enhancing the quality of higher education and research;
- underlining that quality assurance and rankings/transparency tools serve different purposes
- recognising the substantial growth and development of doctoral education in Europe, and the increasing global dimension of European higher education

[http://www.eua.be/News/11-05-](http://www.eua.be/News/11-05-26/EUA_response_to_EC_Consultation_on_the_Modernisation_of_Higher_Education.aspx)

[26/EUA response to EC Consultation on the Modernisation of Higher Education.aspx](http://www.eua.be/News/11-05-26/EUA_response_to_EC_Consultation_on_the_Modernisation_of_Higher_Education.aspx)

6.2 In the context of the ongoing revision of the **Standards and Guidelines for Quality Assurance in the EHEA (ESG)**, EUA held three workshops focusing on:

- Policy and procedures for QA & information systems and public information
- Approval, monitoring and periodical review of programmes and awards & assessment of students
- QA of teaching staff & learning resources and student support

Details of the E4's MAP-ESG Project are at: www.eua.be/map-esg

6.3 In June EUA published a major new report on “**Global University Rankings and their Impact**”. It analyses the methodologies used in the main international university rankings and argues that they provide an oversimplified picture of institutional mission, quality and performance, insofar as they focus mainly on indicators related to the research function of universities. It also makes the case that the benefits offered by rankings, whether through fostering accountability or encouraging the collection of more reliable data, are outweighed by a lack of transparency and by unwanted consequences. The full report can be downloaded from: http://www.eua.be/pubs/Global_University_Rankings_and_Their_Impact.pdf

6.4 EUA has launched a webpage dedicated to monitoring **changes in the levels of public funding** for higher education. See

http://www.eua.be/news/11-06-23/EUA_launches_public_funding_observatory_webpage.aspx

6.5 EUA has recently published the report of the **SIRUS** project – “Engaging in lifelong learning: shaping inclusive and responsive university strategies”. The document is available at

http://www.eua.be/pubs/Engaging_in_Lifelong_Learning.pdf

6.6 Registration is now open for the **6th European Quality Assurance Forum**, to be held in Antwerp on 17-19 November 2011. The Forum will examine the relationship between quality enhancement and the building of trust among stakeholders. www.eua.be/eqaf-antwerp

Please feel free to forward this update to any other interested parties. Comments, corrections and news items will be welcome.

www.eua.be/bologna-and-professional-qualifications

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