FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

Dokumentensammlung für die

FIBAA-Zertifizierung von wissenschaftlichen Weiterbildungs- und Zertifikatskursen

Mai 2015

Inhalt

Zur besseren Lesbarkeit in einheitlichem Layout. Verbindlich sind die jeweiligen Originaldokumente.

ECTS Users' Guide 2015

More information on the European Union is available on the Internet (http://europa.eu).

Luxembourg: Publications Office of the European Union, 2015

ISBN 978-92-79-43559-1

doi:10.2766/87192

ECTS Users' Guide 2015

Introduction

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area (EHEA) for making studies and courses more transparent and thus helping to enhance the quality of higher education. ECTS was instituted in 1989, within the Erasmus programme, as a way of transferring credits that students earned during their studies abroad into credits that counted towards their degree, on their return to studying in their home institution. In the following years, it came to be used not only for transferring credits, on the basis of workload and achieved learning outcomes, but also for accumulating them in institutions' degree programmes. ECTS helps in the design, description and delivery of programmes, makes it possible to integrate different types of learning in a lifelong learning perspective, and facilitates the mobility of students by easing the process of recognising qualifications and periods of study. ECTS can be applied to all programmes, whatever the mode of delivery (classroom-based, work-based, distance learning) or the status of students (full-time, part-time), and to all kinds of learning contexts (formal, non-formal and informal).

The ECTS Users' Guide offers guidelines for implementing ECTS and links to useful supporting documents. Following the request from Bologna Ministers in Bucharest (Bucharest Communiqué, 2012), the ECTS Users' Guide of 2009 has been revised, in order to strengthen the 'meaningful implementation of learning outcomes' in the EHEA. The Guide takes forward the objective of Ministers to 'call on institutions to further link study credits with both learning outcomes and student workload and to include the attainment of learning outcomes in assessment procedures'. This revised version is based on a solid foundation of work done in recent years, both within the Bologna Process and in individual countries, to help the academic community and other stakeholders in higher education to move in the direction of the changes advocated by the Bologna Process.

The revised Guide takes into account recent developments in the Bologna Process such as the establishment of the EHEA, the consolidation of lifelong learning, the paradigm shift from teacher-centred to student-centred higher education, the increasing use of learning outcomes, and the development of new modes of learning and teaching. It includes a specific focus on programme design and delivery, and builds on the experience of higher education institutions in using qualifications frameworks and in applying ECTS principles in academic practice.

The Guide is offered to students and other learners, academic and administrative staff in higher education institutions as well as to employers, education providers and all other interested stakeholders. For ease of reading, the term 'student' is used to refer to all learners in higher education institutions (whether full-time or part-time, engaged in distance, on-campus or work-based learning, pursuing a qualification or following stand-alone educational units or courses).

The revised Guide has been written by a working group of practitioners appointed by Bologna countries and stakeholders' associations. It has been submitted for consultation to stakeholders' associations, experts from countries in the EHEA, and the Bologna Follow-up Group. The European Commission has coordinated the drafting and consultation process. Finally, the Guide has been adopted by Ministers for Higher Education of the European Higher Education Area in 2015 at the Yerevan ministerial conference. It is therefore the official Guide for the use of ECTS.

ECTS Users' Guide 2015

1. ECTS key features

ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements1 and individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.

Allocation of credits in ECTS is the process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

Awarding credits in ECTS is the act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

Accumulation of credits in ECTS is the process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning

1 This Guide uses « work placement » or « placement », « training period », « internship » and « traineeship » as synonyms.

activities carried out in informal and non-formal contexts. A student2 can accumulate credits in order to:

- obtain qualifications, as required by the degree-awarding institution;

- document personal achievements for lifelong learning purposes.

Transfer of credits is the process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits.

ECTS documentation: The use of ECTS credits is facilitated and quality enhanced by the supporting documents (Course Catalogue, Learning Agreement, Transcript of Records, and Work Placement Certificate). ECTS also contributes to transparency in other documents such as the Diploma Supplement.

2. ECTS and the European Higher Education Area (EHEA)

In 1999 the Bologna Declaration included ECTS among the main objectives to be achieved by countries participating in the Bologna Process. Through the reforms implemented in the course of the Process, ECTS has become a key tool of the European Higher Education Area (EHEA).

ECTS is adopted as the national credit system in most countries of the EHEA. In other regions of the world, it is increasingly used by institutions or interacts successfully with local credit systems3 based on comparable criteria, thus playing a role in the growing global dimension of education.

Within the EHEA, ECTS increases the transparency and readability of the educational process and thus plays an effective role in stimulating change and modernisation, because its implementation encourages the paradigm shift from a teacher-centred to a learner-centred approach, which is, under the term of Student-Centred Learning (SCL), recognised as an underlying principle of the EHEA.

By using learning outcomes and workload in curriculum design and delivery, ECTS places the student at the centre of the educational process. Moreover, using credits makes it easier to create and document flexible learning pathways, thus allowing students greater autonomy and responsibility.

Due to its outcome-based approach, the use of ECTS serves other purposes of the EHEA:

---

[2] The question of whether to refer to ‘students’ or ‘ learners’ was discussed in depth in the working group and with stakeholders. The position reached recognises and welcomes the fact that higher education is moving towards more flexible provision; it also recognises the fact that most higher education systems are organized around provision of formal programmes to a clearly defined student body. While it was deemed premature to use only the term ‘learner’ in the Guide, the term ‘student’ is used to encompass all learners in higher education institutions (whether full-time or part-time, engaged in distance, on-campus or work-based learning, pursuing a qualification or following stand-alone educational units or courses).

[3] 3 ECTS has inspired the development of credit systems in other regions, for example in Southeast-Asia, Latin America and most recently in Africa.

- It facilitates the recognition of prior learning and experience and encourages a higher level of completion and wider participation in lifelong learning;
- It establishes a closer link between educational programmes and societal requirements and enhances interaction with all stakeholders, including the world of work and wider society;
- It facilitates mobility within an institution or country, from institution to institution, from country to country, and between different educational sectors and contexts of learning (i.e. formal, non-formal, informal and work-based learning), through recognition and credit transfer.

In national legislation the use of ECTS can be a requirement for accreditation of higher education programmes or qualifications.

Nota Bene

Student-Centred Learning (SCL) is a process of qualitative transformation for students and other learners in a learning environment, aimed at enhancing their autonomy and critical ability through an outcome-based approach.
The SCL concept can be summarised into the following elements:

- Reliance on active rather than passive learning;
- Emphasis on critical and analytical learning and understanding;
- Increased responsibility and accountability on the part of the student;
- Increased autonomy of the student;
- A reflective approach to the learning and teaching process on the part of both the student and the teacher.

3. ECTS for programme design, delivery and monitoring

This section deals with the design of educational programmes by higher education institutions (HEIs) or by other providers. The use of ECTS credits aids programme design by providing a tool which improves transparency and helps to engender a more flexible approach to curriculum design and development.

From an institutional perspective, designing a programme means planning a curriculum and its components in credits, indicating learning outcomes and associated workload, learning activities and teaching methods and assessment procedures/criteria. The institutional credit framework should cater for the needs of different programmes and support inter- and multi-disciplinary approaches.

The use of ECTS in HEIs requires both an institutional credit framework based on institutional regulations and a profound understanding of the system by each member of the academic staff. Some institutions foster this understanding by regular training for staff members. Team-based decisions on programme design enhance the coherence of the programme.

Nota Bene

An **independent learner** may accumulate the credits required for the achievement of a qualification through a variety of learning modes. She/he may acquire the required knowledge, skills and competence in formal, non-formal and informal contexts: this can be the result of an intentional decision or the outcome of different learning activities over time. The learner may select educational components without immediate orientation towards a formal qualification. ECTS supports this process, as described in Section 5 on Lifelong Learning.

The following steps have been identified as helpful in designing programmes.

3.1 The programme context

When a new programme is developed, the first decision typically concerns the level of the qualification to be awarded, which is defined on the basis of the relevant national legislation and existing qualifications frameworks (European, national, sectoral, institutional). It will be evident that not all learning outcomes are at the same level – hence the full implementation of a credit system requires level descriptors.

Nota Bene

There are two European Qualifications Frameworks: the Framework for Qualifications of the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning of the EU (EQF-LLL). Both frameworks use learning outcomes to describe qualifications (e.g. Bachelor, Master, Doctor) and are compatible with each other as far as Higher Education is concerned (QF-EHEA cycles 1, 2 and 3 correspond to EQF-LLL levels 6, 7 and 8) and cover qualifications at ISCED levels 6, 7, 8.

In the **QF-EHEA**, three main cycles, as well as a short cycle, are identified and described by the so-called Dublin Descriptors, in terms of: applying knowledge and understanding, making judgments, communication skills, and learning to learn. The short, first and second cycles are also characterised by credit ranges:

- Short cycle qualifications typically include approximately 120 ECTS credits.
- First cycle qualifications typically include 180 or 240 ECTS credits.
- Second cycle qualifications typically include 90 or 120 ECTS credits, with a minimum of 60 ECTS credits at the level of the second cycle.
- The use of ECTS in the third cycle varies.

The **EQF-LLL** describes 'levels of qualification' (without indicating any credit ranges) – to provide a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It is based on eight levels.

- As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education.
- The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training.
- Each level should in principle be attainable by way of a variety of education and career paths.
- Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

The different cycles of QF-EHEA are referenced to the levels of EQF-LLL as follows:

- Short-cycle qualifications at level 5
- First-cycle qualifications at level 6
- Second-cycle qualifications at level 7
- Third-cycle qualifications at level 8

National education systems may include levels other than those included in the overarching frameworks as long as national frameworks are self-certified and referenced against the QF-EHEA and the EQF. For example, while the EQF comprises 8 levels, the number of levels in national frameworks currently ranges from 7 to 12. Therefore, the fact that short cycle qualifications are included in the QF-EHEA does not oblige countries to include such qualifications

in their national frameworks but it gives explicit recognition to the fact that many national frameworks do include short cycle qualifications.

The QF-EHEA and the EQF provide overarching frameworks against which national and institutional frameworks and descriptors should be calibrated.

National frameworks are normally more detailed than these overarching frameworks, reflecting the range of tertiary qualifications offered in the country.

Higher Education Institutions which implement ECTS as a credit system will need an institutional framework which correlates with the national and international frameworks. The institutional framework will indicate how ECTS credits are to be used, normally specifying a minimum credit value for an educational component to facilitate inter/multi-disciplinary programmes (which will be created by combining educational components from across a range of disciplines). European and national frameworks indicate the level of the final qualification.

Thus, institutions, recognising that not all credits acquired in progressing towards a qualification are at the same level (learning outcomes achieved in the third year of a Bachelor degree, for example, will tend to be more complex than those achieved in the first year) – may specify intermediate credit levels with appropriate descriptors which (together with progression rules) will help students in progressing along their learning pathways.

Before designing the programme in detail, it should be set in the context of institutional and departmental mission statements, professional specifications (regulations, requirements), and the institutional academic framework for credit allocation.

It is also recommended to carry out a needs analysis and to consult with stakeholders (employers, graduates, society at large) to ascertain the demand for the programme.

3.2 The programme profile

The profile presents the distinctive features of the programme (Lockhoff et al., 2010). It indicates the field(s) of study (which may be expressed in ISCED-F codes), the level of the programme, the main focus, the key learning outcomes expected on completion, the learning environment and the main learning, teaching and assessment activities. An effective programme profile will make it clear to students and stakeholders what generic and subject specific competences will be developed and the employability potential of the programme. For this purpose, it is recommended that the profile is defined in consultation with relevant stakeholders (such as academic peers, social partners, employers, graduates, and student representatives) and is presented in a clear and transparent way.

The profile should be part of the programme description included in the Course Catalogue.

Nota Bene

Across the EHEA, the terms ‘learning outcomes’ and ‘competence’ are used with different shades of meaning and in somewhat different frames of reference.
For the purpose of this Guide:
Competence means ‘the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy’ (Recommendation 2008/C 111/01). Competences can be generic or subject–specific. Fostering competences is the object of a process of learning and of an educational programme.
Learning outcomes express the level of competence attained by the student and verified by assessment. They are ‘statements of what a learner knows, understands and is able to do on

completion of a learning process' (Ibid.). They are formulated by academic staff, involving students and other stakeholders. In order to facilitate assessment, these statements need to be verifiable.

3.3 The programme learning outcomes

The programme learning outcomes are based on the programme profile and describe what a student knows, understands and is able to do on completion of the programme.

Nota Bene

Formulating programme learning outcomes

Considerable care needs to be taken in formulating learning outcomes. The following non-exhaustive list provides a set of guidelines which has proved to be helpful.

- The learning outcomes should adequately reflect the context, level, scope and content of the programme.
- The statements of learning outcomes have to be succinct and not too detailed.
- The learning outcomes have to be mutually consistent.
- The learning outcomes should be easily understandable and verifiable in terms of what the student has actually achieved at the end of the programme.
- The learning outcomes have to be achievable within the specified workload.
- The learning outcomes have to be linked with appropriate learning activities, assessment methods and assessment criteria.
- There are no rules on the ideal number of learning outcomes at programme level. Experience suggests that between 10 and 12 is appropriate.
- A widely accepted way of formulating learning outcomes is based on three essential elements.

1. Use an active verb to express what students are expected to know and be able to do (e.g. graduates can 'describe', 'implement', 'draw conclusions', 'assess', 'plan').
2. Specify what this outcome refers to (object or skill e.g. can explain the 'function of hardware-components', or can present the 'design of a living-room by hand').
3. Specify the way of demonstrating the achievement of learning outcomes (e.g. 'to give an overview of the materials most often used in electro-engineering'; 'to develop a research design by applying up-to-date scientific methods', etc.).

The programme learning outcomes should be included in the Course Catalogue and in the Diploma Supplement.

3.4 The programme structure and allocation of credits

The programme profile is broken down into educational components which may consist of single or several modules, other types of course unit, work and clinical placements, research projects, laboratory work and other relevant learning activities. They may also include social and community activities (for example, tutoring and mentoring) provided they fit the programme learning outcomes and carry credits.

Learning outcomes, with related assessment strategies and assessment criteria, should be defined for each educational component.

The learning outcomes of the programme and of its educational components are often mapped to demonstrate their mutual reinforcement. Many institutions use a matrix to correlate the learning outcomes of the degree programme with those of its educational components.

Nota Bene

Learning outcomes in educational components

The principles for formulating learning outcomes for educational components are the same as for programme learning outcomes.

There are no absolute rules on the ideal number of learning outcomes for an educational component. It will depend on the level and the nature of the unit, as well as the estimated workload. However, good practice suggests that the number should be limited and general experience indicates that 6 to 8 is an appropriate number.

The annex contains a recommended literature list with guidelines on learning outcomes.

After the constituent parts of the programme have been identified, the overall structure should be outlined and credits allocated to each component, on the basis of its learning outcomes and associated workload, taking into account that 60 credits correspond to a full-time-equivalent academic year.

When educational components are of regular size (e.g. 5, 10, 15) they are often called 'modules'. In a programme made up of modules (a modularised structure), half credits may be used when justified (for example, in the case of 4 modules per semester), but other decimals should be avoided. It is helpful if the institution determines the basic credit currency in terms of the minimum number of credits for a component as this will facilitate collaboration on curricula across subjects and faculties.

Establishing 'mobility windows' in the curriculum will facilitate learning mobility. Mobility windows may be prescribed both in content and timing in the programme design or may allow flexibility in timing and in content for the individual student. Mobility windows are preferably not used to replicate what would be studied at home, but to allow students to benefit from diverse educational experiences in other settings.

Progression requirements must be explicit if students are to navigate the programme successfully and obtain the intended qualification. Progression requirements may include inter alia prerequisites, co-requisites and recommendations. Progression rules may be expressed in terms of the numbers of credits or credit ranges required at different stages within a programme of study (e.g. a minimum number of credits required to pass from one academic year/semester to another). They may also be formulated in terms of detailed rules on what components must and/or can be taken at what stage and of what level (e.g. compulsory courses, optional courses and prerequisites).

Independent learners joining a formal programme should receive appropriate counselling/advice to support them in complying with progression requirements. Where relevant, this counselling should include recognition of prior learning and experience. Flexible programme structures allow students' choice, including by incorporating possibilities to access new modes of learning and teaching.

3.5 Learning, teaching and assessment

Higher education institutions need to define their learning and teaching objectives in relation to their study programmes and how they should be delivered and assessed.

General principles for learning, teaching and assessment

Some general principles concerning learning, teaching and assessment should be taken into account when delivering a programme of study, regardless of the mode of learning and teaching.

Open dialogue and participation

The student-centred approach requires an open dialogue and reflective feedback between students, teachers and the relevant administrators, through which their needs and aspirations can be expressed and discussed. All stakeholders should be involved in constructive discussion of programme design and delivery. Student representatives should participate in such discussions with full voting powers.

Transparency and reliability

The Course Catalogue should provide reliable, up-to-date and quality assured information on degree programmes, as well as on single educational components. It should provide an accurate description of the degree programme, including all details: structure, components, learning outcomes, workload, learning/teaching approaches, assessment methods, assessment criteria, and progression rules.

Consistency

The academic staff responsible for delivering the programme and its components should ensure consistency between the learning outcomes stated in the programme, the learning and teaching activities and the assessment procedures. This constructive alignment (Biggs, 2003) between learning outcomes, learning activities and assessment is an essential requirement for educational programmes.

Flexibility

A flexible programme structure is essential to allow for students' choices and meet different needs, e.g. opportunity should be given for developing personal learning pathways and optional activities should be offered. A flexible organisation of learning, teaching and assessment activities, including flexibility in the timetable and more opportunities for independent learning is essential for accommodating different learning styles. This widens the choices of learning and teaching materials and activities, and opens up opportunities for students with different profiles or needs (e.g. people with caring responsibilities or people with disabilities). The integration of digital technologies in higher education provision is having a significant impact on learning and teaching approaches. The allocation of credits to learning outcomes which are achieved through new modes of delivery made possible by technology, are based on the same principles as the allocation of credits to learning outcomes for traditional educational components.

Appropriate assessment of achievements

Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. If the student has not achieved the learning outcomes, no credits will be awarded. The number of credits awarded to the student who demonstrates the achievement of learning outcomes is the same as the number of credits allocated to the component.

Assessment methods include the whole range of written, oral and practical tests/examinations, projects and portfolios that are used to evaluate the student's progress and ascertain the achievement of the learning outcomes of a course unit or module, whereas assessment criteria are descriptions of what the student is expected to do, in order to demonstrate that a learning outcome has been achieved.

In order to be appropriate, the assessment methods and criteria chosen for an educational component have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Nota Bene

Doctoral education is in the process of a change – with a greater variety of routes to a doctorate and the recognition of the principle that high level training is helpful to develop third cycle generic (transferable) and subject-specific competences. In some countries and institutions, ECTS is also used in the third cycle. ECTS credits are either allocated to the whole degree programme, or to some/all educational components (e.g. taught course units).

If ECTS is used, the guidelines contained in this ECTS Users' Guide should apply, taking into account the specific nature of doctoral degrees. The related information should be included in the Course Catalogue.

Defining learning outcomes for specific milestones in the third cycle could in some cases allow candidates who interrupt their studies to have some certification of what they have achieved up to that point. It can also be valuable in demonstrating to future employers the achievement of specific high level generic and subject specific competences.

3.6 Monitoring of credit allocation

The programme is monitored to establish whether the credit allocation, the defined learning outcomes and the estimated workload are achievable, realistic and adequate. Monitoring can be managed in different ways through questionnaires, focus groups, or interviews, or by monitoring the results achieved. Whatever method is used, feedback from students, staff and where appropriate, stakeholders should constitute an essential element for checking and revising credit allocation. Data on completion times and the assessment results of programmes and their components should also be used.

It is important to inform students and staff about the purpose of the monitoring exercise, and how it will be carried out, to ensure accurate answers and a high response rate. If the information gathered reveals a discrepancy between the workload foreseen and the time actually taken by the majority of students to achieve the defined learning outcomes, it will be necessary to revise the workload, credits, learning outcomes or learning and teaching activities and methods. This could also involve redesigning the study programme and its educational components. The revision should be done as soon as possible without creating problems for those who are currently taking the programme and should be communicated to those who had participated in the monitoring exercise, in order to foster an ongoing, cooperative feedback culture in the institution.

4. ECTS for mobility and credit recognition

This section deals with credit transfer and recognition in general, which takes place both in degree mobility and credit mobility.

Successful learning mobility requires academic recognition and transfer of credits. Recognition of credits is the process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy the requirements of one of the programmes they offer.

Given the diversity of programmes and HEIs, it is unlikely that the credits and learning outcomes of a single educational component in two different programmes will be identical. This is even more the case in recognising learning from other learning contexts (for example vocational education and training). An open and flexible approach to the recognition of credits obtained in another context, including learning mobility, is therefore recommended, based on compatibility of learning outcomes rather than equivalence of course contents. In practice, recognition means that the number of credits gained for compatible learning

outcomes achieved in another context will replace the number of credits that are allocated for compatible learning outcomes at the awarding institution.

Institutions should make their recognition policies known and easily accessible.

4.1 Degree mobility

Degree programmes can vary in the number of ECTS credits they include (see Nota Bene box in Section 3.1). For the purposes of recognition of qualifications for further studies, the difference in the number of ECTS credits gained after successful completion of a qualification are not a consideration. The programme learning outcomes should be the main factor to be taken into account. This means, for example, that a comparable Bachelor degree should be recognised for the purpose of consideration for admission to a Master's programme, independently of whether it is based on 180 or 240 ECTS credits.

Nota Bene

The Lisbon Recognition Convention

The Lisbon Recognition Convention, which entered into force in 1999, provides a legal framework for cross-border academic recognition.

The Convention stipulates:

'36. Qualifications of approximately equal level may show differences in terms of content, profile, workload, quality and learning outcomes. In the assessment of foreign qualifications, these differences should be considered in a flexible way, and only substantial differences in view of the purpose for which recognition is sought (e.g. academic or de facto professional recognition) should lead to partial recognition or non-recognition of the foreign qualifications.

37. Recognition of foreign qualifications should be granted unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant qualification of the State in which recognition is sought.'

The European Area of Recognition Manual (EAR Manual, 2012) gives the following explanation for the interpretation of substantial difference:

'By focusing on the five key elements that together make up a qualification (level, workload, quality, profile and learning outcomes) and by taking substantial differences into account, competent recognition authorities have transformed their approach from expecting foreign qualifications to be almost exactly the same as those offered in their own countries, to focusing on 'recognition' by accepting non-substantial differences.

Substantial differences are differences between the foreign qualification and the national qualification that are so significant, that they would most likely prevent the applicant from succeeding in the desired activity such as further study, research activities or employment.

The burden of proof of a substantial difference lies with the competent recognition authority of the host country and the accompanying guidelines are as follows:

- not every difference should be considered to be 'substantial';
- the existence of a substantial difference entails no obligation to deny recognition to the foreign qualification;
- the difference should be substantial in relation to the function of the qualification and the purpose for which recognition is sought.'

For more on the topic of substantial differences see E. Stephen Hunt and Sjur Bergan (2010)

Recognition of professional qualifications

EU Directive 2013/55/EU amends Directive 2005/36/EC on the recognition of **professional qualifications**.

It allows ECTS to be used as an additional means of expressing full-time course duration in the case of the seven 'sectoral' professions. The obligation to express course duration in terms of full-time academic years and total numbers of hours will remain for medical doctors, general care nurses, dentists, and midwives. For veterinary surgeons, pharmacists and architects, the obligation covers only full-time academic years.

Similarly, ECTS may also be used in levels (d) and (e) of the qualifications grid used in the **General System**, which covers all other qualification-based regulated professions in the EU and the EEA.

The new Directive has extended its scope to the recognition of **work placements** which are necessary to have access to a regulated profession. These can be undertaken in any EU/EEA member state, irrespective of where the qualification is delivered, and enjoy full recognition. Recital 27 states that the 'recognition of a professional traineeship completed in another Member State should be based on a clear written description of learning objectives and assigned tasks, to be determined by the trainee's supervisor in the host Member State.' Article 55a requires Competent Authorities to 'publish guidelines on the organisation and recognition of professional traineeships carried out in another Member State or in a third country, in particular on the role of the supervisor of the traineeship.'

Finally, the new Directive introduces **common training frameworks** based on 'common sets of knowledge, skills and competences' required in the systems of education and training applicable in at least one third of Member States. These curricula may be proposed by representative professional bodies operating at EU or national level, or by Competent Authorities. They are to be referenced to the European Qualifications Framework and are free to make full use of ECTS.

4.2 Credit mobility

ECTS was designed to facilitate learning mobility between institutions for short-term study periods ('credit mobility'). As this Guide makes clear, ECTS has developed and been adopted for purposes of credit accumulation but it still plays a vital role in student mobility – facilitating the transfer and recognition of the achievements of the mobile student.

In ECTS, the following supporting documents help facilitate credit recognition for the purpose of mobility:

- Course Catalogue
- Learning Agreement
- Transcript of Records
- Traineeship Certificate

These documents provide information on the learning outcomes achieved, on which the qualification-awarding institution can make decisions on credit recognition and transfer. Please see chapter 7 of the European Recognition Manual for Higher Education Institutions (2014) for details. The section includes a useful flowchart on the recognition of periods of study abroad.

Nota Bene

The golden rule of recognition of credit mobility within the framework of inter-institutional agreements

All credits gained during the period of study abroad or during the virtual mobility – as agreed in the Learning Agreement and confirmed by the Transcript of Records – should be transferred without delay and counted towards the student's degree without any additional work by or assessment of the student.

4.2.1 Before the credit mobility period

In order to facilitate the organisation of credit mobility and its recognition, the three parties involved – the student, the sending institution and the receiving institution or organisation/enterprise – should agree on the programme abroad. They should formalise this in a Learning Agreement, to be signed by the three parties before the start of the mobility period. The Learning Agreement is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognised. The Erasmus+ programme provides templates for the Learning Agreement for studies and for traineeships for institutions participating in the programme. It also provides guidance for institutions on how to use the templates, and sets out specific deadlines institutions need to comply with.

The educational components to be completed during the mobility period should normally not be selected on the basis of their equivalence with single educational components offered at the sending institution. The learning outcomes of the whole programme of study abroad should be compatible with or complementary to the learning outcomes of the home degree programme for which recognition is to be granted after the study period abroad. This makes it easier for the credits gained in the receiving institution to replace flexibly an equivalent number of credits in the sending institution's degree programme. It is also possible to record the mobility period as a whole, instead of recording it component by component.

The Learning Agreement should identify a set of suitable educational components to be taken at the receiving institution and how they will be integrated into the programme of the sending institution. The number of credits to be gained at the receiving institution should be proportionate to the time of study abroad. The student is expected to take educational components of 60 ECTS per full-time academic year.

The receiving institution commits to register the incoming student in the planned educational components, verifying that these components are available for the foreseen mobility period.

Once it is signed by all three parties, the Learning Agreement can be modified thereafter, if necessary, by agreement of all three parties concerned.

Nota Bene

New modes of ICT-enabled learning allow students to access and follow courses outside their own institution ('virtual mobility'). Such students should be offered clear academic guidance and a Learning Agreement should be signed by the 'sending institution' and the student.

In joint programmes agreed mobility schemes are adopted by the partner institutions, which include the rules for the recognition of credits. Learning Agreements are not necessary used in joint programmes: the credits achieved in a partner institution are automatically recognised, if the agreed rules are followed and all conditions are satisfied. Nevertheless, the planned learning pathway has to be clear to the student and Learning Agreements are good practice.

4.2.2 After the credit mobility period

The receiving institution provides the sending institution and the student with a Transcript of Records within a reasonably short period of time (stipulated between the two institutions) after proclamation of the student's results at the receiving institution.

Upon successful completion of the set of educational components included in the Learning Agreement and confirmed by the Transcript of Records sent by the receiving institution, the sending institution should recognise fully the agreed number of ECTS credits, transfer them into the student's programme and use them to satisfy the qualification requirements. The sending institution should specify clearly how the educational components taken abroad have been integrated into the home degree programme. When applicable, grades are converted (see section 4.3). All this information should be recorded in a Transcript of Record (or equivalent document/database) made available to the student.

Institutional procedures should be defined for assessment of educational components, in case the students have not completed them successfully at the receiving institution. Such procedures should be communicated to students beforehand.

The Diploma Supplement is designed to provide graduates with a transparent record of their achievements. Therefore, the educational components successfully completed abroad will be included in the Transcript of Records attached to the Diploma Supplement with their original titles (and their translation into the language(s) in which the Diploma Supplement is issued), the indication of the institution where they have been taken and the credits and grades awarded. In the case of work placements abroad, the transfer of credits will be documented in the Work Placement Certificate and the Diploma Supplement or Europass Mobility Document. In the case of recent graduates' work placements the use of the Europass Mobility Document is strongly recommended, as their work placement takes place after their graduation and the other documents mentioned above are not relevant for them.

4.2.3 Institutional rules and regulations

Experience has shown that the following good practice facilitates the management of credit mobility and recognition.

Institutional commitment

Specific institutional rules should be developed to deal with the recognition of other learning experiences, to allow for credit accumulation and transfer through various types of mobility (including for 'free movers'), work experience, virtual learning, prior and informal learning.

The institution should clearly define responsibilities for implementing and monitoring credit mobility and ensure that application procedures and selection criteria for credit mobility are transparent and fair, and that an appeal mechanism is in place. A staff member should be appointed in each department or subject area and formally authorised to discuss the programme of study abroad with the student and to approve and sign the Learning Agreement on behalf of the sending institution, before the start of the mobility period and the Transcript of Records after the mobility period4. Individuals should not be asked to negotiate

[4] The Erasmus+ programme provides a template for the Learning Agreement, where the requirements for responsible persons are defined as follows:

Responsible person in the sending institution: an academic who has the authority to approve the mobility programme of outbound students (Learning Agreements), to exceptionally amend them when

academic recognition with staff members who are not authorised to do so or with a committee, before or after their study abroad period, neither should the student be asked to sit for any other examinations or have to do extra work after having returned.

Selection of partner institutions

It is suggested to make exchange agree-ments with institutions:

- that offer transparent descriptions of their programmes, including learning outcomes, credits, learning and teaching approaches and assessment methods;
- whose learning, teaching and assessment procedures can be accepted by the sending institution without requiring the student to take any additional work or examination;
- that are duly quality assured according to their respective national systems.

Agreements may not only be made with institutions offering similar programmes, but also with those providing programmes that are complementary.

Integration of credit mobility into programmes

Structuring credit mobility in the curricula facilitates recognition. Institutions can:

- identify the semester or year when a period of study abroad would best fit into the programme (mobility window);
- schedule in that semester/year the educational components with learning outcomes that can be easily achieved abroad (e.g. international or comparative courses, supplementary/elective courses, preparation of dissertation, language courses, work placements);
- identify partner institutions, where compatible/complementary learning outcomes could be achieved.

Nota Bene

In the Erasmus+ programme, several charters such as the Erasmus Charter for Higher Education (Institutional Commitment), the European Quality Charter for Mobility, the Erasmus Student Charter (European Code of Good Practice for Erasmus+ students) provide a framework for arranging credit mobility and recognition.

4.3. Grade distribution

Due to different cultural and academic traditions, European educational systems have developed not only different national grading scales but also different ways of using them within the same country, in different subject areas or institutions. While it is essential to acknowledge these differences, it is also important to make them transparent within the

---

it is needed, as well as to guarantee full recognition of such programmes on behalf of the responsible academic body.

Responsible person in the receiving institution: an academic who has the authority to approve the mobility programme of incoming students and is committed to give them academic support in the course of their studies at the receiving institution.

European Higher Education Area, so that grades awarded in all countries, subject areas or institutions can be properly understood and correctly compared.

Mobile students have the right to fair treatment and to transparency of their grades when credits are transferred from one institution to another, as access to further studies, grants or other benefits may depend on their level of performance. Transparency of performance levels is equally important for graduates applying for a job in their own or in another country.

To ensure transparent and coherent information on the performance of the individual student, each HEI should provide – in addition to their national/institutional grading scale and an explanation of the scale – a statistical distribution table of the passing grades awarded in the programme or field of study attended by the student (grade distribution table) showing how the grading scale is actually used in that programme. The grade distribution table was first introduced in the ECTS Users' Guide in 2009, as a replacement for the previous ECTS grading scales (A, B, C, D, E), which are not used anymore.

Even in cases when transferring the grades is not necessary in the local academic tradition of receiving institutions, calculating a grade distribution table will facilitate fair treatment of the incoming students on their return to the sending institution. It should be noted that it is also good practice to provide internal boards of examiners with detailed statistical data on examination grading in order to make the process more transparent and indicate any disparities which may indicate issues for further consideration.

Partners in joint degree programmes should agree in advance within their consortium how they will deal with grading and transfer of grades.

Grade distribution tables show how the existing national or institutional scale is being used in the institution – whether in open access or selective systems – and allow for comparison with the statistical distribution of grades in a parallel reference group of another institution. They represent the statistical distribution of positive grades (pass and above) awarded in each field of study in a specific institution. It is important to provide additional information on success rates at the same level of aggregation, but these should not be used for transfer.

Grade distribution tables have to be developed in a standardised format for reference groups of students enrolled in degree programmes belonging to the same field of studies. Such groups should be of reliablesize in terms of number of students and number of years considered.

Calculating the grade distribution tables is a task that in many institutions will be undertaken at centralised level. The production of distribution tables should not cause undue difficulties in institutions as the required data are generally available in institutional information systems and the calculation of percentages is easily done with simple software. It only requires the following steps:

1. Identify the reference groups within your institution by using objective and transparent criteria which should be attached to the grade distribution tables produced. In the absence of methods based on comparable learning outcomes, it is recommended to use the ISCED-F classification which offers a standardised and hierarchical classification of fields of study. In order to have reference groups that are large enough for a statistically relevant comparison, it is recommended to use an ISCED code at the 'narrow' or 'detailed' levels (UNESCO Institute for Statistics, 2014).

2. Calculate the absolute number of passing grades awarded to each reference group identified in at least the last two years. Remember that information on success rates may be provided in general terms but not in this calculation.

3. Calculate the grade distribution in terms of percentages of the passing grades awarded to the reference group and develop cumulative percentages. As a result, there will be a grade

distribution table with percentages and cumulative percentages for each reference group identified.

The following is an illustrative example of a grading table:

Grades used in institution (from highest to lowest passing grade)*	Number of passing grades awarded to the reference group	Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded
10	50	5%	5%
9	100	10%	15%
8	350	35%	50%
7	300	30%	80%
6	200	20%	100%
Total	1,000	100%	

* Grading systems/approaches may be established at national level.

When included in a student's Transcript of Records and Diploma Supplement, the table will facilitate the interpretation of each grade awarded and will not require any further calculation. The on-going European Grade Conversion System project (EGRACONS) is developing examples for the visual presentation of a grading table.

4.4 Grade conversion

When institutions decide to transfer theirmobile students' grades, the academic responsible for credit transfer should compare the grade distribution table from his/her reference group with the one developed by the other institution for the parallel reference group. The position of each grade within the two tables can be compared and, on the basis of this comparison, individual grades are converted.

Typically, the percentage ranges of the grades overlap. The objective of the exercise is transparency. Therefore, the receiving institution should decide in advance whether they will take the minimum, average or maximum comparable grade of overlapping ranges.

Annex 2 includes examples of how grade conversion can be put into practice.

5. ECTS and lifelong learning

This section deals with the role of ECTS in facilitating lifelong learning, open learning opportunities and the recognition of prior learning and experience.

5.1 Lifelong learning – open learning opportunities

The higher education learning landscape is changing with the rapid development of more diversified and flexible learning opportunities – including blended learning, new forms of open online learning, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), work-based learning, self-directed learning, individual learning pathways, continuing

professional development (see chapter 3). A growing number of learners follow ‘stand-alone’ educational units or courses, without pursuing a specific qualification. Higher education institutions are faced with the need to satisfy a diversified student group and provide opportunities for individual learning pathways and different modes of learning. Consequently, many are diversifying and offering educational components with innovative modes of learning and teaching for all, through new technologies and Open Educational Resources.

The strength of ECTS is that it can be used in all these lifelong learning contexts, applying the same principles for credit allocation, award, accumulation and transfer. In the same way as credits are allocated to component parts of programmes, credits allocated for open learning and other modes of lifelong learning are based on the workload typically needed to achieve the defined learning outcomes.

Providers of all ‘formally’ (i.e. in the same way and meeting the same standards as conventional higher education institutions) quality assured higher education such as open learning are encouraged to use ECTS with the same transparent mechanisms as described in this Guide. This will greatly facilitate transition between different modes of learning, recognition and transfer, while increasing learner and stakeholder confidence in the outcomes of open learning.

Nota Bene

Continuing Professional Development (CPD) is increasingly recognised to be essential for those working in regulated professions. This is particularly true in the healthcare professions. CPD has a cross-border dimension which is increasingly significant. Whether voluntary or mandatory, it is perceived by professionals and providers alike as a mode of lifelong learning. It embraces formal, non-formal and informal learning. While elements of CPD may be converted into second cycle (Master) qualifications or into professional doctorates (depending on the national jurisdiction), CPD as a purely professional practice has a specific character: it may be self-managed and evaluated by peer-reviewed self-evaluation. Considerations of employability, continued right to practice, safeguarding standards of professional practice, protecting the public and, in the healthcare professions, patient safety nevertheless mean that its attainment must be measurable, verifiable and certified by a recognised/authorized authority.

How this is to be achieved remains a matter of debate within the CPD community. Both the European Credit System for Vocational Education and Training (ECVET) and ECTS are perceived to be relevant, since CPD may be located at any of the eight EQF levels. However, the interface between the two systems is not yet sufficiently permeable and the different professions have differing cultures and national sub-cultures. Discussion on relations between the European credit systems is on-going and it is hoped, will lead to greater clarity on the use of credits for CPD. Meanwhile CPD providers at levels five to eight of the EQF are encouraged to consider the appropriateness of ECTS credits for purposes of transparency, recognition, accumulation and transfer, using the methodology outlined in this Guide.

Credits awarded for all forms of higher education including continuing and professional education may be recognised and accumulated towards a qualification or not, depending on the desire of the student and/or the requirements for the award of the qualification. Some independent learners may only be interested in following an educational component without wishing to obtain a qualification, but the allocation and recording of credits may allow them to use these in the future if they wish.

Documenting all learning achievements and awarding an appropriate number of ECTS credits at the level of the learning makes it possible for this learning to be recognised in a transparent, authenticated way so that the credits may contribute to a future qualification. Validation and recognition instruments in formal education should adapt to the developing of

more diversified, flexible education environment, acknowledging new forms of open learning made possible by technology. The correct use of ECTS will greatly improve and facilitate this process.

5.2 Recognition of prior learning and experience

Higher education institutions should be competent to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, student participation, independent study, provided that thesle earning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal programme.

As with formal education, the award of credits is preceded by an assessment to verify the achievement of learning outcomes. The assessment methods and criteria should be constructed to measure the achievement of the required learning outcomes at the appropriate level, without reference to specific learning activities or workload. For example, 'participation in classroom discussion' of the subject matter would no longer be considered in assessment, whereas the corresponding learning outcome of 'constructing arguments while interacting with a group' would become relevant. Appropriate staff should be appointed in each department or subject area, who should have the formal authority and training to award credits for learning outcomes acquired outside the formal learning context on the basis of transparent criteria established and published by the Institution. It should be understood that they will be expected to report on, and document, their decisions through regular reports to an appropriate committee (e.g. at departmental, faculty or institutional level).

Nota Bene

There is a wide range of **assessment methods for recognising prior learning and experience**. One of the assessment tools is a portfolio method. Portfolios include documents that learners have collected in order to reveal individual skills acquired in various ways.

A portfolio takes into account a collection of materials that verify skills and knowledge acquired through previous experience in non-formal and informal learning. A portfolio includes references from employers and supervisors; it may include a performance appraisal, CV and other documents. By using a portfolio the assessor analyses a range of information that learners have provided. Learners may require help and advice when preparing their portfolios.

Institutions should develop recognition policies for non-formal or informal learning. These policies should include elements such as advice, feedback to learners on the results of the assessment and the possibility for learners to appeal. Institutions should also create facilities for advice, counselling and recognition of non-formal and informal learning. These may take different forms depending on national and institutional practices (e.g. they may exist within single higher education institutions or as joint centres for several institutions). Institutions' policies and practices should be published prominently on their websites.

Recognising non-formal and informal learning helps make HEIs more socially inclusive. Widening access opportunities for learners from professional life and a range of non-traditional learning environments helps make lifelong learning a reality. Institutions should be particularly open to the recognition of vocational education and training.

Nota Bene

The process of awarding credit to non-formal or informal learning has four main stages:

1. Initial advice and guidance (what does the process involve for the learner, the credit limits for non-formal/informal learning; what are the costs, roles and responsibilities of learner and tutor/advisor; and different learning pathways to a qualification).

2. Support (reflective process; understanding learning outcomes; identifying own learning outcomes; evidence gathering and selection).

3. Recognition/assessment (assessment of evidence of achievement of learning outcomes and assessment criteria).

4. Award of credit (credit awarded through this process is of same value as credit gained through formal learning).

ECVET

The European Credit System for Vocational Education and Training (ECVET) was established through a Recommendation of the European Parliament and the Council in 2009 (2009/C 155/02).

ECVET is intended to facilitate the transfer, accumulation and recognition of assessed learning outcomes of individuals who are aiming to achieve a qualification in vocational education and training (VET).

Like ECTS, ECVET facilitates and supports students in shaping their own learning pathway through accumulation of credits – whether within a certain institution, from institution to institution, from country to country, and between different educational sub-systems and contexts of learning (i.e. formal, non-formal and informal learning), and helping them to build on their individual learning styles and experiences.

Like ECTS, ECVET is based on the notion of 60 credits, but the allocation of credits is a different one. Often ECVET is used to record and accumulate assessed learning outcomes, without a conversion in credit points. Therefore, instead of credit conversion, the recognition of learning from VET should be based on learning outcomes.

6. ECTS and quality assurance

This section outlines how ECTS contributes to quality enhancement in HEIs and gives examples for the evaluation of ECTS implementation.

The primary responsibility for quality assurance lies with each institution, as agreed by Education Ministers of the countries involved in the Bologna Process (Berlin Communiqué, 2003). Internal quality assurance involves all procedures undertaken by higher education institutions to ensure that the quality of their programmes and qualifications meets their own specifications and those of other relevant bodies such as quality assurance agencies. External qualityreviews undertaken by quality assurance agencies provide feedback to institutions and information to stakeholders. Quality assurance principles and processes apply to all modes of learning and teaching (formal, non-formal, informal, new modes of learning, teaching and assessment). The European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2005) support internal and external quality assurance.

Nota Bene

'The European Standards and Guidelines (ESG) are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and the Diploma Supplement that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.'

Standards 1.2, 1.3, 1.4 and the associated guidelines refer to areas related to ECTS (in particular programme design, Student-Centred Learning, teaching and assessment and student admission, progression, recognition and certification).

Good practice in using ECTS will help institutions improve the quality of their programmes and their learning mobility offer. Thus, ECTS use should be quality assured through appropriate evaluation processes (e.g. monitoring, internal and external quality reviews and students' feedback) and continuous quality enhancement. In evaluating the effectiveness of a programme (including the learning outcomes, workload and assessment methods) a number of measures will be used. These may include high dropout or failure rates or longer completion times. A programme can be considered effective when its goals are attained in due time, that is to say when students achieve the defined learning outcomes, accumulate the required credits and obtain the qualification as planned in the programme. However, care should be taken in any analysis to discriminate critically between the elements, as they may also indicate ineffective planning or delivery of the programme or inadequate measures for supporting students.

The following indicators can be used for evaluating the quality of ECTS implementation:

- Educational components are expressed in terms of appropriate learning outcomes, and clear information is available concerning their level, credits, delivery and assessment;
- Studies can be completed in the time officially allocated to them (i.e. the workload associated with an academic year, a semester, trimester or a single course component is realistic);
- Annual monitoring examines any variations in patterns of achievement and results gained and follows up with appropriate revision;
- Students are provided with detailed information and advice so that they can follow progression rules, exploit options for flexible pathways and select educational components at an appropriate level for their qualification;
- Students are informed promptly of their results.

For mobile students and recognition, this means that:

- Credit transfer processes are included in the monitoring, review and validation procedures;
- Appropriate staff are designated as responsible for credit recognition and transfer matters;
- Learning Agreements are completed in all cases; their development, and any subsequent changes to them, are subject to sensitive yet robust approval processes;
- Incoming mobile students undertake educational components from the existing Course Catalogue; they are assessed and graded like local students;
- Detailed transcripts are provided recording the credits and grades awarded;

- Recognition is given to all credits associated with successfully completed educational components undertaken as part of an approved Learning Agreement in its final version; results are issued and transmitted promptly;
- Grading tables exist for interpreting the grades awarded, so that grades – and not just credits – are properly reflected in any final qualifications gained.

Student representatives should be actively engaged in quality assurance processes for ECTS:

- In internal quality assurance, where students provide information (by responding to surveys on a regular basis, focus groups); participate in the preparation of the institutions' self-assessment reports; are actively engaged in the bodies responsible for internal quality assurance processes and monitoring of the ECTS credit allocation.
- In external quality assurance, where students are members of external review panels of higher education institutions and/or programmes.

7. ECTS and supporting documents

Use of ECTS is supported by documents based on the principles outlined in this Guide. This section suggests the elements to be included in these documents, as they represent a widely used and accepted way of communicating information which is useful for all students (including mobile and non-mobile students), academic and administrative staff, employers and other stakeholders.

To serve the needs of students, institutions should record their achievements in a transparent way which may be easily understood. Therefore, this Guide provides the information items that should be included in the main mobility documents, in order to foster better understanding between different institutions and countries, internal and external stakeholders.

7.1 Course Catalogue

The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently. The information concerns, for example, the qualifications offered, the learning, teaching and assessment procedures, the level of programmes, the individual educational components and the learning resources. The Course Catalogue should include the names of people to contact, with information about how, when and where to contact them.

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. It should be published sufficiently in advance for prospective students to make their choices.

The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. However, following a common structure as set out below makes Course Catalogues more easily comparable and improves transparency. In any case, the Course Catalogue should include general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components.

Course Catalogue

Recommended elements for the Course Catalogue

General information:

- name and address
- description of the institution (including type and status)
- academic authorities
- academic calendar
- list of programmes offered
- admission requirements, including language policy, and registration procedures
- arrangements for the recognition of credit mobility and prior learning (formal, informal and non-formal)
- ECTS credit allocation policy (institutional credit framework)
- arrangements for academic guidance

Resources and services:

- student affairs office
- accommodation/housing
- meals
- cost of living
- financial support for students
- medical facilities
- insurance
- facilities for students with disabilities and special needs
- learning facilities
- international mobility possibilities
- practical information for incoming mobile students
- language courses
- work placement possibilities
- sports and leisure facilities
- student associations

- ***Information on programmes:***
- qualification awarded
- length of programme
- number of credits
- level of qualification according to the National Qualification Framework and the European Qualifications Framework
- field(s) of study (e.g. ISCED-F)
- specific admission requirements (if applicable)
- specific arrangements for recognition of prior learning (formal, non-formal and informal) (if applicable)
- qualification requirements and regulations, including graduation requirements (if applicable)
- profile of the programme (see chapter on programme design)
- programme learning outcomes

- programme structure diagram with credits (60 ECTS per full-time equivalent academic year)
- mode of study (full-time/part-time/e-learning etc.)
- examination regulations and grading scale
- obligatory or optional mobility windows (if applicable)
- work placement(s) (if applicable)
- work-based learning
- programme director or equivalent
- occupational profiles of graduates
- access to further studies

For joint programmes, some additional elements are recommended:

- information on the form of the diploma and Diploma Supplement (joint/double/multiple)
- members of consortium and their role
- mobility structure of the programme

Information on individual educational components:

- code
- title
- type (compulsory/optional)
- cycle (short/first/second/third)
- year of study when the component is delivered (if applicable)
- semester/trimester when the component is delivered
- number of ECTS credits allocated
- name of lecturer(s)
- learning outcomes
- mode of delivery (face-to-face/distance learning etc.)
- prerequisites and co-requisites (if applicable)
- course content
- recommended or required reading and other learning resources/tools
- planned learning activities and teaching methods
- assessment methods and criteria
- language of instruction

7.2 ECTS and supporting documents for credit mobility

The Learning Agreement provides an official, binding commitment between the student, the sending institution, and the receiving institution/organisation/company on all the learning activities to be carried out.

The approval of the Learning Agreement and its amendments is possible through digital signatures or copies of scanned signatures, sent electronically, according to institutional regulations or practice.

7.2.1 Learning Agreement for credit mobility for studies

Credit Mobility

Recommended elements for the Learning Agreement for credit mobility for studies:

- name and contact details of the student
- names, addresses and academic and/or administrative contact persons of sending and receiving institutions
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/third cycle)
- period of study (from/to) at the receiving institution
- study programme abroad: link to the Course Catalogue at the receiving institution and list of educational components to be taken (with codes and ECTS credits)
- educational components from which the student will be exempted at the sending institution if the components taken abroad are successfully completed or stipulating that the mobility period as a whole will be recognised (for example, this will be the case of mobility windows and degrees which integrate a compulsory period abroad)
- signatures of the three parties (the student, representatives of sending and receiving institutions)

7.2.2 Learning Agreement for work placements

The Learning Agreement is also essential for work placements, as a binding document outlining the learning activities to be carried out by the student within this educational component.

The commitment of the receiving organisation is to provide quality work placement, relevant to the student's learning path, with clearly defined learning outcomes, and to issue a Work Placement Certificate upon completion of the work placement.

The commitment of the sending institution is to ensure the quality and relevance of the work placement, monitor the student's progress, and to grant recognition of the ECTS credits for the successfully completed learning outcomes.

The Learning Agreement for work placements should be signed by the three parties: the student, the sending institution and the receiving organisation/company.

Work Placements

Recommended elements for the Learning Agreement for work placements:

- name and contact details of the student
- names, addresses and contact persons of sending institution and receiving organisation/company/etc.
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/third cycle)
- type of organisation/company (private/public/etc.)
- period of training (from/to) at the receiving institution and ECTS credits
- learning outcomes to be acquired by the trainee at the end of the traineeship y detailed programme of the traineeship period, including tasks/deliverables
- number of working hours per week
- level of competence in the workplace language that the student has or agrees to acquire by the start of the study period (if applicable)
- monitoring arrangements and evaluation plan

- provisions for changes for the Learning Agreement for work placements
- recognition arrangements in the sending institution
- signatures of the three parties (the student, representative of the sending institution, and receiving organisation/company – including the supervisor of the trainee)

7.3 Transcript of Records

The Transcript of Records provides an upto-date record of students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded.

Since the Transcript is a vital document for recording progress and for recognizing learning achievements, it is crucial to determine who is responsible for producing it, how it is issued, and how it is delivered. Most institutions produce the Transcript of Records from their institutional databases. It is important to keep it in mind that the Transcript may be used in other contexts, thus information should be provided in a transparent, complete and clear way.

In case of credit mobility, the receiving institution provides a Transcript of Records to all mobile students and sends it to the sending institution and the student at the end of their period of study, in order to certify formally the work completed, the credits awarded, and the local grades received during the mobility period. This should be sent within a reasonably short period of time after proclamation of the student's results at the receiving institution (see chapter on credit mobility and recognition).

Transcript of Records

Recommended elements for the Transcript of Records:

- name of the student
- ID and/or contact details of the student (if applicable)
- names and contacts of the institution
- field of study of the student and/or name of the programme
- current year of study
- educational components taken at the institution (with codes, credits and local grades)
- description of the institutional grading system
- grade distribution information for the reference group identified
- date of issue and signature of the responsible person

The sending institution should provide the student with their Transcript of Records (or equivalent document/database), without further requirements from him or her in a reasonable period of time. This ensures clarity about the recognition outcomes of the mobility period abroad.

In mobility for studies, it is recommended to include the components that have been replaced in the student's home degree, the number of credits that they represent and, when applicable, the translation of the grades received by the student abroad.

When the mobility period is recognised as a whole rather than component by component, the sending institution should just record the number of credits, local grades (where applicable) and learning outcomes defined for the whole mobility period.

In the case of traineeships, the Transcript of Records of the sending institution will contain at least the information necessary to fulfil all the recognition arrangements agreed in the

Learning Agreement before the mobility. This may include granting a concrete number of credits, a grade, etc.

7.4 Work Placement Certificate

The Work Placement Certificate aims to provide transparency and bring out the value of the experience of the student's work placement. This document is issued by the receiving organisation/enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation.

Work Placement Certificate

Recommended elements for the Work Placement Certificate:

- name of the student
- name of the organisation/enterprise
- contact details of the organisation/enterprise [street, city, country, phone, e-mail address, website]
- type of organisation/enterprise (private/public/third sector/…)
- start and end of the work placement
- detailed programme of the work placement, listing the tasks
- knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved)
- evaluation of the student's performance
- date of issue, name and signature of the responsible person at the receiving organisation/enterprise

Annex 1 Glossary

A

Accumulation of credits

The process of collecting credits awarded for achieving the learning outcomes of educational components n formal contexts and for other learning activities carried out in informal and non-formal contexts. A student can accumulate credits in order to obtain qualifications, as required by the degree-awarding institution, or to document personal achievements for lifelong learning purposes.

Allocation of credits

The process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

Assessment methods

The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner's progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).

Assessment criteria

Descriptions of what the learner is expected to do and at what level, in order to demonstrate the achievement of a learning outcome.

The assessment methods and criteria for an educational component have to be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Award of credits

The act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

C

Competence

The European Qualifications Framework (EQF) defines competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy.

Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic

(common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Continuing Professional Development (CPD)

An aspect of lifelong learning, sometimes referred to as Continuing Professional Education, CPD describes the skills, knowledge and experience that an individual gains formally and informally in his work and which builds on his basic qualifications and training. Increasingly in professional and vocational careers there is a formal requirement to continue to learn and develop knowledge, skills and competences throughout careers to keep up to date and be able to work safely, legally and effectively. Formal CPD which is a professional requirement is validated and documented. Increasingly employers expect to have a formal authenticated record of an individual's CPD and it consequently has become an important element in the curriculum.

Course Catalogue

The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment (general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components) that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently.

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. It should be published sufficiently in advance for prospective students to make their choices.

Course unit

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and ppropriate assessment criteria.

Credit (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Credit mobility

The mobility of an exchange student, who stays at a host institution for a period, during which s/he can carry out activities awarding academic credits, which are then recognised by the home institution.

Credit transfer

A process that allows credit awarded by one higher education awarding body to be recognised and count towards the requirements of a programme at another institution; or that allows credit gained on a particular programme to contribute towards the requirements of a different one.

Cycle

One of the objectives in the Bologna Declaration in 1999 was the 'adoption of a system based on two main cycles, undergraduate and graduate.' In 2003 doctoral studies were

included in the Bologna structure and referred to as the third cycle. The EHEA has thus defined a hierarchy of three Higher Education cycles (first cycle, second cycle and third cycle). All higher education qualifications in the European Higher Education Area are located within these three cycles.

Cycle (Level) Descriptors

Generic statements about the expected outcomes for each of the three cycles. A good example of general cycle (level) descriptors are the so-called Dublin Descriptors, which have served as one of the foundations (along with ECTS) for the Framework for Qualifications of the European Higher Education Area.

D

Degree mobility

Learning mobility for degree purposes, even if only part of the programme is undertaken abroad, e.g. in a jointly delivered or jointly awarded degree programme (Mapping University Mobility Project, 2015).

Degree programme

The set of educational components leading to the award of a degree to a student after successful completion of all the requirements.

Diploma Supplement

The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools.

It has the following eight sections of information:

- the holder of the qualification
- the qualification
- its level and function
- the contents and results gained
- certification of the supplement
- details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))
- any additional relevant information

Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language.

Dublin Descriptors

The Dublin Descriptors are the cycle descriptors (or ‘level descriptors’) presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles. A level descriptor includes the following five components:

- knowledge and understanding
- applying knowledge and understanding
- making judgements
- communication

- lifelong learning skills

E

Erasmus+

EU programme for Education, Training, Youth and Sport for 2014-2020 (Regulation (EU) No 1288/2013).

European Credit Transfer and Accumulation System (ECTS)

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

European Credit System for Vocational Education and Training (ECVET)

The ECVET system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain a qualification. It is a decentralised system relying on volunteer participation of Member States and stakeholders of vocational training, respecting national legislations and regulations. It gives a methodological framework for describing qualifications in terms of learning outcomes using units, allowing the allocation of transferable points for Member States with different education and qualification frameworks. ECVET is founded on partner agreements regarding qualification transparency and mutual stakeholder trust (ECVET, 2010).

Educational component

A self-contained and formally structured learning experience (such as: course unit, module, work placement).

Europass Mobility

Europass is a set of five documents (Curriculum Vitae, Language Passport, Europass Mobility, Certificate Supplement, Diploma Supplement) which aim to make skills and qualifications clearly and easily understood in Europe. Europass Mobility is a document to record knowledge and skills acquired in another European country, completed by the institutions involved in the mobility of the individual (sending and receiving institution).

European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) was launched at the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. Building on the main objective of the Bologna Process since its inception in 1999, the EHEA is meant to ensure more comparable, compatible, coherent and attractive systems of higher education in Europe.

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for Lifelong Learning is a common European reference framework which enables countries of the European Union to link their qualifications systems to one another. It was adopted by the European Parliament and Council on 23 April 2008. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

F

Flexibility

Refers to measures through which the provision of higher education is made more flexible. The idea behind this concept is to open up higher education to more people and to increase adaptability to the multiple life worlds in modern societies. It also relates to flexibility in programme/curriculum design and approaches to learning and teaching.

Formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Framework for Qualifications of the European Higher Education Area (QF-EHEA)

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework (QF-EHEA) has been adopted in 2005 and all member countries committed themselves to develop national qualifications frameworks that are compatible with this overarching framework.

A national qualifications framework for higher education encompasses all the qualifications in a higher education system. It shows the expected learning outcomes for a given qualification and how learners can move between qualifications.

The aim of QF-EHEA is to organise national higher education qualifications into an overarching European-wide qualifications framework. Within this framework, qualifications are defined according to levels of complexity and difficulty (Bachelor, Master, Doctor).

The QF-EHEA identifies four main cycles which are described by the 'Dublin Descriptors'. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a cycle. The short, first and second cycles are also characterised by credit ranges.

Free mover

A student participating in credit mobility outside an organised student mobility programme (for example Erasmus+). A free mover chooses a host institution and organises his/her credit mobility at that institution.

G

Grade distribution table

Grade distribution tables show how the existing national or institutional scale is being used in the institution – whether in open access or selective systems – and allow for comparison with the statistical distribution of grades in a parallel reference group of another institution. They represent the statistical distribution of positive grades (pass and above) awarded in each field of study in a specific institution.

I

Informal learning

Learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are: skills acquired through life and work experiences, project management skills, ICT skills acquired at work, languages learned, intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired

through volunteering, cultural activities, sports, youth work and through activities at home e.g. taking care of a child (Council Recommendation 2012/C 398/01).

J

Joint degree

A single document which is awarded by higher education institutions offering the joint programme, and nationally acknowledged as the recognised award of the joint programme (EQAR, 2015).

Joint programme

An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double/ multiple degrees or a joint degree (Ibid.).

L

Learner

An individual engaged in a learning process (formal, non-formal or informal learning). Students are learners involved in a formal learning process.

Learning Agreement

A formalised agreement of the three parties involved in mobility – the student, the sending institution and the receiving institution or organisation/enterprise – to facilitate the organisation of credit mobility and its recognition. The agreement is to be signed by the three parties before the start of the mobility period and it is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognised.

Learning mobility

Learning mobility is normally understood to involve physical mobility in which the learner/student moves to an institution in another country for part or all of a programme of study. The majority of such mobility takes place in the context of planned and organised programmes. The credits from such mobility are formally recognized by the sending institution.

There is also a considerable amount of ‘free mover’ mobility which depends on individual initiative.

As well as physical mobility it is increasingly possible for learners to participate in virtual mobility. This too may be through organised joint or shared curriculum, or through Open Universities, Open Education Resources, MOOCs, or other on-line material.

Learning outcome

Statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Learning pathway

Learning pathway is a route taken by a learner allowing him/her to build knowledge progressively and acquire the desired set of competences. The learning pathway may be ‘signposted’ through institution guidance and regulations (including the recognition of prior learning and experience) and different learning pathways may lead to the award of the same

qualification. In essence the concept of a ‘learning pathway’ emphasises the choice of the student in reaching the desired educational goals.

Level descriptors

See under ‘Cycle (Level) Descriptors’ and ‘Dublin Descriptors’.

Lifelong learning

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (Communication (2001) 678).

Programmes and services contributing to lifelong learning within the higher education sector may include mainstream programmes, continuing education, evening classes, specific programmes for part-time learners, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services among other actions and initiatives.

M

Massive Open Online Courses (MOOCs)

Courses which allow open entry, are free to sign up for, and are delivered online usually with peer or automated support. They often have large enrolment numbers.

Mobility window

A mobility window is a period of time reserved for international student mobility that is embedded into the curriculum of a study programme (Ferencz et al., 2013).

Module

A course unit in a system in which each course unit carries the same number ofcredits or a multiple of it.

N

National Qualifications Framework (NQF)

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society (Council Recommendation 2012/C 398/01).

National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system.

National qualifications frameworks are developed by the competent public authorities in the country concerned, in cooperation with a broad range of stakeholders – including higher education institutions, students, staff and employers.

Non-formal learning

Learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. learner-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers

such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public (Ibid.).

O

Open Educational Resources (OER)

Digitised materials offered freely and openly for educators, students and self- learners to use and reuse for teaching, learning and research; it includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licenses; OER also refers to accumulated digital assets that can be adjusted and which provide benefits without restricting the possibilities for others to enjoy them (Ibid.).

P

Programme (educational)

A set of educational components – based on learning outcomes – that are recognised for the award of a qualification.

Progression

The process which enables learners to pass from one stage of a qualification to the next and to access educational programmes that prepare for qualifications at a higher level than those he/she already possesses.

Progression rules

Set of rules that define conditions for learners' progression within qualifications and towards other qualifications.

Q

Qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.

Quality assurance

The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded.

Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities).

R

Recognition (academic recognition)

Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies.

Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labour market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration):

i. recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education;

ii. recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System);

iii. recognition of full degrees, having as the main instrument the Diploma Supplement (Vlăsceanu et al., 2004).

Recognition of credits

The process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy (some or all) requirements of a particular programme, its component or qualification.

Recognition of non-formal and informal learning

The process through which an institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification.

Recognition of prior learning and experience

The validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation (Council Recommendation 2012/C 398/01).

Recognition of professional qualifications

Directive 2005/36/EC establishes rules for EU Member States on access to or pursuit of a regulated profession upon possession of specific professional qualifications. The Directive stipulates that the host Member State shall recognise professional qualifications obtained in another Member State – which allow the holder of the said qualifications to pursue the same profession there – for access to and pursuit of that profession.

The recognition of professional qualifications by the host Member State allows beneficiaries to gain access in that Member State to the same profession as that for which they are qualified in the home Member State and to pursue it in the host Member State under the same conditions as its nationals (Directive 2005/36/EC).

S

Student

A learner enrolled on a formal educational programme at a higher education institution. Please note: The question of whether to refer to ‘students’ or ‘learners’ in this Guide was discussed in depth in the working group and with stakeholders. Due to the general shift towards more flexible learning provision it was agreed that the term ‘learner’ is preferable in most contexts. However, it was recognised that since most higher education systems are still organised around provision of formal programmes to a clearly defined student body, the term ‘student’ would be used to encompass all learners in higher education institutions (whether full-time or part-time, engaged in distance, on-campus or work-based learning, pursuing a qualification or following stand-alone educational units or courses).

Student-Centred Learning

A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).

T

Transcript of Records

An up-to-date record of the students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognizing learning achievements, including for student mobility. Most institutions produce the Transcript of Records from their institutional databases.

Transfer (of credits)

The process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme, offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits.

V

Validation

A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases:

1. **Identification** through dialogue of particular experiences of an individual;

2. **Documentation** to make visible the individual's experiences;

3. Formal **Assessment** of these experiences; and

4. **Certification** of the results of the assessment which may lead to a partial or full qualification (Council Recommendation 2012/C 398/01).

Virtual mobility

Cross-border e-learning (i.e. when a student follows distance learning courses offered by a higher education institution abroad). Virtual mobility can be useful in promoting and complementing physical mobility. Virtual mobility can play an important role in the internationalization strategy of an institution (Mapping University Mobility Project, 2015).

W

Work-based learning

Learning delivered by a university, college or other training provider in the workplace, normally under the supervision of a person from the same company as well as a professional teacher from outside the company (Scottish Funding Council, 2015).

Workload

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the fulltime workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary.

Work placement

A planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme.

Work Placement Certificate

A document is issued by the receiving organisation/enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation. It aims to provide transparency and bring out the value of the experience of the student's work placement.

Annex 2 Examples: grade conversion

Examples for grade conversion5:

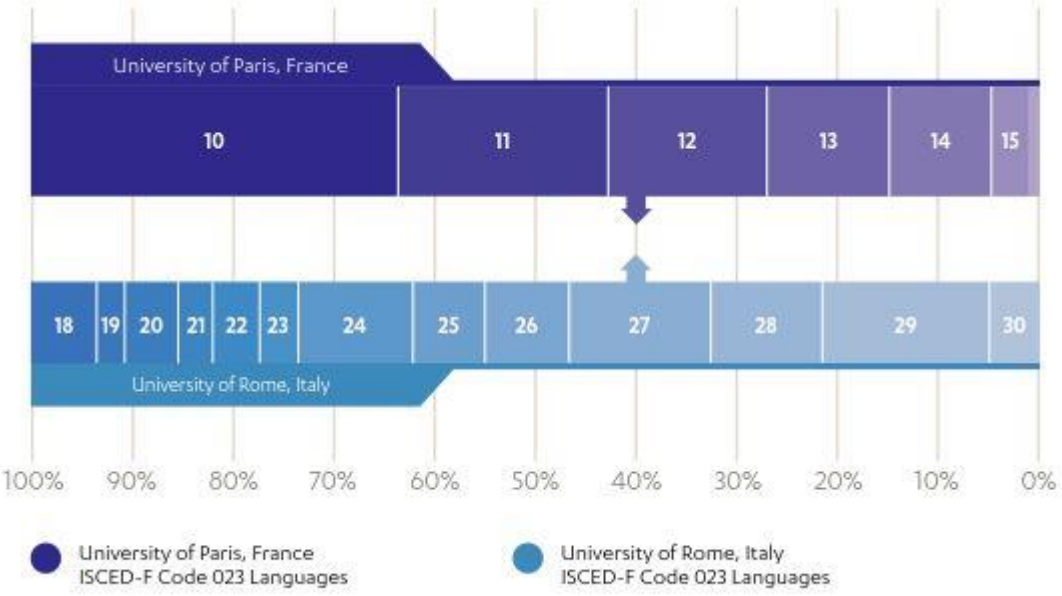
1 Grade conversion based on two grade distribution tables from two reference groups belonging to different national grading systems:

Reference group A in Italy (Passing grades ranging from 18 to 30 cum laude)

Reference group/Field of study: ISCED Code 023 Languages

Reference group B in France (Passing grades ranging from 10 to 20)

Reference group/Field of study: ISCED Code 023 Languages



In this case, the percentage ranges of the grades overlap. The receiving institution should have decided in advance whether they will take the minimum, average or maximum comparable grade of overlapping ranges. Therefore, if the University of Rome had decided in advance that they would use the minimum or the average, the student's grade would be 27 and if they had decided that they would use the maximum, the student's grade would be 28.

[5] Please refer to the ECTS Guide website for further examples added.

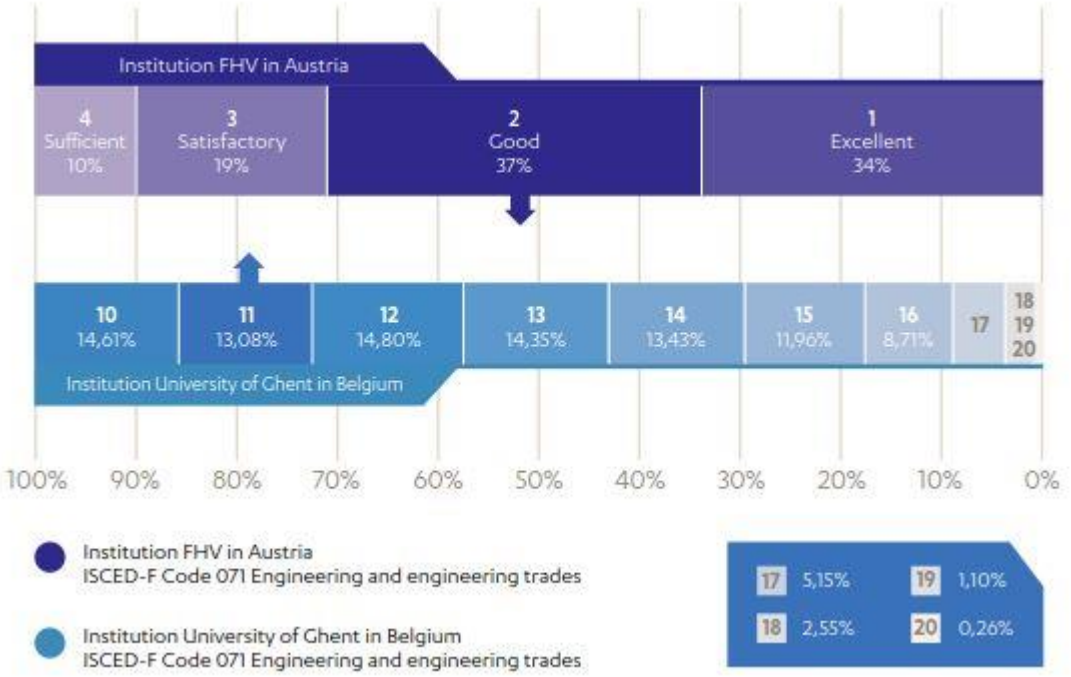
2 Grade conversion based on two grade distribution tables from two reference groups belonging to different national grading systems:

Institution FHV in Austria6 (Passing grades ranging from 1 to 4)

Reference group/Field of study: ISCED Code 071 Engineering and engineering trades

Institution University of Ghent in Belgium (Passing grades ranging from 10 to 20)

Reference group/Field of study: ISCED Code 071 Engineering and engineering trades



In this example a grade 2 (Good) from the institution in Austria would be transferred into a grade 13 in the institution in Belgium. A grade 11 from the institution in Belgium would be transferred into a grade 3 (Satisfactory) in Austria. In this case both institutions have decided to use the average in case of overlapping percentage ranges.

[6] University of Applied Sciences Vorarlberg (Fachhochschule Vorarlberg - FHV)

Annex 3 Recommended reading list

The Bologna Process, related documents

A Framework for Qualifications for the European Higher Education Area; Bologna Working Group on Qualifications Frameworks, published by the Ministry of Science, Technology and Innovation, Copenhagen, February 2005:

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/050218_QF_EHEA.pdf

Bologna Conference, Using Learning Outcomes, Edinburgh, 1-2 July 2004:

http://www.ehea.info/article-details.aspx?ArticleId=119Bologna Framework and Certification (2008):
http://www.ehea.info/Uploads/QF/Bologna_Framework_and_Certification_revised_29_02_08.pdf

Berlin Communiqué (Realising the European Higher Education Area. Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003):
http://www.ehea.info/Uploads/about/Berlin_Communique1.pdf

Bucharest Communiqué (Making the Most of Our Potential: Consolidating the European Higher Education Area, Communiqué of the Conference of Ministers responsible for Higher Education in Bucharest on 26-27 April 2012):

http://www.ehea.info/Uploads/(1)/Bucharest%20Communique%202012(1).pdf

European Standards and Guidelines for Quality Assurance in the European Higher Education Area:

http://www.ehea.info/news-details.aspx?ArticleId=355

European Approach for Quality Assurance of Joint Programmes:

https://eqar.eu/projects/joint-programmes.html

Report by the Structural Reforms Working Group to the BFUG, Structural Reforms Working Group, Strasbourg, Brussels, Vatican City, Warsaw, 8 December 2014:

http://www.ehea.info/Uploads/SubmitedFiles/12_2014/154923.pdf

Official documents of the European Union

Council Recommendation (2012/C 398/01) of 20 December 2012 on the validation of non-formal and informal learning:

http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF

Communication from the Commission (COM 2001 678) of 21 November 2001: Making a European Area of Lifelong Learning a Reality:

http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF

Directive of the European Parliament and of the Council (2005/36/EC) of 7 September 2005 on the recognition of professional qualifications:

http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02005L0036-20140117&from=EN

Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning:

http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32008H0506(01)&from=EN

Regulation of the European Parliament and of the Council (EU No 1288/2013) of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport:

http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0050:0073:EN:PDF

Websites and useful links

ENIC-NARIC Network: http://www.enic-naric.net/

European University Association (EUA) occasional papers on Massive Open Online Courses (MOOCs): http://www.eua.be/Libraries/Publication/MOOCs_Update_January_2014.sflb.ashx

Get to know ECVET better: Questions and Answers, Brussels, (2011):

http://www.ecvet-team.eu/en/system/files/documents/14/questions-answers-about-ecvet-1/04/2010.pdf

Scottish Funding Council Glossary:
http://www.sfc.ac.uk/housekeeping/glossary/glossary.aspx

The European Credit system for Vocational Education and Training (ECVET):
http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm

UNESCO (2014), ISCED: International Standard Classification of Education:
http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx

Literature

Bergan, S. (2007), Qualifications – Introduction to a concept (Council of Europe higher education series No.6):
https://book.coe.int/eur/en/higher-education-and-research/3794-qualifications-introduction-to-a-concept-council-of-europe-higher-education-series-no6.html

Bergan, S.; Rauhvargers, A. (eds.) (2005), Standards for recognition: the Lisbon recognition convention and its subsidiary texts (Council of Europe higher education series No. 3):
http://www.coe.int/t/dg4/highereducation/resources/heseries_en.asp

Biggs, J. (2003), Aligning teaching for constructing learning. Higher Education Academy:
https://www.heacademy.ac.uk/aligning-teaching-constructing-learning

Bingham (1999), Guide to Developing Learning Outcomes Cedefop (2009), European guidelines for Validating Non-formal and Informal learning; Luxembourg:
http://www.cedefop.europa.eu/EN/Files/4054_en.pdf

Cedefop (2011), Using learning outcomes: European Qualifications Framework Series: Note 4: http://www.cedefop.europa.eu/EN/Files/Using_learning_outcomes.pdf

Colucci, E.; Davies, H.; Korhonen, J.; Gaebel, M. (2012): Mobility: Closing the gap between policy and practice; European University Association, Brussels: http://www.maunimo.be/images/Oslo/eua%20maunimo_web.pdf

Euridyce (2012), Recognition of Prior Non-Formal and Informal Learning in Higher Education. Overview: http://eacea.ec.europa.eu/education/eurydice/documents/focus-on/152.pdf

Ferencz, L .; Hauschildt, K.; Garam, (eds.) (2013), Mobility Windows: From Concept to Practice, Bonn: Lemmens Medien GmbH (ACA Papers on International Cooperation in Education): http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA_2013_Mobility_windows.pdf

Gosling, D. and Moon, J. (2002), How to use learning outcomes and assessment criteria (Third Edition) London: (SEEC): http://www.aec-music.eu/userfiles/File/goslingmoon-learningoutcomesassessmentcriteria(2).pdf

Hunt, E. S.; Bergan, S. (eds.) (2010), Developing attitudes to recognition. Substantial differences in an age of globalisation (Strasbourg: Council of Europe Publishing. Council of Europe Higher Education Series No 13)

Lockhoff, J., Wegejis, B., Durkin, K., Wagenaar, R., González, J., Dalla Rosa, L ., & Gobbi, M. (2011). A guide to formulating degree programme profiles. Including programme competences and programme learning outcomes. University of Deusto: http://core-project.eu/documents/Tuning%20G%20Formulating%20Degree%20PR4.pdf

Moon, J. (2002), The Module and Programme Development Handbook, London: Kogan Page Limited: http://books.google.co.uk/books?id=1uKQAgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Moon, J. (2004). Linking levels, learning outcomes and assessment criteria, Edinburgh: http://www.ehea.info/Uploads/Seminars/040701-02Linking_Levels_plus_ass_crit-Moon.pdf

Moon, J. (2004). Some thoughts on learning outcomes – their roles and use in higher education in the UK; Presentation slides from the ‘Using Learning Outcomes’ Conference, Edinburgh: http://www.ehea.info/Uploads/Seminars/04070102Moon.pdf

Vlăsceanu L ., et al. (2004), Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions, Papers on Higher Education, UNESCO-CEPES: http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/UNESCO_Glossary_of_QA_and_Accreditation.pdf

Project outcomes:

Competences in Education and Recognition project (CoRe): http://www.core-project.eu/

EAR Manual – a European Area of Recognition project: http://www.eurorecognition.eu/emanual/

EMQT project (Erasmus Mobility Quality tools), co-funded by the EU Lifelong Learning Programme: https://lirias.kuleuven.be/handle/123456789/403903

European Grade Conversion System project (EGRACONS), co-funded by the EU Lifelong Learning Programme: http://egracons.eu/

European Recognition Manual for Higher Education Institutions:
http://eurorecognition.eu/Manual/EAR%20HEI.pdf

Joint Degrees from A to Z project, co-funded by the EU Erasmus Mundus Programme:
http://www.nuffic.nl/en/expertise/jdaz

Mapping University Mobility project (MAUNIMO):
http://www.maunimo.eu/index.php/the-maunimo-project

Portal on joint programmes of the European Consortium for Accreditation in Higher Education (ECA), co-funded by the EU Erasmus Mundus Programme:
http://ecahe.eu/w/index.php/Portal:Joint_programmes

Practical Guide to designing degree programmes with integrated transnational mobility – MOCCA project (Model for Core Curricula with Integrated Mobility Abroad), co-funded by the EU Socrates Programme.

Student-Centred Learning toolkit for students, staff and higher education institutions, Brussels, project of the European Students Union, co-funded by the EU Lifelong Learning Programme:
http://www.esu-online.org/resources/6068/Student-Centred-Learning-Toolkit/

Tuning Academy project:
http://tuningacademy.org/

Annex 4 Examples: programme profiles

Examples for programme profiles and formulations of programme learning outcomes

The examples below show different ways of describing programme profiles and/or single course units. These are not absolute models to be followed, but examples of good practice, based on the recommendations of the ECTS Guide.

Example I

Description of the first cycle degree programme in Computer Engineering and learning outcomes for the course unit Physics I

Profile of the degree programme

The Bachelor's degree programme in Computer Engineering is designed to prepare students with a sound cultural background based on proficiency in different engineering areas and strong computer science expertise. Courses are intended to provide participants with the skills needed to design, install and maintain computer systems and computer networks, software applications, industrial automation systems, management information systems, integrated processing and control systems. The Computer Engineering graduate is mainly an engineer as well as a good IT professional.

Key learning outcomes

Graduates of the first cycle degree programme in Computer Engineering will be able to: design, install and maintain computer systems and computer networks, software applications, industrial automation systems, management information systems, integrated processing and control systems.

Occupational profile/s of graduates

Graduates of this degree are qualified to work inside information technology companies specialised in the computer hardware and software production and inside industrial automation industries as well as inside all kind of enterprises using information systems and computer networks for internal production and management processes. They will also be able work as freelancers or independent contractors mainly for the development of digital control systems for specific applications. Moreover, the programme will provide the students with the necessary requirements for academic advancement in the computer engineering and automation field.

Physics I

Learning outcomes

The student who successfully completes the course will have the ability to master the basic concepts of physics both in Newtonian mechanics and in classical electromagnetism. He/she will be able to demonstrate a solid knowledge of the conservation laws and of the Maxwell equations whose application will allow him/her to solve basic problems of dynamics in mechanical systems and of fields configuration in problems of electromagnetism.

Assessment methods and criteria

Assessment methods

- Final written exam
- Final oral exam

The written exam is considered a threshold to access the final oral exam. A score of 15 points/30 is required to pass the written exam. Once the threshold is passed, the weight of the oral exam on the final score is about 70%.

Assessment criteria

The student will be assessed on his/her demonstrated ability to understand the main contents of the course and to adapt them to specific cases to solve problems. In the written exam (3 hours, 2 problems), the student must demonstrate his/her capability to deploy the basic concepts to find correct answers to a typical series of three questions per problem. During the oral exam (1/2h) the student must demonstrate the ability to put into practice and to execute, with critical awareness, the most important physics laws discussed in the course.

Example II

Description of the First Cycle degree programme in History and learning outcomes for the course unit Modern History

Profile of the degree programme

The degree programme in History has the objective of preparing student for the practice of historical research, thanks to a solid knowledge of the great historiographical themes and debates and the acquisition of methodologies of the treatment and interpretation of the sources, and the use of a clear and rigorous language as appropriate to historiographical discourse. The learning experience is organised through cycles of lectures, seminars, workshops and laboratories. Alongside these activities, the students are able to attend conferences, workshops and meetings in order to have contact with scientific debate at national and international level. The degree programme has four tracks: Ancient History, Medieval History, Modern History and Contemporary History.

Key learning outcomes

Graduates of the first cycle degree programme in History will be able to demonstrate a critical understanding of the relationship between the present and the past; knowledge of and an ability to use the basic techniques of historical research; the ability to identify the relevant scientific literature, bibliography and sources to address a historiographical problem; the ability to communicate research results in various ways according to the target audience; a knowledge of and ability to use the main tools of other social and humanistic sciences, as well as history; a solid knowledge of the general lines of human history; specialised knowledge of one broad period of history (Ancient, Medieval, Modern/Contemporary); an ability to communicate in at least one language of the EU, in addition to Italian; as well as basic ICT competences for communicating, retrieving and elaborating on historiographical texts and data.

Occupational profile/s of graduates

Those holding the first cycle award (Laurea) in History are able to carry out various activities for public and private organisations, with responsibilities relating to coordinating and executing historical research, to preserving and valorising the cultural patrimony, especially as regards archives, libraries and material culture; to publishing, journalism and in the various contexts in which historical culture and its popularisation are useful, including public administration and international cultural relations. Graduates can enter programmes for the preparation of teachers in the areas of History and Literature; they can compete for positions in the public sector linked to teaching, archive management, libraries and museums, parliamentary documentation and information services, and diplomatic careers.

Single course unit:

Modern History

Learning outcomes

The student who completes the course successfully will be able to demonstrate a solid knowledge of the main processes and events in European and world history from the age of the geographic explorations to the Napoleonic period. Furthermore he or she will be able to demonstrate up-to-date and specific knowledge of the Spanish Empire in a Mediterranean and Atlantic context, and of the historiographical problems relating to it; and will be able to read and analyse texts and documents from the period.

Assessment methods and criteria

Assessment methods

- Final oral exam
- Periodic written tests

Students who attend the lectures and participate in the discussions and analyses of documents may take periodic written exams, normally consisting of written answers in essay form to questions relating to the course material, which will be evaluated and taken into account in the final oral examination. Those who are unable to attend are evaluated only in the final oral examination.

Assessment criteria

The timing and the form of the periodic written exams for those who attend are discussed with the students during the lectures. The final oral examination aims to ascertain that the student is able to demonstrate knowledge of the course material and to discuss the chosen monographs critically and comprehensively.

Example III

Description of the First Cycle degree programme Business Administration

Title of the programme:

Business Administration

Level of programme:

Professional Bachelor's degree programme

Qualification awarded:

Enterprise and Establishment Manager

Level of qualification:

On successful graduation from the programme, the graduate obtains a Professional Bachelor's Diploma and the qualification: 'Enterprise and Establishment Manager' which corresponds to the 5th professional qualification level and it corresponds to the level 6 of the Latvian Qualifications Framework (LQF) and European Qualifications Framework level 6.

Specific admission requirements:

Enrolment in the study programme, is organised according to the Enrolment Regulations of the School, which are endorsed by the Senate for each coming academic year.

Specific arrangements for recognition of prior learning:

For recognition of non-formal and informal learning there is a legal framework to promote and implement lifelong learning. On 10 January 2012, the Cabinet of Ministers issued 'Rules of Procedure for Recognition of Learning outcomes in Prior Learning or professional experience', Number 36. The procedural documents have been developed by the School and endorsed by the Senate. Lifelong learning activities have been designed to facilitate LLL . Programmes are designed with learning outcomes which ensures transparency and comparability. ECTS is applied to lifelong learning. General arrangements for the recognition of non-formal and informal learning are explained in the Rules of Procedure for the Recognition of Prior Learning which were endorsed by the Senate in 2012. The document explains the process, the criteria and the recognition.

Qualification requirements and regulations:

In order to obtain the professional Bachelor's degree and qualification, the student has to fulfil the following programme requirements:

- Acquire general and course specific course learning outcomes
- Acquire optional course learning outcomes
- Follow a company placement
- Prepare and defend the Bachelor's paper

Profile of the programme:

The programme equips students with the knowledge, skills and abilities to become competent managers – in changing socio-economic conditions. Students learn to apply their knowledge by managing processes, solving problems, and making decisions. The awarded qualification acknowledges that graduates are able to determine and formulate enterprise performance principles; to plan and manage work according to the business objectives; and to work with people and be ready to adapt in rapidly changing management environments. This is in accordance with the category 5 professional qualification level of the professional standard 'Enterprise and Institutional Manager' and corresponds to level 6 of both the Latvian Qualification Framework (LQF) and the European Qualifications Framework. The students acquire 240 ECTS (160 Latvian credits) in an international study environment. The students are eligible to study under Erasmus+ exchange programme. They also have the opportunity to study with international academic staff from partner universities. Organisation and management of internships is part of the programme.

Key learning outcomes:

In the programme, students will acquire the ability to comprehend economic development regularities and the processes of the national economy. They will learn to explain them, take part in substantive discussions and make decisions according to changing circumstances.

They will be able to apply the knowledge gained in entrepreneurship management according to operational and strategic aims. They will learn to follow the implementation process, and to make decisions and adjustments in order to improve operational and strategic activities.

Students should be able to carry out professional activity, formulate and analyse information and problems and find solutions in their profession, using a scientific approach.

Moreover, they will understand how to act ethically and to take responsibility for the impact of their professional conduct upon the environment and society.

Finally, students will feel comfortable assuming responsibility in a team setting while delegating and coordinating tasks. This includes planning and organising their work efficiently and dealing with conflict situations.

Occupational profiles of graduates with examples:

Graduates work in companies and institutions, both public and private, they work in small to medium sized companies as managers/ heads of departments.

Access to further studies:

The graduates of professional Bachelor's degree programme are eligible for further studies at Master degree programmes.

Single course unit:

Consumer Behaviour in Global Markets

Learning outcomes:

- The student is able to explain and apply the key terms, definitions and concepts relating to consumer behaviour.
- The student can analyse consumer behaviour trends and apply them in the given consumer market.
- The student is able to describe factors which influence the consumer's decision about purchasing a product.
- The student is able to assess the efficiency of different advertisements and other promotional activities as well as their impact on consumer behaviour.

Example IV

Description of the second cycle degree programme in 'Advanced Spectroscopy in Chemistry' and learning outcomes for the course unit 'Mass Spectroscopy'

Profile of the degree programme:

The Master's programme prepares students to become experts and develop international skills that prepare them for doctoral studies, and/or professional industrial careers in chemical analysis and characterisation of the structure of materials. A mobility scheme ensures that, in addition to high specialisation and access to state-of-the-art technologies, students will follow a common core curriculum of studies in different higher education institutions throughout Europe.

Key learning outcomes:

Students will acquire basic skills in:

- chemical analysis
- structural characterisation
- imaging and molecular modelling
- characterising fast reactions
- quality control
- materials

Students will acquire related skills in:

- conducting research projects
- decision-making in process management
- foreign languages (presenting a scientific project in English, both orally and in writing)
- conducting projects in an international and multicultural context

- geographical mobility

Single course unit:

Advanced Spectroscopy in Chemistry

Unit title: Mass Spectroscopy (Prof. XY).
Unit code: ASC 01 –LI semester I.
ECTS credits: 5 credits
Prerequisites: Bachelor in chemistry or equivalent
Course description:

The course covers aspects of molecular mass spectrometry including the most recent developments in instrumental design, techniques and understanding of mass spectral processes. The methods available for the introduction of analytical samples are presented, and the advantages and disadvantages of these methods considered. The different types of mass analysers, their working principles and performances are discussed. Current software tools for data-dependent analysis and on-line techniques are described. Examples are presented of the application of mass spectrometric techniques in different areas of chemistry.

Aims:

The aims of this unit are:

- To build upon and extend the theoretical and instrumental concepts introduced during the Bachelor degree programme.
- To develop the competence and confidence of the students in mass spectrometry.
- To highlight modern advances in instrumentation and techniques within mass spectrometry.
- To identify appropriate instrumentation for particular applications.

Learning outcomes:

After completing this unit the student should be able to:

- Discuss in a comprehensive way the methods available for the introduction of samples to a mass spectrometer.
- Identify methods for ionisation and their advantages and disadvantages.
- Review critically the available types of mass analysers.
- Discuss the use of software in obtaining and analysing mass spectral data.
- Identify the most suitable instrumentation for specific applications and describe the extent and limitations of the data obtained.
- Interpret mass spectral data and present the conclusions drawn in written and oral form.
- Explain to non-specialists how mass spectrometry can be expected to provide valuable information in different areas of chemistry and related disciplines.

Teaching and learning activities:

Lectures and colloquia: 40 hours
Student centred learning: 90 hours
Total student effort: 130 hours
Assessment criteria:

Examination on completion of teaching period: written or oral (weighting

100%).

Bibliography:

Mass Spectrometry, Principles and Applications, E. de Hoffmann and V. Stroo-

bant, Wiley, Chichester, 2001.

Annex 5 Examples: learning outcomes

Sample learning outcomes breakdown

Learning outcomes breakdown for the second cycle degree programme

(Advanced Master) Marketing Analysis

Learning outcome 1: Competence in marketing analysis

LO 1.1 Developing complex marketing decision models based on customer relationship management theories.

LO 1.2 Integrating marketing decision systems in a real-life company setting.

LO 1.3 Independently and critically analysing business relevant issues using data mining and informatics.

LO 1.4 Creatively applying state-of-the-art data mining techniques on business relevant issues.

LO 1.5 Creatively applying state-of-the-art advanced market research methods on business relevant issues.

Learning outcome 2: Research competence

LO 2.1 Selecting and validating data mining techniques and statistical techniques to optimally model complex marketing problems.

LO 2.2 Translating complex marketing problems into a scientific research question.

LO 2.3 Applying a literature study in international, peer-reviewed journals to complex marketing problems.

LO 2.4 Validating the results of own research with scientific marketing literature.

LO 2.5 Leveraging the structure of complex data.

Learning outcome 3: Intellectual competence

LO 3.1 Mastering different programming languages and software tools as a means to create complex marketing decision models.

LO 3.2 Continuously expanding one's own methodological competencies in an interactive manner.

LO 3.3 Independently drawing correct conclusions for complex marketing problems.

LO 3.4 Integrating competing views of different stakeholders into a single marketing solution.

Learning outcome 4: Competence in collaborating and communicating

LO 4.1 Scientifically correct reporting the relevant results of own marketing research.

LO 4.2 Executing a real-life business project in an international and interdisciplinary team with different levels of experience.

LO 4.3 Producing a professionally written report on complex marketing issues and their solutions.

LO 4.4 Performing a professional oral report on complex marketing issues and their solutions.

LO 4.5 Communicating marketing solutions to professionals and laymen in English.

LO 4.6 Making a significant individual contribution to a real-life business project.

Learning outcome 5: Societal competence

LO 5.1 Integrating consequences of new developments in data collection.

LO 5.2 Adjusting decision models to constraints and business objectives.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Approved by the Ministerial Conference in May 2015

Foreword

The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students' Union (ESU)7, the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

Since 2005, considerable progress has been made in quality assurance as well as in other Bologna action lines such as qualification frameworks, recognition and the promotion of the use of learning outcomes, all these contributing to a paradigm shift towards student-centred learning and teaching.

Given this changing context, in 2012 the Ministerial Communiqué invited the E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) to prepare an initial proposal for a revised ESG "to improve their clarity, applicability and usefulness, including their scope'.

The revision included several consultation rounds involving both the key stakeholder organisations and ministries. The many comments, proposals and recommendations received have been carefully analysed and taken very seriously by the Steering Group (SG). They are reflected in the resulting version of the ESG. Moreover this edition also reflects a consensus among all the organisations involved on how to take forward quality assurance in the European Higher Education Area and, as such, provides a firm basis for successful implementation.

European Association for Quality Assurance in Higher Education (ENQA)

European Students' Union (ESU)

European University Association (EUA)

European Association of Institutions in Higher Education (EURASHE)

In cooperation with:

Education International (EI)

BUSINESSEUROPE

European Quality Assurance Register for Higher Education (EQAR)

[7] ESU was formerly known as ESIB – The National Unions of Students in Europe.

I. Context, scope, purposes and principles

Setting the context

Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways.

Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences. Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. Higher education institutions themselves also become more diverse in their missions, mode of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery8. The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.

A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. They have played and will continue to play an important role in the development of national and institutional quality assurance systems across the European Higher Education Area (EHEA) and cross-border cooperation. Engagement with quality assurance processes, particularly the external ones, allows European higher education systems to demonstrate quality and increase transparency, thus helping to build mutual trust and better recognition of their qualifications, programmes and other provision.

The ESG are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems in higher education. Moreover, they are used by the European Quality Assurance Register (EQAR), which is responsible for the register of quality assurance agencies that comply with the ESG.

Scope and Concepts

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.

The focus of the ESG is on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. In addition institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance.

---

[8] Communication from the European Commission: Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources, COM(2013) 654 final, http://ec.europa.eu/education/news/doc/openingcom_en.pdf

The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. Thus, the ESG are also applicable to all higher education including transnational and cross-border provision. **In this document the term "programme" refers to higher education in its broadest sense,** including that which is not part of a programme leading to a formal degree.

Higher education aims to fulfil multiple purposes; including preparing students for active citizenship, for their future careers (e.g. contributing to their employability), supporting their personal development, creating a broad advanced knowledge base and stimulating research and innovation9. Therefore, stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. Quality, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution's performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management.

The term 'quality assurance' is used in this document to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities).

Unless otherwise specified, in the document stakeholders are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution.

The word *institution* is used in the standards and guidelines to refer to higher education institutions. Depending on the institution's approach to quality assurance it can, however, refer to the institution as whole or to any actors within the institution.

ESG: purposes and principles

The ESG have the following purposes:

- **They set a common framework** for quality assurance systems for learning and teaching at European, national and institutional level;
- **They enable the assurance and improvement of quality** of higher education in the European higher education area;
- **They support mutual trust**, thus facilitating recognition and mobility within and across national borders;
- **They provide information on quality assurance** in the EHEA.

These purposes provide a framework within which the ESG may be used and implemented in different ways by different institutions, agencies and countries. The EHEA is characterised

[9] Recommendation Rec (2007)6 by the Council of Europe's Committee of Ministers on the public responsibility for higher education and research, http://www.coe.int/t/dg4/highereducation/News/pub_res_EN.pdf

by its diversity of political systems, higher education systems, socio-cultural and educational traditions, languages, aspirations and expectations. This makes a single monolithic approach to quality and quality assurance in higher education inappropriate. Broad acceptance of all standards is a precondition for creating common understanding of quality assurance in Europe. For these reasons, the ESG need to be at a reasonably generic level in order to ensure that they are applicable to allforms of provision.

The ESG provide the criteria at European level against which quality assurance agencies and their activities are assessed10. This ensures that the quality assurance agencies in the EHEA adhere to the same set of principles and the processes and procedures are modelled to fit the purposes and requirements of their contexts.

The ESG are based on the following four principles for quality assurance in the EHEA:

- Higher education institutions have primary responsibility for the quality of their provision and its assurance;
- Quality assurance responds to the diversity of higher education systems, institutions, programmes and students;
- Quality assurance supports the development of a quality culture;
- Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

II. European standards and guidelines for quality assurance in higher education

The standards for quality assurance have been divided into three parts:

- Internal quality assurance
- External quality assurance
- Quality assurance agencies

It should be kept in mind, however, that the three parts are intrinsically interlinked and together form the basis for a European quality assurance framework. External quality assurance in Part 2 recognises the standards for internal quality assurance in Part 1 thus ensuring that the internal work undertaken by institutions is directly relevant to any external quality assurance that they undergo. In the same way Part 3 refers to Part 2. Thus, these three parts work on a complementary basis in higher education institutions as well as in agencies and also work on the understanding that other stakeholders contribute to the framework. As a consequence, the three parts should be read as a whole.

The *standards* set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision.11 The summary list of standards for quality assurance is placed in the annex for easy reference.

The *guidelines* explain why the standard is important and describe how standards might be implemented. They set out good practice in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.

---

[10] Agencies that apply for inclusion in the European Quality Assurance Register (EQAR) undergo an external review for which the ESG provide the criteria. Also the European Association for Quality Assurance in Higher Education (ENQA) relies on compliance with the ESG when it comes to granting quality assurance agencies full membership status in the organisation.

[11] The standards make use of the common English usage of “should” which has the connotation of prescription and compliance.

Part 1: Standards and guidelines for internal quality assurance

1.1 Policy for quality assurance

Standard:
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines:

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organisation of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

1.2 Design and approval of programmes

Standard:
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Guidelines:

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;12
- are subject to a formal institutional approval process.

1.3 Student-centred learning, teaching and assessment

Standard:
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Guidelines:

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;

[12] Placements include traineeships, internships and other periods of the programme that are not spent in the institution but that allow the student to gain experience in an area related to their studies.

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

1.4 Student admission, progression, recognition and certification

Standard:
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Guidelines:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

1.5 Teaching staff

Standard:
Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

1.6 Learning resources and student support

Standard:
Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines:

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

1.7 Information management

Standard:
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Guidelines:

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

- Key performance indicators;
- Profile of the student population;

- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

1.8 Public information

Standard:
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Guidelines:

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used the pass rates and the learning opportunities available to their students as well as graduate employment information.

1.9 On-going monitoring and periodic review of programmes

Standard:
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

1.10 Cyclical external quality assurance

Standard:
Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Part 2: Standards and guidelines for external quality assurance

2.1 Consideration of internal quality assurance

Standard:
External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

Guidelines:

Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.

2.2 Designing methodologies fit for purpose

Standard:
External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Guidelines:

In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders.

The aims, objectives and implementation of the processes will

- bear in mind the level of workload and cost that they will place on institutions;
- take into account the need to support institutions to improve quality;
- allow institutions to demonstrate this improvement;
- result in clear information on the outcomes and the follow-up.

The system for external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.

2.3 Implementing processes

Standard:
External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include • a self-assessment or equivalent; • an external assessment normally including a site visit; • a report resulting from the external assessment; • a consistent follow-up.

Guidelines:

External quality assurance carried out professionally, consistently and transparently ensures its acceptance and impact.

Depending on the design of the external quality assurance system, the institution provides the basis for the external quality assurance through a self-assessment or by collecting other

material including supporting evidence. The written documentation is normally complemented by interviews with stakeholders during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of external experts (cf. Standard 2.4).

External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Agencies have a consistent follow-up process for considering the action taken by the institution. The nature of the follow-up will depend on the design of the external quality assurance.

2.4 Peer-review experts

Standard:
External quality assurance should be carried out by groups of external experts that include (a) student member(s).

Guidelines:

At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners.

In order to ensure the value and consistency of the work of the experts, they

- are carefully selected;
- have appropriate skills and are competent to perform their task;
- are supported by appropriate training and/or briefing.

The agency ensures the independence of the experts by implementing a mechanism of no-conflict-of-interest.

The involvement of international experts in external quality assurance, for example as members of peer panels, is desirable as it adds a further dimension to the development and implementation of processes

2.5 Criteria for outcomes

Standard:
Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Guidelines:

External quality assurance and in particular its outcomes have a significant impact on institutions and programmes that are evaluated and judged.

In the interests of equity and reliability, outcomes of external quality assurance are based on pre-defined and published criteria, which are interpreted consistently and are evidence-based. Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.

2.6 Reporting

Standard:
Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

Guidelines:

The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, it needs to be clear and concise in its structure and language and to cover

- context description (to help locate the higher education institution in its specific context);
- description of the individual procedure, including experts involved;
- evidence, analysis and findings;
- conclusions;
- features of good practice, demonstrated by the institution;
- recommendations for follow-up action.

The preparation of a summary report may be useful.

The factual accuracy of a report is improved if the institution is given the opportunity to point out errors of fact before the report is finalised.

2.7 Complaints and appeals

Standard:
Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Guidelines:

In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.

Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied.

A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out.

In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.

Part 3: Standards and guidelines for quality assurance agencies

3.1 Activities, policy and processes for quality assurance

Standard:
Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are

part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

Guidelines:

To ensure the meaningfulness of external quality assurance, it is important that institutions and the public trust agencies.

Therefore, the goals and objectives of the quality assurance activities are described and published along with the nature of interaction between the agencies and relevant stakeholders in higher education, especially the higher education institutions, and the scope of the agencies' work. The expertise in the agency may be increased by including international members in agency committees.

A variety of external quality assurance activities are carried out by agencies to achieve different objectives. Among them are evaluation, review, audit, assessment, accreditation or other similar activities at programme or institutional level that may be carried out differently. When the agencies also carry out other activities, a clear distinction between external quality assurance and their other fields of work is needed.

3.2 Official status

Standard:

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

Guidelines:

In particular when external quality assurance is carried out for regulatory purposes, institutions need to have the security that the outcomes of this process are accepted within their higher education system, by the state, the stakeholders and the public.

3.3 Independence

Standard:

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Guidelines:

Autonomous institutions need independent agencies as counterparts.

In considering the independence of an agency the following are important:

- Organisational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts or statutes of the organisation) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organisations;
- Operational independence: the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as higher education institutions, governments and other stakeholders;
- Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

Anyone contributing to external quality assurance activities of an agency (e.g. as expert) is informed that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent organisations when working for the agency. Independence is important to ensure that any procedures and decisions are solely based on expertise.

3.4 Thematic analysis

Standard:
Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Guidelines:

In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts.

A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.

3.5 Resources

Standard:
Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

Guidelines:

It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organise and run their external quality assurance activities in an effective and efficient manner. Furthermore, the resources enable the agencies to improve, to reflect on their practice and to inform the public about their activities.

3.6 Internal quality assurance and professional conduct

Standard:
Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

Guidelines:

Agencies need to be accountable to their stakeholders. Therefore, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal.

Agencies apply an internal quality assurance policy which is available on its website. This policy

- ensures that all persons involved in its activities are competent and act professionally and ethically;

- includes internal and external feedback mechanisms that lead to a continuous improvement within the agency;
- guards against intolerance of any kind or discrimination;
- outlines the appropriate communication with the relevant authorities of those jurisdictions where they operate;
- ensures that any activities carried out and material produced by subcontractors are in line
- with the ESG, if some or all of the elements in its quality assurance activities are subcontracted to other parties;
- allows the agency to establish the status and recognition of the institutions with which it conducts external quality assurance.

3.7 Cyclical external review of agencies

Standard:
Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Guidelines:

A periodic external review will help the agency to reflect on its policies and activities. It provides a means for assuring the agency and its stakeholders that it continues to adhere to the principles enshrined in the ESG.

III. Annex: Summary list of standards

Part 1: Standards for internal quality assurance

1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders13.

1.2 Design and approval of programmes14

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.9 On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These

---

[13] Unless otherwise specified, in the document stakeholders are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution.

[14] The term "programme" in these standards refers to higher education provision in its broadest sense, including provision that is not part of a programme leading to a formal degree.

reviews shouldlead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Part 2: Standards for external quality assurance

2.1 Consideration of internal quality assurance

External quality assurance should address the effectiveness of the internal quality assurance described in Part 1 of the ESG.

2.2 Designing methodologies fit for purpose

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

2.3 Implementing processes

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

2.4 Peer-review experts

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

2.5 Criteria for outcomes

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

2.6 Reporting

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

2.7 Complaints and appeals

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Part 3: Standards for quality assurance agencies

3.1 Activities, policy and processes for quality assurance

Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

3.2 Official status

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

3.3 Independence

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

3.4 Thematic analysis

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

3.5 Resources

Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

3.6 Internal quality assurance and professional conduct

Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

3.7 Cyclical external review of agencies

Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Europäischer Qualifikationsrahmen für Lebenslanges Lernen (EQR)

Der EQR ist ein gemeinsamer europäischer Referenzrahmen, der die Qualifikationssysteme verschiedener Länder miteinander verknüpft und als Übersetzungsinstrument fungiert, um Qualifikationen über Länder- und Systemgrenzen hinweg in Europa verständlicher zu machen. Er verfolgt dabei zwei Kernziele: Förderung der grenzüberschreitenden Mobilität von Bürgern und Unterstützung ihres lebenslangen Lernens.

Die Empfehlung trat im April 2008 formell in Kraft. Sie empfiehlt Ländern die Verknüpfung ihrer nationalen Qualifikationssysteme mit dem EQR bis 2010, und bis 2012 sollen die Länder sicherstellen, dass individuelle Qualifikationsbescheinigungen einen Verweis auf das zutreffende EQR-Niveau enthalten.

Der EQR wird die verschiedenen nationalen Qualifikationssysteme und -rahmen mit einer gemeinsamen europäischen Referenz verknüpfen - den acht Referenzniveaus. Sie umfassen die gesamte Bandbreite der Qualifikationen, von grundlegenden Niveaus (Niveau 1, z. B. Schulabschluss) bis zu fortgeschrittenen Niveaus (Niveau 8, z. B. Promotion). Als Instrument zur Förderung des lebenslangen Lernens umfasst der EQR sämtliche Qualifikationsniveaus der allgemeinen, der beruflichen und der akademischen Aus- und Weiterbildung.

Die acht Referenzniveaus werden in Form von Lernergebnissen beschrieben. Aus der Verschiedenartigkeit der europaischen Systeme allgemeiner und beruflicher Bildung ergibt sich für den EQR die Notwendigkeit einer Ausrichtung auf Lernergebnisse, um ihre Vergleichbarkeit sowie eine Zusammenarbeit zwischen Ländern und Einrichtungen zu ermöglichen. Im EQR wird ein Lernergebnis als Aussage darüber definiert, was ein Lernender nach Abschluss eines Lernprozesses weis, versteht und in der Lage ist zu tun. Der EQR betont daher Lernergebnisse anstatt sich auf Inputs, wie z. B. Studiendauer, zu konzentrieren. Lernergebnisse werden in drei Kategorien eingeteilt – Kenntnisse, Fähigkeiten und Kompetenz. Dies weist darauf hin, dass mit Qualifikationen – in verschiedenen Kombinationen – ein ganzes Spektrum von Lernergebnissen erfasst wird, einschließlich Theoriewissen, praktischer und technischer Fertigkeiten sowie sozialer Kompetenz, bei der die Fähigkeit zur Zusammenarbeit mit anderen Menschen entscheidend ist.

Hintergrundinformationen zur Entwicklung des EQR - woraus ist der EQR entstanden?

Die Entwicklung des Europaäischen Qualifikationsrahmens geht auf das Jahr 2004 zurück und stellt eine Reaktion auf das Ersuchen von Mitgliedstaaten, Sozialpartnern und anderen interessierten Gruppen dar, einen gemeinsamen Bezugsrahmen zur Verbesserung der Transparenz von Qualifikationen zu schaffen.

Mit Unterstützung einer EQR-Expertengruppe legte die Kommission ein Konzept vor, dass einen aus acht Niveaus bestehenden, auf Lernergebnissen basierenden Rahmen vorsah, der zu einer höheren Transparenz und Übertragbarkeit von Qualifikationen und zur Unterstützung des lebenslangen Lernens beitragen sollte. In der zweiten Jahreshalfte 2005 leitete die Kommission das entsprechende europaweite Konsultationsverfahren ein.

Die Anhorung ergab eine breite Unterstützung für den Kommissionsvorschlag unter den europaischen Interessenvertretern, jedoch wurden auch eine Reihe von Klarstellungen und Vereinfachungen erbeten. Daraufhin anderte die Kommission ihren Vorschlag und nahm den

Rat von Fachleuten aus allen 32 beteiligten Landern sowie von den europäischen Sozialpartnern in Anspruch. Am 6. September 2006 wurde der revidierte Text von der Kommission als Vorschlag angenommen. Nach erfolgreicher Verhandlung des Vorschlags im Europäischen Parlament und im Rat im Laufe des Jahres 2007 wurde der EQR im Februar 2008 formal angenommen.

Welchen Nutzen bietet der EQR Europa?

- Der EQR unterstützt größere Mobilität von Lernenden und Beschäftigten. Für Lernende wird es dadurch bei Einstellungsgespraächen im Ausland einfacher, ihre breit gefacherte Kompetenz darzustellen. Arbeitgebern wird so die Auswertung von Bewerberqualifikationen erleichtert, was seinerseits zu einer Starkung der beruflichen Mobilität in Europa führt. Auf ganz praktischer Ebene sollten ab 2012 alle neuen Qualifikationen einen Verweis auf das zutreffende EQR-Niveau enthalten. Der EQR erganzt und starkt auf diese Weise bereits bestehende europaische Mobilitatsinstrumente wie Europass, Erasmus und das Europaische System zur Ubertragung und Akkumulierung von Studienleistungen (ECTS).

- Einzelpersonen sollten vom EQR durch Verbesserung des Zugangs und der Teilnahme am lebenslangen Lernen profitieren. Durch Schaffung eines gemeinsamen Referenzpunktes zeigt der EQR, wie Lernergebnisse verschiedener Kontexte. z. B. formaler Lern- und Arbeitssituationen, und verschiedener Lander kombiniert werden konnen und so zum Abbau von Hindernissen zwischen Einrichtungen der allgemeinen und beruflichen Bildung beitragen konnen, beispielsweise zwischen Hochschulen und Berufsbildungseinrichtungen, die ansonsten getrennt voneinander agieren. Dies fordert den Aufstieg, sodass z. B. Lernende Lerninhalte nicht wiederholen müssen.

- Der EQR kann Einzelpersonen mit umfassenden Erfahrungen aus der Arbeitswelt oder anderen Tätigkeitsbereichen durch vereinfachte Validierung nicht formalen und informellen Lernens unterstutzen. Durch die Betonung von Lernergebnissen wird die Beurteilung daruber vereinfacht, ob Inhalte und Relevanz von in diesen Kontexten erworbenen Lernergebnissen formalen Qualifikationen entsprechen. Der EQR unterstützt sowohl individuelle Nutzer als auch Einrichtungen der allgemeinen und beruflichen Bildung durch Verbesserung der Transparenz von Qualifikationen, die auserhalb der nationalen Systeme verliehen werden, z. B. von Sektoren oder multinationalen Unternehmen. Die Annahme eines gemeinsamen, auf Lernergebnissen beruhenden Referenzrahmens vereinfacht die Vergleichbarkeit und die (potenzielle) Verknupfung traditioneller Qualifikationen, die von nationalen Behorden verliehen werden, mit den von anderen Interessengruppen verliehenen Qualifikationen. Der EQR hilft somit Sektoren und Einzelpersonen, sich die wachsende Internationalisierung von Qualifikationen zunutze zu machen.

Der EQR ist ein ehrgeiziges und umfassendes Instrument, das Auswirkungen auf die Systeme der allgemeinen und beruflichen Bildung, den Arbeitsmarkt, auf Industrie und Handel sowie auf die Bürger hat.

Weitere Informationen dazu finden Sie unter:
http://ec.europa.eu/dgs/education_culture/index_de.html

(…)

EMPFEHLEN DEN MITGLIEDSTAATEN,

1. Den europäischen Qualifikationsrahmen als Referenzinstrument zu verwenden, um die Qualifikationsniveaus verschiedener Qualifikationssysteme zu vergleichen und sowohl das lebenslange Lernen und die Chancengleichheit in der wissensbasierten Gesellschaft als auch die weitere Integration des europaischen Arbeitsmarkts zu fordern, wobei die Vielfalt der nationalen Bildungssysteme zu respektieren ist;

2. ihre nationalen Qualifikationssysteme 2. bis 2010 an den Europaischen Qualifikationsrahmen zu koppeln, insbesondere indem sie ihre Qualifikationsniveaus auf transparente Art und Weise mit den in Anhang II aufgeführten Niveaus verknüpfen und im Einklang mit der nationalen Gesetzgebung und Praxis gegebenenfalls nationale Qualifikationsrahmen erarbeiten;

3. gegebenenfalls Maßnahmen zu erlassen, damit bis 2012 alle neuen Qualifikationsbescheinigungen, Diplome und Europass-Dokumente, die von den dafür zuständigen Stellen ausgestellt werden, über die nationalen Qualifikationssysteme einen klaren Verweis auf das zutreffende Niveau des Europäischen Qualifikationsrahmens enthalten;

4. bei der Beschreibung und Definition von Qualifikationen einen Ansatz zu verwenden, der auf Lernergebnissen beruht, und die Validierung nicht formalen und informellen Lernens gemäß den gemeinsamen europäischen Grundsatzen, die in den Schlussfolgerungen des Rates vom 28. Mai 2004 vereinbart wurden, zu fordern, wobei besonderes Augenmerk auf die Bürger zu richten ist, die sehr wahrscheinlich von Arbeitslosigkeit und unsicheren Arbeitsverhältnissen bedroht sind und in Bezug auf die ein derartiger Ansatz zu einer stärkeren Teilnahme am lebenslangen Lernen und zu einem besseren Zugang zum Arbeitsmarkt beitragen konnte;

5. bei der Koppelung der im Rahmen der Hochschulbildung und der beruflichen Bildung erworbenen Qualifikationen innerhalb der nationalen Qualifikationssysteme an den Europäischen Qualifikationsrahmen die in Anhang III dargelegten Grundsätze für die Qualitätssicherung in der allgemeinen und beruflichen Bildung zu fördern und anzuwenden;

6. nationale, mit den spezifischen Strukturen der Mitgliedstaaten verbundene und ihren jeweiligen Anforderungen genügende Koordinierungsstellen zu benennen, die die Beziehung zwischen den nationalen Qualifikationssystemen und dem Europäischen Qualifikations rahmen unterstützen und zusammen mit anderen zustandigen nationalen Behorden lenken, um die Qualität und die Transparenz dieser Beziehung zu fordern. Diese nationalen Koordinierungsstellen sollten unter anderem folgende Aufgaben erfüllen:

a) Verknüpfung der Qualifikationsniveaus der nationalen Qualifikationssysteme mit den in Anhang II beschriebenen Niveaus des Europäischen Qualifikationsrahmens;

b) Gewahrleistung einer transparenten Methodik, mit deren Hilfe nationale Qualifikationsniveaus mit dem Europäischen Qualifikationsrahmen verknüpft werden, um die Vergleichbarkeit zwischen diesen zu erleichtern, und Gewährleistung der Veröffentlichung der daraus folgenden Entscheidungen;

c) Sicherstellung des Zugangs der Betroffenen zu Informationen und Leitlinien daruber, wie nationale Qualifikationen über die nationalen Qualifikationssysteme an den Europäischen Qualifikationsrahmen gekoppelt werden;

d) Förderung der Einbindung aller wichtigen Betroffenen, wozu – im Einklang mit der nationalen Gesetzgebung und Praxis – auch Einrichtungen der Hochschulbildung und der beruflichen Bildung, Sozialpartner, Sektoren und Experten im Bereich des Vergleichs und der Nutzung von Qualifikationen auf europäischer Ebene gehören.

BILLIGEN DIE ABSICHT DER KOMMISSION,

1. Die Mitgliedsstaaten bei der Durchführung der oben angeführten Aufgaben und internationalesektorale Organisationen bei der Verwendung der Referenzniveaus und der in dieser Empfehlung dargelegten Grundsätze des Europäischen Qualifikationsrahmens zu unterstützen, vor allem dadurch, dass sie die Zusammenarbeit, den Austausch bewahrter Verfahren und die praktische Erprobung – unter anderem durch die freiwillige gegenseitige Begutachtung und die Durchfuhrung von Pilotprojekten
im Rahmen von Gemeinschafts programmen sowie durch die Einleitung von Maßnahmen zur Information und Anhorung der mit dem sozialen Dialog befassten Ausschusse – fordert und unterstützende Materialien und Leitfaden ausarbeitet;

2. bis 23. April 2009 eine beratende Gruppe für den Europäischen Qualifikationsrahmen, die Vertreter der Mitgliedstaaten, der europäischen Sozialpartner teinzurichten, die dafür zuständig ist, für die Gesamtkohärenz des Prozesses der Koppelung von Qualifikationssystemen an den Europäischen Qualifikationsrahmen zu sorgen und dessen Transparenz zu fördern;

3. die auf diese Empfehlung hin durchgeführten Maßnahmen, unter anderem auch das Mandat und den Zeitrahmen für die beratende Gruppe, in Zusammenarbeit mit den Mitgliedsstaaten nach Anhörung der Betroffenen zu beurteilen und zu bewerten und dem Europäischen Parlament und dem Rat bis zum 23. April 2013 einen Bericht über die gewonnenen Erfahrungen sowie Schlussfolgerungen für die Zukunft vorzulegen; dies schliest erforderlichenfalls eine Überpüufung und Überarbeitung dieser Empfehlung ein;
4. enge Verknüpfungen zwischen dem Europäischen Qualifikationsrahmen und bestehenden oder künftigen europäischen Systemen zur Anrechnung und Akkumulierung von Studienleistungen an Hochschulen und bei der Berufsausbildung zu fordern, um

die Mobilitat der Bürger zu verbessern und die Anerkennung der Lernergebnisse zu erleichtern.

Geschehen zu Straßburg am 23. April 2008

Im Namen des Europäischen Parlaments	**Im Namen des Rates**
Der Prasident	Der Prasident
HANS-GERT POTTERING	JANEZ LENARČIČ

ANHANG I

Begriffsbestimmungen

Im Sinne der Empfehlungen bezeichnet der Ausdruck

a) „Qualifikation“ das formale Ergebnis eines Beurteilungs- und Validierungsprozesses, bei dem eine dafür zuständige Stelle festgestellt hat, dass die Lernergebnisse einer Person vor gegebenen Standards entsprechen;

b) „nationales Qualifikationssystem“ alle Aspekte der Maßnahmen eines Mitgliedstaats, die mit der Anerkennung von Lernen zu tun haben, sowie sonstige Mechanismen, die einen Bezug zwischen der allgemeinen und beruflichen Bildung einerseits und dem Arbeitsmarkt und der Zivilgesellschaft andererseits herstellen. Dazu zählen die Ausarbeitung und Umsetzung institutioneller Regelungen und Prozesse im Zusammenhang mit der Qualitatssicherung sowie der Beurteilung und der Vergabe von Qualifikationen. Ein nationales Qualifikationssystem kann aus mehreren Teilsystemen bestehen und einen nationalen Qualifikationsrahmen umfassen;

c) „nationaler Qualifikationsrahmen“ ein Instrument zur Klassifizierung von Qualifikationen anhand eines Bündels von Kriterien zur Bestimmung des jeweils erreichten Lernniveaus; Ziel ist die Integration und Koordination nationaler Qualifikationsteilsysteme und die Verbesserung der Transparenz, des Zugangs, des fortschreitenden Aufbaus und der Qualität von Qualifikationen im Hinblick auf den Arbeitsmarkt und die Zivilgesellschaft;

d) „Sektor“ eine Zusammenfassung beruflicher Tätigkeiten anhand ihrer wichtigsten Wirtschaftsfunktion, ihres wichtigsten Produkts, ihrer wichtigsten Dienstleistung oder ihrer wichtigsten Technik;

e) "internationale sektorale Organisation“ eine Vereinigung nationaler Organisationen, wozu z. B. Arbeitgeber- und Berufsverbande gehoren, die die Interessen nationaler Sektoren vertritt;

f) „Lernergebnisse“ Aussagen darüber, was ein Lernender weiß, versteht und in der Lage ist zu tun, nachdem er einen Lernprozess abgeschlossen hat. Sie werden als Kenntnisse, Fertigkeiten und Kompetenzen definiert;

g) „Kenntnisse“ das Ergebnis der Verarbeitung von Information durch Lernen. Kenntnisse bezeichnen die Gesamtheit der Fakten, Grundsatze, Theorien und Praxis in einem Arbeits- oder Lernbereich. Im Europäischen Qualifikationsrahmen werden Kenntnisse als Theorie- und/oder Faktenwissen beschrieben;

h) „Fertigkeiten“ die Fahigkeit, Kenntnisse anzuwenden und Know-how einzusetzen, um Aufgaben auszuführen und Probleme zu lösen. Im Europäischen Qualifikationsrahmen werden Fertigkeiten als kognitive Fertigkeiten (logisches, intuitives und kreatives Denken) und praktische Fertigkeiten (Geschicklichkeit und Verwendung von Methoden, Materialien, Werkzeugen und Instrumenten) beschrieben;

i) „Kompetenz“ die nachgewiesene Fähigkeit, Kenntnisse, Fertigkeiten sowie persönliche, soziale und methodische Fähigkeiten in Arbeits- oder Lernsituationen und für die berufliche und/oder persönliche Entwicklung zu nutzen. Im Europäischen Qualifikationsrahmen wird Kompetenz im Sinne der Übernahme von Verantwortung und Selbstständigkeit beschrieben.

ANHANG II

Deskriptoren zur Beschreibung der Niveaus des Europäischen Qualifikationsrahmens (EQR)

Jedes der acht Niveaus wird durch eine Reihe von Deskriptoren definiert, die die Lernergebnisse beschreiben, die für die Erlangung der diesem Niveau entsprechenden Qualifikationen in allen Qualifikationssystemen erforderlich sind.

		Kenntnisse
		Im Zusammenhang mit dem EQR werden Kenntnisse als Theorie- und/oder Faktenwissen beschrieben.
Niveau 1	Zur Erreichung von Niveau 1 erforderliche Lernergebnisse	• Grundlegendes Allgemeinwissen
Niveau 2	Zur Erreichung von Niveau 2 erforderliche Lernergebnisse	• Grundlegendes Faktenwissen in einem Arbeits- oder Lernbereich
Niveau 3	Zur Erreichung von Niveau 3 erforderliche Lernergebnisse	• Kenntnisse von Fakten, Grundsätzen, Verfahren und allgemeinen Begriffen in einem Arbeits- oder Lernbereich
Niveau 4	Zur Erreichung von Niveau 4 erforderliche Lernergebnisse	• Breites Spektrum an Theorie- und Faktenwissen in einem Arbeits- oder Lernbereich
Niveau 5*	Zur Erreichung von Niveau 5 erforderliche Lernergebnisse	• Umfassendes, spezialisiertes Theorie- und Faktenwissen in einem Arbeits- oder Lernbereich sowie Bewusstsein für die Grenzen dieser Kenntnisse
Niveau 6**	Zur Erreichung von Niveau 6 erforderliche Lernergebnisse	• Fortgeschrittene Kenntnisse in einem Arbeits- oder Lernbereich unter Einsatz eines kritischen Verständnisses von Theorien und Grundsätzen
Niveau 7***	Zur Erreichung von Niveau 7 erforderliche Lernergebnisse	• Hoch spezialisiertes Wissen, das zum Teil an neueste Erkenntnisse in einem Arbeits- oder Lernbereich anknüpft, als Grundlage für innovative Denkansätze und/oder Forschung; • Kritisches Bewusstsein für Wissensfragen in einem Bereich und an der Schnittstelle zwischen verschiedenen Bereichen
Niveau 8**	Zur Erreichung von Niveau 8 erforderliche Lernergebnisse	• Spitzenkenntnisse in einem Arbeits- oder Lernbereich und an der Schnittstelle zwischen verschiedenen Bereichen

Fertigkeiten	Kompetenz
Im Zusammenhang mit dem EQR werden Fertigkeiten als kognitive Fertigkeiten (unter Einsatz logischen, intuitiven und kreativen Denkens) und praktische Fertigkeiten (Geschicklichkeit und Verwendung von Methoden, Materialien, Werkzeugen und Instrumenten) beschrieben.	Im Zusammenhang mit dem EQR wird Kompetenz im Sinne der Übernahme von Verantwortung und Selbstständigkeit beschrieben.
• Grundlegende Fertigkeiten, die zur Ausführung einfacher Aufgaben erforderlich sind	• Arbeiten oder Lernen unter direkter Anleitung in einem vorstrukturierten Kontext
• Grundlegende kognitive und praktische Fertigkeiten, die zur Nutzung relevanter Informationen erforderlich sind, um Aufgaben auszuführen und Routine-probleme unter Verwendung einfacher Regeln und Werkzeuge zu lösen	• Arbeiten oder Lernen unter Anleitung mit einem gewissen Maß an Selbstständigkeit
• Eine Reihe kognitiver und praktischer Fertigkeiten zur Erledigung von Aufgaben und zur Lösung von Problemen, wobei grundlegende Methoden, Werkzeuge, Materialien und Informationen ausgewählt und angewandt werden	• Verantwortung für die Erledigung von Arbeits- oder Lernaufgaben übernehmen • bei der Lösung von Problemen das eigene Verhalten an die jeweiligen Umstände anpassen
• Eine Reihe kognitiver und praktischer Fertigkeiten, die erforderlich sind, um Lösungen für spezielle Probleme in einem Arbeits- oder Lernbereich zu finden	• Selbstständiges Tätigwerden innerhalb der Handlungsparameter von Arbeits- oder Lernkontexten, die in der Regel bekannt sind, sich jedoch ändern können • Beaufsichtigung der Routinearbeit anderer Personen, wobei eine gewisse Verantwortung für die Bewertung und Verbesserung der Arbeits- oder Lernaktivitäten übernommen wird
• Umfassende kognitive und praktische Fertigkeiten die erforderlich sind, um kreative Lösungen für abstrakte Probleme zu erarbeiten	• Leiten und Beaufsichtigen in Arbeits- oder Lernkontexten, in denen nicht vorhersehbare Änderungen auftreten; • Überprüfung und Entwicklung der eigenen Leistung und der Leistung anderer Personen
• Fortgeschrittene Fertigkeiten, die die Beherrschung des Faches sowie Innovationsfähigkeit erkennen lassen, und zur Lösung komplexer und nicht vorhersehbarer Probleme in einem spezialisierten Arbeits- oder Lernbereich nötig sind.	• Leitung komplexer fachlicher oder beruflicher Tätigkeiten oder Projekte und Übernahme von Entscheidungsverantwortung in nicht vorhersehbaren Arbeits- oder Lernkontexten • Übernahme der Verantwortung für die berufliche Entwicklung von Einzelpersonen und Gruppen
• Spezialisierte Problemlösungsfertigkeiten im Bereich Forschung und/oder Innovation, um neue Kenntnisse zu gewinnen und neue Verfahren zu entwickeln sowie um Wissen aus verschiedenen Bereichen zu integrieren	• Leitung und Gestaltung komplexer, unvorhersehbarer Arbeits- oder Lernkontexte, die neue strategische Ansätze erfordern • Übernahme von Verantwortung für Beiträge zum Fachwissen und zur Berufspraxis und/oder für die Überprüfung der strategischen Leistung von Teams
• weitest fortgeschrittene und spezialisierte Fertigkeiten und Methoden, einschließlich Synthese und Evaluierung, zur Lösung zentraler Fragestellungen in den Bereichen Forschung und/oder Innovation und zur Erweiterung oder Neudefinition vorhandener Kenntnisse oder beruflicher Praxis	• Fachliche Autorität, Innovationsfähigkeit, Selbstständigkeit, wissenschaftliche und berufliche Integrität und nachhaltiges Engagement bei der Entwicklung neuer Ideen oder Verfahren in führenden Arbeits- oder Lernkontexten, einschließlich der Forschung

ANHANG III

Gemeinsame Grundsätze für die Qualitätssicherung in der Hochschul- und Berufsbildung im Kontext des Europäischen Qualifikationsrahmens

Bei der Umsetzung des Europaischen Qualifikationsrahmens sollten, um die Rechenschaftspflicht und die Verbesserung der Hochschul- und Berufsbildung zu gewahrleisten, für die Qualitätssicherung folgende Grundsätze gelten:

- Qualitätssicherungsstrategien und -verfahren sollten allen Niveaustufen des Europäischen Qualifikationsrahmens zugrunde liegen. – Die Qualitätssicherung sollte integraler Bestandteil der internen Verwaltung von Einrichtungen der allgemeinen und beruflichen Bildung sein. – Die Qualitätssicherung sollte die regelmäßige Evaluierung von Einrichtungen und deren Programmen und Qualitätssicherungssystemen durch externe Prüforgane oder –stellen einschliesen. – Externe Prüforgane oder –stellen, die Qualitätssicherung durchfuhren, sollten selbst regelmäßig überpruft werden.
- Qualitätssicherung sollte die Dimensionen Kontext, Input, Prozess und Output umfassen und den Schwerpunkt auf Output und Lernergebnisse legen.
- Qualitätssicherungssysteme sollten folgende Elemente beinhalten:
- klare und messbare Ziele und Standards;
- Leitlinien fur die Umsetzung, darunter die Einbindung der Betroffenen;
- angemessene Ressourcen
- einheitliche Evaluierungsmethoden, die Selbstbewertung und externe Prüfung miteinander verbinden;
- Feedbackmechanismen und Verfahren zur Verbesserung;
- allgemein zugängliche Evaluierungsergebnisse.
- Initiativen zur Qualitätssicherung auf internationaler, nationaler und regionaler Ebene sollten koordiniert werden, um für Übersichtlichkeit, Kohärenz, Synergie und eine das gesamte System umfassende Analyse zu sorgen.
- Qualitätssicherung sollte ein Prozess sein, bei dem über alle Niveaustufen und Systeme der allgemeinen und beruflichen Bildung hinweg zusammengearbeitet wird, unter Beteiligung aller wichtigen Betroffenen in den Mitgliedstaaten und in der Gemeinschaft.
- Leitlinien fur die Qualitätssicherung auf Gemeinschaftsebene können als Bezugspunkte für Evaluierungen und Peer- Lernen dienen.

Deutscher Qualifikationsrahmen für Lebenslanges Lernen (DQR)

verabschiedet vom Arbeitskreis Deutscher Qualifikationsrahmen (AK DQR) am 22. März 2011

I. Einführung

Mit dem Deutschen Qualifikationsrahmen für Lebenslanges Lernen (DQR) wird erstmals ein Rahmen vorgelegt, der bildungsbereichsübergreifend alle Qualifikationen des deutschen Bildungssystems umfasst. Als nationale Umsetzung des Europäischen Qualifikationsrahmens (EQR) berücksichtigt der DQR die Besonderheiten des deutschen Bildungssystems und trägt zur angemessenen Bewertung und zur Vergleichbarkeit deutscher Qualifikationen in Europa bei. Ziel ist es, Gleichwertigkeiten und Unterschiede von Qualifikationen transparenter zu machen und auf diese Weise Durchlässigkeit zu unterstützen. Dabei gilt es, durch Qualitätssicherung und -entwicklung Verlässlichkeit zu erreichen und die Orientierung der Qualifizierungsprozesse an Lernergebnissen („Outcome-Orientierung“) zu fördern. Damit leistet der DQR einen Beitrag zur Förderung der Mobilität von Lernenden und Beschäftigten zwischen Deutschland und anderen europäischen Ländern im Sinne bestmöglicher Chancen. Zugang und Teilnahme am lebenslangen Lernen und die Nutzung von Qualifikationen sollen für alle – auch für von Arbeitslosigkeit und unsicheren Arbeitsverhältnissen betroffene Menschen – gefördert und verbessert werden. Dem DQR geht ein längerer Entwicklungsprozess voraus. Im Oktober 2006 haben sich das Bundesministerium für Bildung und Forschung (BMBF) und die Kultusministerkonferenz (KMK) darauf verständigt, gemeinsam einen Deutschen Qualifikationsrahmen für lebenslanges Lernen zu entwickeln.

Empfehlung des Europäischen Parlaments und des Rats

Ausgangspunkt für diese Entscheidung war die Empfehlung des Europäischen Parlaments und des Rats zur Einrichtung des Europäischen Qualifikationsrahmens (EQR), die am 23. April 2008 in Kraft trat. Sie legt den Mitgliedstaaten nahe

1. den Europäischen Qualifikationsrahmen als Referenzinstrument zu verwenden, um die Qualifikationsniveaus verschiedener Qualifikationssysteme zu vergleichen und sowohl das lebenslange Lernen und die Chancengleichheit in der wissensbasierten Gesellschaft als auch die weitere Integration des europäischen Arbeitsmarkts zu fördern, wobei die Vielfalt der nationalen Bildungssysteme zu respektieren ist;
2. ihre nationalen Qualifikationssysteme bis 2010 an den Europäischen Qualifikationsrahmen zu koppeln, insbesondere indem sie ihre Qualifikationsniveaus auf transparente Art und Weise mit den in Anhang II aufgeführten Niveaus verknüpfen und im Einklang mit der nationalen Gesetzgebung und Praxis gegebenenfalls nationale Qualifikationsrahmen erarbeiten;
3. gegebenenfalls Maßnahmen zu erlassen, damit bis 2012 alle neuen Qualifikationsbescheinigungen, Diplome und Europass-Dokumente, die von den dafür zuständigen Stellen aus gestellt werden, über die nationalen Qualifikationssysteme einen klaren Verweis auf das zutreffende Niveau des Europäischen Qualifikationsrahmens enthalten;

4. bei der Beschreibung und Definition von Qualifikationen einen Ansatz zu verwenden, der auf Lernergebnissen beruht, und die Validierung nicht formalen und informellen Lernens gemäß den gemeinsamen europäischen Grundsätzen, die in den Schlussfolgerungen des Rates vom 28. Mai 2004 vereinbart wurden, zu fördern, wobei besonderes Augenmerk auf die Bürger zu richten ist, die sehr wahrscheinlich von Arbeitslosigkeit und unsicheren Arbeitsverhältnissen bedroht sind und in Bezug auf die ein derartiger Ansatz zu einer stärkeren Teilnahme am lebenslangen Lernen und zu einem besseren Zugang zum Arbeitsmarkt beitragen könnte;
5. bei der Koppelung der im Rahmen der Hochschulbildung und der beruflichen Bildung erworbenen Qualifikationen innerhalb der nationalen Qualifikationssysteme an den Europäischen Qualifikationsrahmen die in Anhang III dargelegten Grundsätze für die Qualitätssicherung in der allgemeinen und beruflichen Bildung zu fördern und anzuwenden“.[15]

Erarbeitungsprozess

Diese Empfehlung haben BMBF und KMK vor allem mit dem Ziel aufgegriffen, eine angemessene Zuordnung von in Deutschland erworbenen Qualifikationen in der EU zu erreichen und dadurch die Chancen für unsere Mitbürgerinnen und Mitbürger auf dem europäischen Arbeitsmarkt zu verbessern. Sie haben eine gemeinsame „Bund-Länder-Koordinierungsgruppe Deutscher Qualifikationsrahmen“ (B-L-KG DQR) eingesetzt, die beauftragt wurde, unter Beteiligung von Akteuren aus der Allgemeinbildung, der Hochschulbildung und der beruflichen Aus- und Weiterbildung, der Sozialpartner und anderer Experten aus Wissenschaft und Praxis einen Vorschlag zu erarbeiten. Dies ist im Wesentlichen im „Arbeitskreis Deut scher Qualifikationsrahmen“ (AK DQR) erfolgt, dessen Mitglieder eine Rückkoppelung der Arbeitsergebnisse an die entsendenden Institutionen und Gremien ermöglicht haben. Im Prozess sind auch weitere zuständige Fachministerinnen und -minister von Bund und Ländern einbezogen worden.

Im Februar 2009 hat der AK DQR einen DQR-Entwurf (Einführungstext, Matrix, Glossar) als Diskussionsvorschlag für die zweite DQR-Erarbeitungsphase vorgelegt.[16] Dieser Entwurf wurde ab Mai 2009 erprobt. Die Ergebnisse dieser Phase wurden evaluiert und Änderungsvorschläge in Matrix und Glossar eingearbeitet.

Struktur des DQR

Mit dem DQR findet erstmals eine umfassende, bildungsbereichsübergreifende Matrix zur Einordnung von Qualifikationen Anwendung, die die Orientierung im deutschen Bildungssystem wesentlich erleichtert.

[15] Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung des Europäischen Qualifikationsrahmens für lebenslanges Lernen, Straßburg 23. April 2008
[16] Diskussionsvorschlag eines Deutschen Qualifkationsrahmens für lebenslanges Lernen – Erarbeitet vom „Arbeitskreis Deutscher Qualifikationsrahmen“, Februar 2009

Dazu beschreibt der DQR auf acht Niveaus fachliche und personale Kompetenzen, an denen sich die Einordnung der Qualifikationen orientiert, die in der allgemeinen, der Hochschulbildung und der beruflichen Bildung erworben werden.

Die acht Niveaus des DQR beschreiben jeweils die Kompetenzen, die für die Erlangung einer Qualifikation erforderlich sind. Diese bilden jedoch nicht individuelle Lern- und Berufsbiografien ab. Der Kompetenzbegriff, der im Zentrum des DQR steht, bezeichnet die Fähigkeit und Bereitschaft des Einzelnen, Kenntnisse und Fertigkeiten sowie persönliche, soziale und methodische Fähigkeiten zu nutzen und sich durchdacht sowie individuell und sozial verantwortlich zu verhalten. Kompetenz wird in diesem Sinne als umfassende Handlungskompetenz verstanden.

Zugrundeliegender Bildungsbegriff

Dem DQR liegt entsprechend dem deutschen Bildungsverständnis ein weiter Bildungsbegriff zugrunde, auch wenn sich der DQR wie der EQR ausdrücklich nur auf ausgewählte Merkmale konzentriert. Gleichwohl sind beispielsweise Zuverlässigkeit, Genauigkeit, Ausdauer und Aufmerksamkeit, aber auch interkulturelle und interreligiöse Kompetenz, gelebte Toleranz und demokratische Verhaltensweisen sowie normative, ethische und religiöse Reflexivität konstitutiv für die Entwicklung von Handlungskompetenz.

Zugrundeliegende Kategorien

Der DQR unterscheidet zwei Kompetenzkategorien: „Fachkompetenz“, unterteilt in „Wissen“ und „Fertigkeiten“, und „Personale Kompetenz“, unterteilt in „Sozialkompetenz und Selbständigkeit“ („Vier-Säulen-Struktur“). Diese analytischen Unterscheidungen werden im Bewusst - sein der Interdependenz der verschiedenen Aspekte von Kompetenz vollzogen. Da im DQR durchgehend von Kompetenzen die Rede ist, wurde auf die Verwendung des Modalverbs „können“ in der DQR-Matrix durchgehend verzichtet. Methodenkompetenz wird als Querschnittskompetenz verstanden und findet deshalb in der DQR-Matrix nicht eigens Erwähnung.

Für die Beschreibung der acht Niveaus des DQR ist eine einheitliche Struktur vorgegeben:

Niveauindikator Anforderungsstruktur			
Fachkompetenz		**Personale Kompetenz**	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Tiefe und Breite	Instrumentale und systemische Fertigkeiten, Beurteilungsfähigkeit	Team/Führungsfähigkeit, Mitgestaltung und Kommunikation	Eigenständigkeit/Verantwortung, Reflexivität und Lernkompetenz

Definitionen der verwendeten Schlüsselbegriffe enthält das beigefügte Glossar.

Gleichwertigkeit, nicht Gleichartigkeit von Qualifikationen

Bei der Anwendung der DQR-Matrix ist zu beachten, dass auf einem Niveau gleichwertige, nicht gleichartige Qualifikationen abgebildet werden. Die Formulierungen folgen grundsätzlich dem Inklusionsprinzip. Das bedeutet, dass Merkmale, die bereits auf einer unteren Stufe beschrieben wurden, auf den folgenden höheren Stufen nicht erneut erwähnt werden, es sei denn, sie erfahren eine Steigerung. Für die Beschreibung der Fachkompetenz bedeutet dies jedoch nicht, dass in jedem Fall das jeweils höhere Niveau Wissen und Fertigkeiten der vorherigen Stufe beinhaltet.

Bei der Zuordnung von Qualifikationen zum DQR sollen alle formalen Qualifikationen des deutschen Bildungssystems der Allgemeinbildung, der Hochschulbildung und der beruflichen Bildung – jeweils einschließlich der Weiterbildung – einbezogen werden. Ebenso sollen Kompetenzen, die durch nicht-formales oder informelles Lernen erworben wurden, gleichberechtigt Eingang in den DQR finden. Bei ihnen handelt es sich um quantitativ und qualitativ außerordentlich bedeutende Bereiche. Es ist aber darüber hinaus umso wichtiger, als vor dem Hintergrund eines drohenden Fachkräftemangels eine Validierung und Anerkennung der in nicht-formalen und informellen Lern- sowie in Arbeitsprozessen gewonnenen Kompetenzen dringend erforderlich ist. Im Rahmen des DQR-Entwicklungsprozesses sind bereits Empfehlungen zur Einbeziehung von nicht-formal und informell erworbenen Kompetenzen in den DQR erarbeitet worden, welche die zur Umsetzung noch notwendigen Klärungsprozesse und Arbeitsschritte beschreiben. Diese bilden eine Grundlage für das weitere Vorgehen.[17]

Keine Wirkung auf Zugangsberechtigungen

Alle beteiligten Akteure und Verantwortlichen halten einvernehmlich fest, dass die Zuordnung der Qualifikationen des deutschen Bildungswesens zu den Niveaus des DQR das bestehende System der Zugangsberechtigungen nicht ersetzt. Das Erreichen eines bestimmten Niveaus des DQR berechtigt nicht automatisch zum Zugang zur nächsten Stufe. Ebenso ist das Erreichen eines Niveaus entkoppelt von tarif- und besoldungsrechtlichen Auswirkungen.

Verhältnis zum Hochschulrahmen

Die Zuordnung erfolgt mit der Maßgabe, dass jedes Qualifikationsniveau grundsätzlich auf verschiedenen Bildungswegen erreichbar sein kann. Der DQR und der Qualifikationsrahmen für Deutsche Hochschulabschlüsse (HQR) sind kompatibel, darauf wurde besonders bei der Verwendung der Begrifflichkeiten geachtet. Die Niveaus 6, 7 und 8 des Deutschen Qualifikationsrahmens entsprechen hinsichtlich der beschriebenen Anforderungen und Kompetenzen den Stufen 1 (Bachelor-Ebene), 2 (Master-Ebene) und 3 (Doktoratsebene) des Qualifikationsrahmens für Deutsche Hochschulabschlüsse (vgl. Anlage)

Die Umsetzung des DQR bietet die Chance, dass man in Deutschland dem Prinzip näher kommt: Wichtig ist, was jemand kann, und nicht, wo es gelernt wurde. Durch den DQR wird damit das lebenslange Lernen insgesamt gestärkt werden.

[17] Änderung verabschiedet vom Arbeitskreis DQR am 19.6.2012

Die Regeln der Zuordnung der in Deutschland zu erwerbenden Qualifikationen zu den Niveaus des DQR werden eigens entwickelt und in einem Handbuch niedergelegt.

II DQR-Matrix

Niveau 1
Über Kompetenzen zur Erfüllung einfacher Anforderungen in einem überschaubar und stabil strukturierten Lern- oder Arbeitsbereich verfügen. Die Erfüllung der Aufgaben erfolgt unter Anleitung.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über elementares allgemeines Wissen verfügen. Einen ersten Einblick in einen Lern- oder Arbeitsbereich haben.	Über kognitive und praktische Fertigkeiten verfügen, um einfache Aufgaben nach vorgegebenen Regeln auszuführen und deren Ergebnisse zu beurteilen. Elementare Zusammenhänge herstellen.	Mit anderen zusammen lernen oder arbeiten, sich mündlich und schriftlich informieren und austauschen.	Unter Anleitung lernen oder arbeiten. Das eigene und das Handeln anderer einschätzen und Lernberatung annehmen.

Niveau 2
Über Kompetenzen zur fachgerechten Erfüllung grundlegender Anforderungen in einem überschaubar und stabil strukturierten Lern- oder Arbeitsbereich verfügen. Die Erfüllung der Aufgaben erfolgt weitgehend unter Anleitung.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über elementares allgemeines Wissen verfügen. Über grundlegendes allgemeines Wissen und grundlegendes Fachwissen in einem Lern- oder Arbeitsbereich verfügen.	Über grundlegende kognitive und praktische Fertigkeiten zur Ausführung von Aufgaben in einem Lern- oder Arbeitsbereich verfügen und deren Ergebnisse nach vorgegebenen Maßstäben beurteilen sowie Zusammenhänge herstellen.	In einer Gruppe mitwirken. Allgemeine Anregungen und Kritik aufnehmen und äußern. In mündlicher und schriftlicher Kommunikation situationsgerecht agieren und reagieren.	In bekannten und stabilen Kontexten weitgehend unter Anleitung verantwortungsbewusst lernen oder arbeiten. Das eigene und das Handeln anderer einschätzen. Vorgegebene Lernhilfen nutzen und Lernberatung nachfragen.

Niveau 3
Über Kompetenzen zur selbständigen Erfüllung fachlicher Anforderungen in einem noch überschaubaren und zum Teil offen strukturierten Lernbereich oder beruflichen Tätigkeitsfeld verfügen.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über erweitertes allgemeines Wissen oder über erweitertes Fachwissen in einem Lernbereich oder beruflichen Tätigkeitsfeld verfügen.	Über ein Spektrum von kognitiven und praktischen Fertigkeiten zur Planung und Bearbeitung von fachlichen Aufgaben in einem Lernbereich oder beruflichen Tätigkeitsfeld verfügen. Ergebnisse nach weitgehend vorgegebenen Maßstäben beurteilen, einfache Transferleistungen erbringen.	In einer Gruppe mitwirken und punktuell Unterstützung anbieten. Die Lern- oder Arbeitsumgebung mitgestalten, Abläufe gestalten und Ergebnisse adressatenbezogen darstellen.	Auch in weniger bekannten Kontexten eigenständig und verantwortungsbewusst lernen oder arbeiten. Das eigene und das Handeln anderer einschätzen. Lernberatung nachfragen und verschiedene Lernhilfen auswählen.

Niveau 4
Über Kompetenzen zur selbständigen Planung und Bearbeitung fachlicher Aufgabenstellungen in einem umfassenden, sich verändernden Lernbereich oder beruflichen Tätigkeitsfeld verfügen.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über vertieftes allgemeines Wissen oder über fachtheoretisches Wissen in einem Lernbereich oder beruflichen Tätigkeitsfeld verfügen.	Über ein breites Spektrum kognitiver und praktischer Fertigkeiten verfügen, die selbständige Aufgabenbearbeitung und Problemlösung sowie die Beurteilung von Arbeitsergebnissen und -prozessen unter Einbeziehung von Handlungsalternativen und Wechselwirkungen mit benachbarten Bereichen ermöglichen. Transferleistungen erbringen.	Die Arbeit in einer Gruppe und deren Lern- oder Arbeitsumgebung mitgestalten und kontinuierlich Unterstützung anbieten. Abläufe und Ergebnisse begründen. Über Sachverhalte umfassend kommunizieren.	Sich Lern- und Arbeitsziele setzen, sie reflektieren, realisieren und verantworten.

Niveau 5
Über Kompetenzen zur selbständigen Planung und Bearbeitung umfassender fachlicher Aufgabenstellungen in einem komplexen, spezialisierten, sich verändernden Lernbereich oder beruflichen Tätigkeitsfeld verfügen.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über integriertes Fachwissen in einem Lernbereich **oder** über integriertes berufliches Wissen in einem Tätigkeitsfeldverfügen. Das schließt auch vertieftes fachtheoretisches Wissen ein. Umfang und Grenzen des Lernbereichs oder beruflichen Tätigkeitsfelds kennen.	Über ein sehr breites Spektrum spezialisierter kognitiver und praktischer Fertigkeiten verfügen. Arbeitsprozesse übergreifend planen und sie unter umfassender Einbeziehung von Handlungsalternativen und Wechselwirkungen mit benachbarten Bereichen beurteilen. Umfassende Transferleistungen erbringen.	Arbeitsprozesse kooperativ, auch in heterogenen Gruppen, planen und gestalten, andere anleiten und mit fundierter Lernberatung unterstützen. Auch fachübergreifend komplexe Sachverhalte strukturiert, zielgerichtet und adressatenbezogen darstellen. Interessen und Bedarf von Adressaten vorausschauend berücksichtigen.	Eigene und fremd gesetzte Lern- und Arbeitsziele reflektieren, bewerten, selbstgesteuert verfolgen und verantworten sowie Konsequenzen für die Arbeitsprozesse im Team ziehen.

FIBAA

Niveau 6
Über Kompetenzen zur Planung, Bearbeitung und Auswertung von umfassenden fachlichen Aufgaben- und Problemstellungen sowie zur eigenverantwortlichen Steuerung von Prozessen in Teilbereichen eines wissenschaftlichen Faches oder in einem beruflichen Tätigkeitsfeld verfügen. Die Anforderungsstruktur ist durch Komplexität und häufige Veränderungen gekennzeichnet.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über breites und integriertes Wissen einschließlich der wissenschaftlichen Grundlagen, der praktischen Anwendung eines wissenschaftlichen Faches sowie eines kritischen Verständnisses der wichtigsten Theorien und Methoden (entsprechend der Stufe 1 [Bachelor-Ebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse) **oder** über breites und integriertes berufliches Wissen einschließlich der aktuellen fachlichen Entwicklungen verfügen. Kenntnisse zur Weiterentwicklung eines wissenschaftlichen Faches **oder** eines beruflichen Tätigkeitsfeldes besitzen. Über einschlägiges Wissen an Schnittstellen zu anderen Bereichen verfügen.	Über ein sehr breites Spektrum an Methoden zur Bearbeitung komplexer Probleme in einem wissenschaftlichen Fach, (entsprechend der Stufe 1 [Bachelor-Ebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse), weiteren Lernbereichen **oder** einem beruflichen Tätigkeitsfeld verfügen. Neue Lösungen erarbeiten und unter Berücksichtigung unterschiedlicher Maßstäbe beurteilen, auch bei sich häufig ändernden Anforderungen.	In Expertenteams verantwortlich arbeiten **oder** Gruppen oder Organisationen[4] verantwortlich leiten. Die fachliche Entwicklung anderer anleiten und vorausschauend mit Problemen im Team umgehen. Komplexe fachbezogene Probleme und Lösungen gegenüber Fachleuten argumentativ vertreten und mit ihnen weiterentwickeln.	Ziele für Lern- und Arbeitsprozesse definieren, reflektieren und bewerten und Lern- und Arbeitsprozesse eigenständig und nachhaltig gestalten.

Niveau 7
Über Kompetenzen zur Bearbeitung von neuen komplexen Aufgaben- und Problemstellungen sowie zur eigenverantwortlichen Steuerung von Prozessen in einem wissenschaftlichen Fach oder in einem strategieorientierten beruflichen Tätigkeitsfeld verfügen. Die Anforderungsstruktur ist durch häufige und unvorhersehbare Veränderungen gekennzeichnet.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über umfassendes, detailliertes und spezialisiertes Wissen auf dem neuesten Erkenntnisstand in einem wissenschaftlichen Fach (entsprechend der Stufe 2 [Master-Ebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse) **oder** über umfassendes berufliches Wissen in einem strategieorientierten beruflichen Tätigkeitsfeld verfügen. Über erweitertes Wissen in angrenzenden Bereichen verfügen.	Über spezialisierte fachliche oder konzeptionelle Fertigkeiten zur Lösung auch strategischer Probleme in einem wissenschaftlichen Fach (entsprechend der Stufe 2 [Master-Ebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse) **oder** in einem beruflichen Tätigkeitsfeld verfügen. Auch bei unvollständiger Information Alternativen abwägen. Neue Ideen oder Verfahren entwickeln, anwenden und unter Berücksichtigung unterschiedlicher Beurteilungsmaßstäbe bewerten.	Gruppen oder Organisationen im Rahmen komplexer Aufgabenstellungen verantwortlich leiten und ihre Arbeitsergebnisse vertreten. Die fachliche Entwicklung anderer gezielt fördern. Bereichsspezifische und -übergreifende Diskussionen führen.	Für neue anwendungs- oder forschungsorientierte Aufgaben Ziele unter Reflexion der möglichen gesellschaftlichen, wirtschaftlichen und kulturellen Auswirkungen definieren, geeignete Mittel einsetzen und hierfür Wissen eigenständig erschließen.

Niveau 8
Über Kompetenzen zur Gewinnung von Forschungserkenntnissen in einem wissenschaftlichen Fach oder zur Entwicklung innovativer Lösungen und Verfahren in einem beruflichen Tätigkeitsfeld verfügen. Die Anforderungsstruktur ist durch neuartige und unklare Problemlagen gekennzeichnet.

Fachkompetenz		Personale Kompetenz	
Wissen	**Fertigkeiten**	**Sozialkompetenz**	**Selbständigkeit**
Über umfassendes, spezialisiertes und systematisches Wissen in einer Forschungsdisziplin verfügen und zur Erweiterung des Wissens der Fachdisziplin beitragen (entsprechend der Stufe 3 [Doktoratsebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse) **oder** über umfassendes berufliches Wissen in einem strategie- und innovationsorientierten beruflichen Tätigkeitsfeld verfügen. Über entsprechendes Wissen an den Schnittstellen zu angrenzenden Bereichen verfügen.	Über umfassend entwickelte Fertigkeiten zur Identifizierung und Lösung neuartiger Problemstellungen in den Bereichen Forschung, Entwicklung oder Innovation in einem spezialisierten wissenschaftlichen Fach (entsprechend der Stufe 3 [Doktoratsebene] des Qualifikationsrahmens für Deutsche Hochschulabschlüsse) **oder** in einem beruflichen Tätigkeitsfeld verfügen. Innovative Prozesse auch tätigkeitsfeldübergreifend konzipieren, durchführen, steuern, reflektieren und beurteilen. Neue Ideen und Verfahren beurteilen.	Organisationen oder Gruppen mit komplexen bzw. interdisziplinären Aufgabenstellungen verantwortlich leiten, dabei ihre Potenziale aktivieren. Die fachliche Entwicklung anderer nachhaltig gezielt fördern. Fachübergreifend Diskussionen führen und in fachspezifischen Diskussionen innovative Beiträge einbringen, auch in internationalen Kontexten.	Für neue komplexe anwendungs- oder forschungsorientierte Aufgaben Ziele unter Reflexion der möglichen gesellschaftlichen, wirtschaftlichen und kulturellen Auswirkungen definieren, geeignete Mittel wählen und neue Ideen und Prozesse entwickeln.

4 Dies umfasst Unternehmen, Verwaltungseinheiten oder gemeinnützige Organisationen.

II. DQR-Glossar

Im Folgenden wird die Verwendung zentraler Begriffe im DQR erläutert

- **Die Anforderungsstruktur** eines -> Lern- oder Arbeitsbereichs beinhaltet die entscheidenden Hinweise auf die Niveauzuordnung einer -> Qualifikation. Sie wird durch die Merkmale Komplexität, Dynamik, erforderliche Y Selbständigkeit und Innovationsfähigkeit beschrieben.
- **Ein Arbeitsbereich** ist ein Feld praktischer Anwendung von -> Kompetenzen, das durch eine charakteristische -> Anforderungsstruktur gekennzeichnet ist. Aufgabe, Erfüllung einer, ist die Herbeiführung eines definierten erwünschten Zielzustands mithilfe bekannter vorgegebener Methoden. Sie grenzt sich von der Lösung eines -> Problems ab.
- **Berufliches Tätigkeitsfeld** bezeichnet einen -> Arbeitsbereich, in dem Menschen ihrem Erwerb nachgehen.
- **Berufliches Wissen** verbindet die Kenntnis von Fakten, Grundsätzen und Theorien mit Praxiswissen, insbesondere dem Wissen um Verfahrens- und Vorgehensmöglichkeiten, in einem arbeitsmarktrelevanten Tätigkeitsfeld.
- **Beurteilungsfähigkeit** ist die Fähigkeit, Lern- oder Arbeitsprozesse und ihre Ergebnisse mit relevanten Maßstäben zu vergleichen und auf dieser Grundlage zu bewerten.
- **Breite** bezieht sich auf die Anzahl von Bereichen des allgemeinen, beruflichen oder wissenschaftlichen Wissens, die mit einer -> Qualifikation verbunden sind.
- **Eigenständigkeit** bezeichnet die Fähigkeit und das Bestreben, in unterschiedlichen Situationen angemessene Entscheidungen zu treffen und ohne fremde Hilfe zu handeln.
- **Fachkompetenz** umfasst -> Wissen und -> Fertigkeiten. Sie ist die Fähigkeit und Bereitschaft, Aufgaben- und Problemstellungen eigenständig, fachlich angemessen, methodengeleitet zu bearbeiten und das Ergebnis zu beurteilen.
- **Fachtheoretisches Wissen** bezeichnet -> Fachwissen, zu dem die Kenntnis der bedeutendsten Theorien eines Fachs gehört.
- **Fachwissen** bezeichnet Fakten-, Regel- und/oder Begründungswissen.
- **Fertigkeiten** bezeichnen die Fähigkeit, -> Wissen anzuwenden und Know-how einzusetzen, um Aufgaben auszuführen und Probleme zu lösen. Wie im Europäischen Qualifikationsrahmen werden Fertigkeiten als kognitive Fertigkeiten (logisches, intuitives und kreatives Denken) und als praktische Fertigkeiten (Geschicklichkeit und Verwendung von Methoden, Materialien, Werkzeugen und Instrumenten) beschrieben.
- **Führungsfähigkeit** bezeichnet die Fähigkeit, in einer Gruppe oder einer Organisation auf zielführende und konstruktive Weise steuernd und richtungsweisend auf das Verhalten anderer Menschen einzuwirken.

- **Unter Innovation** wird die praktische Umsetzung von Ideen in neue Produkte, Dienstleistungen, Prozesse, Systeme und soziale Interaktionen verstanden.
- **Instrumentale Fertigkeiten** sind Fertigkeiten der Anwendung, sei es von Ideen, Theorien, Methoden oder Hilfsmitteln, Technologien und Geräten.
- **Kommunikation** bezeichnet den verständigungsorientierten Austausch von Informationen zwischen Personen, in Gruppen und Organisationen.
- **Kompetenz** bezeichnet im DQR die Fähigkeit und Bereitschaft des Einzelnen, Kenntnisse und -> Fertigkeiten sowie persönliche, soziale und methodische Fähigkeiten zu nutzen und sich durchdacht sowie individuell und sozial verantwortlich zu verhalten. Kompetenz wird in diesem Sinne als umfassende Handlungskompetenz verstanden.

  Im DQR wird Kompetenz in den Dimensionen -> Fachkompetenz und -> personale Kompetenz dargestellt. -> Methodenkompetenz wird als Querschnittskompetenz verstanden und findet deshalb in der DQR-Matrix nicht eigens Erwähnung. (Im EQR hingegen wird Kompetenz nur im Sinne der Übernahme von Verantwortung und Selbständigkeit beschrieben.)
- **Komplexität** bezeichnet die Eigenschaft einer -> Anforderungsstruktur, in der eine Vielzahl in Wechselwirkung stehender Faktoren zu berücksichtigen ist und die Lösung von -> Problemen den Abgleich unterschiedlicher Teilaspekte und des Gesamtzusammenhangs in einem iterativen Prozess verlangt.
- **Lernberatung** bezeichnet die Unterstützung von Lernprozessen durch das Aufzeigen von Zielen und Hilfsmitteln des Lernens. Fähigkeit und Bereitschaft, einerseits angebotene Lern-beratung zu nutzen, andererseits selbst Lernberatung anzubieten, sind wichtige Aspekte -> personaler Kompetenz.
- **Ein Lernbereich** ist ein Feld der Aneignung oder Weiterentwicklung von -> Kompetenzen, das durch eine charakteristische -> Anforderungsstruktur, z. B. eines -> wissenschaftlichen Faches, gekennzeichnet ist.
- **Lernergebnisse** (learning outcomes) bezeichnen das, was Lernende wissen, verstehen und in der Lage sind zu tun, nachdem sie einen Lernprozess abgeschlossen haben. Der DQR beschreibt zu -> Kompetenzen gebündelte Lernergebnisse.
- **Lernkompetenz** ist die Fähigkeit, sich ein realistisches Bild vom Stand der eigenen Kompetenzentwicklung zu machen und diese durch angemessene Schritte weiter voranzutreiben.
- **Methodenkompetenz** bezeichnet die Fähigkeit, an Regeln orientiert zu handeln. Dazu gehört auch die reflektierte Auswahl und Entwicklung von Methoden. -> Fachkompetenz und -> personale Kompetenz schließen Methodenkompetenz jeweils mit ein.
- **Die Fähigkeit zur Mitgestaltung** ermöglicht es, sich konstruktiv in die Weiterentwicklung der Umfeldbedingungen in einem -> Lern- oder Arbeitsbereich einzubringen.
- **Personale Kompetenz** – auch Personale/Humankompetenz – umfasst -> Sozialkompetenz und -> Selbständigkeit. Sie bezeichnet die Fähigkeit und Bereitschaft,

sich weiterzuentwickeln und das eigene Leben eigenständig und verantwortlich im jeweiligen sozialen, kulturellen bzw. beruflichen Kontext zu gestalten.

- **Problemlösung** ist die Herbeiführung eines erwünschten Zielzustands. Sie setzt (anders als die Erfüllung einer -> Aufgabe) die eigenständige Spezifizierung des zu überwindenden Ausgangszustands (Problemdefinition) voraus und verlangt die Identifizierung und ggf. auch die Entwicklung von zur Zielerreichung geeigneter Methoden.
- **Qualifikation** bezeichnet das formale Ergebnis eines Beurteilungs- und Validierungsprozesses, bei dem eine dafür zuständige Institution festgestellt hat, dass die individuellen -> Lernergebnisse vorgegebenen Standards entsprechen.
- **Reflexivität** beinhaltet die Fähigkeit, mit Veränderungen umzugehen, aus Erfahrungen zu lernen und kritisch zu denken und zu handeln.
- **Selbständigkeit** bezeichnet die Fähigkeit und Bereitschaft, eigenständig und verantwortlich zu handeln, eigenes und das Handeln anderer zu reflektieren und die eigene Handlungsfähigkeit weiterzuentwickeln.
- **Sozialkompetenz** bezeichnet die Fähigkeit und Bereitschaft, zielorientiert mit anderen zusammenzuarbeiten, ihre Interessen und sozialen Situationen zu erfassen, sich mit ihnen rational und verantwortungsbewusst auseinanderzusetzen und zu verständigen sowie die Arbeits- und Lebenswelt mitzugestalten.
- **Spezialisierung** bezeichnet die Entwicklung vertiefter Expertise in Teilbereichen eines -> Lern- oder Arbeitsbereichs, der bereits in einer gewissen Breite überblickt oder beherrscht wird.
- **Strategieorientierung** kennzeichnet solche beruflichen Tätigkeitsfelder, in denen die Zieldefinition von Prozessen und Organisationseinheiten eine wesentliche Rolle spielt.
- **Systemische Fertigkeiten** sind auf die Generierung von Neuem gerichtet. Sie setzen -> instrumentale Fertigkeiten voraus und erfordern die Einschätzung von und den adäquaten Umgang mit komplexen Zusammenhängen.
- **Teamfähigkeit** ist die Fähigkeit, innerhalb einer Gruppe zur Erreichung von Zielen zu kooperieren. Tiefe von Wissen bezeichnet den Grad der Durchdringung eines Bereichs des allgemeinen, beruflichen oder wissenschaftlichen Wissens.
- **Verantwortung** bezeichnet die Fähigkeit und Bereitschaft, selbstgesteuert zur Gestaltung von Prozessen, unter Einbeziehung der möglichen Folgen, beizutragen.
- **Wissen** bezeichnet die Gesamtheit der Fakten, Grundsätze, Theorien und Praxis in einem -> Lern- oder Arbeitsbereich als Ergebnis von Lernen und Verstehen. Der Begriff Wissen wird s->non->m zu „Kenntnisse“ verwendet.
- **Wissenschaftliches Fach** verweist auf wissenschaftliche Fachlichkeit, nicht auf ein Studienfach und schließt kreativ-künstlerische Bereiche ein.

Zur Beschreibung des DQR werden folgende Termini verwendet:

- **Deskriptoren** sind die Texte in den einzelnen Matrix-Feldern des DQR, die die Ausprägung von Kompetenzen auf einem bestimmten Niveau charakterisieren (z. B. „Fertigkeiten auf Niveau 5“).
- Die im DQR verwendeten **Kompetenzkategorien** sind -> Fachkompetenz, unterteilt in -> Wissen und -> Fertigkeiten, und -> personale Kompetenzen, unterteilt in -> Sozialkompetenz und -> Selbständigkeit. Für die Zuordnung zu den Niveaus wird auf verschiedene Subkategorien zurückgegriffen. Das sind beim Wissen -> Tiefe und -> Breite, bei den Fertigkeiten -> instrumentale Fertigkeiten, -> systemische Fertigkeiten und -> Beurteilungsfähigkeit, bei der Sozialkompetenz -> Team/Führungsfähigkeit, -> Mitgestaltung und -> Kommunikation und bei der Selbständigkeit -> Eigenständigkeit, -> Verantwortung, -> Reflexivität und -> Lernkompetenz.
- Der **Niveauindikator** charakterisiert zusammenfassend die Anforderungsstruktur in einem Lern- oder Arbeitsbereich, in einem wissenschaftlichen Fach oder beruflichen Tätigkeitsfeld.
- Mit den **Niveaus** werden Kompetenzen gemäß ihrer Komplexität und der Dynamik der jeweiligen Lern- und Arbeitsbereiche angeordnet. Es handelt sich nicht um eine Ordinalskala mit Stufen gleichen Umfangs. Rechnerische Operationen wie z. B. Durchschnittsbildung verbieten sich.

Anlage

Qualifikationsrahmen für Deutsche Hochschulabschlüsse

(Im Zusammenwirken von Hochschulrektorenkonferenz, Kultusministerkonferenz und Bundesministerium für Bildung und Forschung erarbeitet und von der Kultusministerkonferenz am 21.04.2005 beschlossen)

Vorbemerkung

Die Entwicklung eines nationalen Qualifikationsrahmens

Der Bologna-Prozess zielt auf die Schaffung eines Systems leicht lesbarer und vergleichbarer Abschlüsse. Ein wesentliches Instrument ist dabei die Einführung einer zweistufigen Studienstruktur. Weitgehender Konsens besteht unter den Bologna-Ländern über die quantitativen Vorgaben für Bachelor- und Masterabschlüsse (Bachelor 180–240 ECTS Credits, Master 60–120 ECTS Credits), über die Nomenklatur der beiden Studienstufen (Bachelor und Master bzw. entsprechen de nationale Bezeichnungen) und über einzelne Grundprinzipien (Beschäftigungsfähigkeit, Internationalisierung etc.). Für die weitere Gestaltung des Europäischen Hochschulraums besteht eine Herausforderung in der grundsätzliche Einigung über die mit einem Studienabschluss zu erwerbenden Qualifikationsprofile sowie eine allgemein verständliche Form der Beschreibung (einheitliche Terminologie) derselben.

Die europäischen Bildungsminister haben sich im Berlin Kommuniqué (September 2003) dafür ausgesprochen, „einen Rahmen vergleichbarer und kompatibler Hochschulabschlüsse für ihre Hochschulsysteme zu entwickeln, der darauf zielt, Qualifikationen im Hinblick auf Arbeitsbelastung, Niveau, Lernergebnisse, Kompetenzen und Profile zu definieren. Sie verpflichten sich ferner, einen übergreifenden Rahmen für Abschlüsse im Europäischen Hoch schulraum zu entwickeln“. Dieser Europäische Rahmen kann nur allgemeine Qualifikationen definieren. Seine Akzeptanz wird davon abhängen, ob er einen Mehrwert hinsichtlich der zu erreichenden Transparenz bietet. Er sollte daher

- die nationalen Qualifikationsrahmen, die das Kernstück bilden, zusammenführen,
- die Transparenz eines sich zunehmend diversifizierenden Hochschulsystems gewährleisten und dem Bedürfnis nach Verständlichkeit von Seiten der Studierenden und Arbeitgeber Rechnung tragen,
- die Vielfalt an Qualifikationen in Europa abbilden können.

Was ist ein Qualifikationsrahmen?

Ein Qualifikationsrahmen ist eine systematische Beschreibung der Qualifikationen, die das Bildungssystem eines Landes hervorbringt. Diese Beschreibung beinhaltet:

- eine allgemeine Darstellung des Qualifikationsprofils eines Absolventen, der den zugeordneten Abschluss besitzt,
- eine Auflistung der angestrebten Lernergebnisse (outcomes),

- eine Beschreibung der Kompetenzen und Fertigkeiten, über die der Absolvent verfügen sollte,
- eine Beschreibung der formalen Aspekte eines Ausbildungslevels (Arbeitsumfang in ECTS Credits, Zulassungskriterien, Bezeichnung der Abschlüsse, formale Berechtigungen).

Bisher wurden deutsche Studienprogramme vor allem durch ihre Studieninhalte, Zulassungskriterien, Studienlänge beschrieben. Ein Qualifikationsrahmen ermöglicht dagegen die Beschreibung an Hand der Qualifikationen, die der Absolvent nach einem erfolgreich absolvierten Abschluss erworben haben soll. Dies spiegelt die Umorientierung von Input- zu Outputorientierung wieder und soll die Transparenz des Bildungssystems fördern.

Folgenden Zielen dient ein Qualifikationsrahmen:

1. Erhöhte Transparenz, Verständlichkeit und bessere Vergleichbarkeit der angebotenen Ausbildungsgänge – national und international
   - ➔ durch die explizite Darlegung der Qualifikationsprofile,
   - ➔ durch die Definition von Zugangs- und Ausgangspunkten sowie Überlappungen zwischen Studien- und Ausbildungsverläufen,
   - ➔ durch Verdeutlichung von alternativen Bildungsverläufen, der relativen Positionierung von Qualifikationen zueinander und der Entwicklungsmöglichkeiten im Bildungssystem.HQR
2. Verbesserte Information für Studieninteressierte und Arbeitgeber.
3. Unterstützung der Evaluation und Akkreditierung
   - ➔ durch Definition von Referenzpunkten.
4. Erleichterung der Curriculumentwicklung
   - ➔ durch die Bereitstellung eines Referenzrahmens, den es fachspezifisch zu füllen gilt.
5. Höhere Vergleichbarkeit der Qualifikationen im europäischen und internationalen Kontext.

Erläuterung des vorliegenden Entwurfs

Der vorliegende Qualifikationsrahmen konzentriert sich zunächst auf den Hochschulbereich und schließt die Beschreibung von Schnittstellen zur beruflichen Bildung ein. Aufbauend auf dieser ersten grundlegenden Systematik sollte der QR für andere Bereiche des Bildungssystems (vor allem Berufsbildung, Weiterbildender Bereich) in den nächsten Jahren weiter entwickelt werden.

Leitlinien

Bei der Erarbeitung des Qualifikationsrahmens wurde auf folgende Leitlinien besonderer Wert gelegt:

a) Kompatibilität mit einem Europäischen Qualifikationsrahmen Die Diskussion eines nationalen Qualifikationsrahmens wurde in enger Abstimmung mit den Entwicklungen auf europäischer Ebene und den Entwicklungen anderer nationaler Qualifikationsrahmen geführt. Ein wichtiges Ziel ist die Kompatibilität mit einem Europäischen Qualifikationsrahmen.

b) Fachunspezifische Beschreibungen Die fachspezifische Ausgestaltung des Qualifikationsrahmens liegt bei den Fächern und den Hochschulen. Der Qualifikationsrahmen ist in diesem Prozess als Referenzrahmen zu verstehen.

c) Hochschultypunabhängige Beschreibungen Der Qualifikationsrahmen unterscheidet grundsätzlich nicht zwischen Fachhochschulen einerseits und Universitäten und gleichgestellten Hochschulen andererseits. Die unterschiedlichen Bildungsziele dieser Hochschularten sollen jedoch nicht in Frage gestellt, sondern für die Entwicklung der neuen Strukturen nutzbar gemacht werden.

d) Einbindung aller relevanten Gruppen Um eine breite Akzeptanz für den Qualifikationsrahmen herzustellen, wurde bereits in der Entwicklungsphase eine Rückkopplung mit allen relevanten Akteuren gesucht (Fakultäten- und Fachbereichstage, Studierende, Sozialpartner, Akkreditierungsagenturen).

Erläuterung der Kategorien

Die Einteilung in die Kategorien wurde in Anlehnung an das TUNING Project vorgenommen, das sich seit mehreren Jahren länderübergreifend mit der Beschreibung fachspezifischer Qualifikationen auseinandersetzt. Darüber hinaus wurden die Dublin Descriptors, die von der Joint Quality Initiative entwickelt wurden, als weiterer Orientierungspunkt heran gezogen. Learning Outcomes finden sich in beiden hier gewählten Kategorien wieder (Wissen und Verstehen sowie Können). Die Kategorie Wissen und Verstehen beschreibt die erworbenen Kompetenzen mit Blick auf den fachspezifischen Wissenserwerb (Fachkompetenz). Die Kategorie Können um fasst die Kompetenzen, die einen Absolventen dazu befähigen, Wissen anzuwenden (Methodenkompetenz), und einen Wissenstransfer zu leisten. Darüber hinaus finden sich hier die kommunikativen und sozialen Kompetenzen wieder.

Internationale Initiativen

Joint Quality Initiative (informelles Netzwerk für Qualitätssicherung und Akkreditierung von Bachelor- und Masterstudiengängen; Österreich, Belgien, Dänemark, Deutschland, Irland, Niederlande, Norwegen, Spanien, Schweden Schweiz, England) Y Dublin Descriptors (Definition von Qualifikationen zur Unterscheidung von Bachelor- und Masterstudiengängen) 14

- European Consortium for Accreditation (ECA)
- Tuning Project 2001–2004 Y (generic und subject-related competences)
- Bachelor-Master Generic Qualification Initiatives
- EUA Master degrees Survey (Andrejs Rauhvargers, Christian Tauch, September 2002)

- NARIC-ENIC Meeting, Januar 2003, Brüssel zu Anerkennungsfragen bei den neuen Abschlüssen
- Transnational, European Evaluation Project (TEEP), 2002–2003, koordiniert durch ENQA (Entwicklung für Kriterien transnationaler externer Evaluation)

Weitere Qualifikationsrahmen

- Dänischer Qualifikationsrahmen
- rish Qualifications Framework
- UK Qualifications Framework
- Scottish Credit and Qualifications FrameworkHQR

Qualifikationsrahmen für deutsche Hochschulabschlüsse

Vorbemerkung: Der vorliegende Entwurf beschränkt sich zunächst auf Hochschulabschlüsse. In nächsten Schritten sollte der gesamte Schulbereich sowie die Bereiche der beruflichen Bildung und des Lebenslangen Lernens mit einbezogen werden.

Studienstruktur im Europäischen Hochschulraum		
Qualifikationsstufen	**Formale Aspekte**	**Abschlüsse des Hochschulstudiums Hochschulgrade und Staatsexamina[5]**
1. Stufe: Bachelor-Ebene	Grade auf Bachelor-Ebene: 3, 3,5 oder 4 Jahre Vollzeitstudium bzw. 180, 210 oder 240 ECTS Punkte; alle Grade berechtigen zur Bewerbung für Masterprogramme	B. A.; B. Sc.; B. Eng.; B.F.A., B. Mus, LLB Diplom (FH), Staatsexamen
2. Stufe: Master-Ebene	Grade auf Master-Ebene: normalerweise 5 Jahre Vollzeitstudium bzw. 300 ECTS-Punkte; bei gestuften Studiengängen 1, 1,5 oder 2 Jahre bzw. 60, 90 oder 120 ECTS-Punkte auf Master-Ebene; Typen von Master-Abschlüssen: stärker anwendungsorientiert, stärker forschungsorientiert, künstlerisches Profil, Lehramtsprofil; alle Grade berechtigen zur Bewerbung für ein Promotionsvorhaben[6]	M.A., M. Sc., M. Eng., M.F.A., M. Mus., LLM, etc. Diplom (Univ.), Magister, Staatsexamen Nicht-konsekutive und weiterbildende Master[7]
3. Stufe: Doktoratsebene	(Grade bauen in der Regel auf einem Abschluss auf Master-Ebene, also von 300 ECTS-Punkten oder mehr auf)[8]	Dr., Ph. D.

5. Fußnote: Auflistung siehe Anlage 1. Staatsprüfungen sind in der Regel der zweiten Studienstufe zugeordnet; allerdings bestehen folgen de Sonderregelungen: Studiengänge mit Staatsprüfung haben eine Regelstudienzeit von 3 Jahren (Lehrämter der Grundschule bzw. Primarstufe und Sekundarstufe I mit möglicher Zuordnung zur 1. Studienstufe) bis 6,5 Jahren (Medizin); dies entspricht 180–390 ECTS-Punkten.

6. Fußnote: Für künstlerische Studiengänge an Kunst- und Musikhochschulen gilt diese Berechtigung nur eingeschränkt.

7. Fußnote: Die Abschlussbezeichnungen für nichtkonsekutive und weiterbildende Master sind nicht vorgeschrieben und beschränken sich nicht auf die genannten Abschlussbe Die Abschlussbezeichnungen für nichtkonsekutive und weiterbildende Master sind nicht vorgeschrieben und beschränken sich nicht auf die genannten Abschlussbezeichnungen, z.B. MBA.

8. Fußnote: Besonders qualifizierte Bachelor- und Diplom (FH)-Absolventen können auch direkt zur Promotion zugelassen werden.HQR

Stufe 1: Bachelor-Ebene (180, 210 oder 240 ECTS)

Wissen und Verstehen	Können (Wissenserschließung)	Formale Aspekte
Wissensverbreiterung: Wissen und Verstehen von Absolventen bauen auf der Ebene der Hochschulzugangsberechtigung auf und gehen über diese wesentlich hinaus. Absolventen haben ein breites und integriertes Wissen und Verstehen der wissenschaftlichen Grundlagen ihres Lerngebietes nachgewiesen. **Wissensvertiefung:** Sie verfügen über ein kritisches Verständnis der wichtigsten Theorien, Prinzipien und Methoden ihres Studienprogramms und sind in der Lage ihr Wissen vertikal, horizontal und lateral zu vertiefen. Ihr Wissen und Verstehen entspricht dem Stand der Fachliteratur, sollte aber zugleich einige vertiefte Wissensbestände auf dem aktuellen Stand der Forschung in ihrem Lerngebiet einschließen.	Absolventen haben folgende Kompetenzen erworben: **Instrumentale Kompetenz:** • ihr Wissen und Verstehen auf ihre Tätigkeit oder ihren Beruf anzuwenden und Problemlösungen und Argumente in ihrem Fachgebiet zu erarbeiten und weiterzuentwickeln. **Systemische Kompetenzen:** • relevante Informationen, insbesondere in ihrem Studienprogramm zu sammeln, zu bewerten und zu interpretieren • daraus wissenschaftlich fundierte Urteile abzuleiten, die gesellschaftliche, wissenschaftliche, und ethische Erkenntnisse berücksichtigen; • selbständig weiterführende Lernprozesse zu gestalten. **Kommunikative Kompetenzen:** fachbezogene Positionen und Problemlösungen zu formulieren und argumentativ zu verteidigen; sich mit Fachvertretern und mit Laien über Informationen, Ideen, Probleme und Lösungen austauschen: • Verantwortung in einem Team übernehmen	**Zugangsvoraussetzungen:** • Hochschulzugangsberechtigung (s. Anlage 2) • entsprechend den Länderregelungen zum Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung[9] **Dauer:** (einschl. Abschlussarbeit) 3, 3,5 oder 4 Jahre (180, 210 oder 240 ECTS Punkte) Abschlüsse auf der Bachelor-Ebene stellen den ersten berufsqualifizierenden Abschluss dar. **Anschlussmöglichkeiten:** Programme auf Master- (bei herausragender Qualifikation auch direkt auf Promotions-)Ebene, andere Weiterbildungsoptionen **Übergänge aus der beruflichen Bildung:** Außerhalb der Hochschule erworbene und durch Prüfung nachgewiesene Qualifikationen und Kompetenzen können bei Aufnahme eines Studiums von der jeweiligen Hochschule durch ein Äquivalenzprüfverfahren in einer Höhe angerechnet werden, die den Leistungsanforderungen des jeweiligen Studiengangs entspricht[10].

9. Fußnote: Vgl. Ständige Kultusministerkonferenz der Länder (Hrsg.): Synoptische Darstellung der in den Ländern bestehenden Möglich keiten des Hochschulzugangs für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung auf der Grundlage hochschulrechtlicher Regelungen. Stand März 2003

10. Fußnote: Vgl. Gemeinsame Empfehlung des BMBF, der KMK und der HRK an die Hochschulen zur Vergabe von Leistungspunkten in der beruflichen Fortbildung und Anrechnung auf ein Hochschulstudium vom 26.09.2003HQR

Stufe 2: Master-Ebene (300 ECTS-Punkte, nach Abschluss auf Bachelor-Ebene 60, 90, 120 ECTS-Punkte)

Wissen und Verstehen	Können (Wissenserschließung)	Formale Aspekte
Wissensverbreiterung: Masterabsolventen haben Wissen und Verstehen nachgewiesen, das normalerweise auf der Bachelor-Ebene aufbaut und dieses wesentlich vertieft oder erweitert. Sie sind in der Lage, die Besonderheiten, Grenzen, Terminologien und Lehrmeinungen ihres Lerngebiets zu definieren und zu interpretieren. **Wissensvertiefung:** Ihr Wissen und Verstehen bildet die Grundlage für die Entwicklung und/oder Anwendung eigenständiger Ideen. Dies kann anwendungs- oder forschungsorientiert erfolgen. Sie verfügen über ein breites, detailliertes und kritisches Verständnis auf dem neusten Stand des Wissens in einem oder mehreren Spezialbereichen.	Absolventen haben folgende Kompetenzen erworben: **Instrumentale Kompetenzen:** • ihr Wissen und Verstehen sowie ihre Fähigkeiten zur Problemlösung auch in neuen und unvertrauten Situationen anzuwenden, die in einem breiteren oder multidisziplinären Zusammenhang mit ihrem Studienfach stehen. **Systemische Kompetenzen:** • Wissen zu integrieren und mit Komplexität umzugehen; • auch auf der Grundlage unvollständiger oder begrenzter Informationen wissenschaftlich fundierte Entscheidungen zu fällen und dabei gesellschaftliche, wissenschaftliche und ethische Erkenntnisse zu berücksichtigen, die sich aus der Anwendung ihres Wissens und aus ihren Entscheidungen ergeben; • selbständig sich neues Wissen und Können anzueignen • weitgehend selbstgesteuert und/oder autonom eigenständige forschungs- oder anwendungsorientierte Projekte durchzuführen. **Kommunikative Kompetenzen:** • auf dem aktuellen Stand von Forschung und Anwendung Fachvertretern und Laien ihre Schlussfolgerungen und die diesen zugrunde liegenden Informationen und Beweggründe in klarer und eindeutiger Weise zu vermitteln. • sich mit Fachvertretern und mit Laien über Informationen, Ideen, Probleme und Lösungen auf wissenschaftlichem Niveau auszutauschen • in einem Team herausgehobene Verantwortung zu übernehmen	**Zugangsvoraussetzungen:** Für grundständige Studiengänge (Diplom, Magister, Staatsexamen): • Hochschulzugangsberechtigung • entsprechend den Länderregelungen zum Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung[11] Für die Master-Ebene: Erster berufsqualifizierender Hochschulabschluss mindestens auf Bachelor-Ebene, plus weitere, von der Hochschule zu definierende Zulassungsvoraussetzungen **Dauer:** • für Masterprogramme 1, 1,5 oder 2 Jahre (60, 90 oder 120 ECTS Punkte) • für grundständige Studiengänge mit Hochschulabschluss 4, 4,5 oder 5 Jahre, einschl. Abschlussarbeit (240, 270 oder 300 ECTS Punkte) • für Studiengänge mit Staatsexamen[12] **Anschlussmöglichkeiten:** Promotion, Weiterbildungsoptionen **Übergänge aus der beruflichen Bildung:** Unbeschadet des Erfordernisses eines ersten berufsqualifizierenden Abschlusses können außerhalb der Hochschule erworbene und durch Prüfung nachgewiesene Qualifikationen und Kompetenzen bei Aufnahme eines Studiums von der jeweiligen Hochschule durch ein Äquivalenzprüfverfahren in einer Höhe angerechnet werden, die den Leistungsanforderungen des jeweiligen Studiengangs entspricht[13].

11. Fußnote: Vgl. Ständige Kultusministerkonferenz der Länder (Hrsg.): Synoptische Darstellung der in den Ländern bestehenden Möglich keiten des Hochschulzugangs für beruflich

qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung auf der Grundlage hochschulrechtlicher Regelungen. Stand März 2003

12. Fußnote: S. Fußnote 1.

13. Fußnote: Vgl. Gemeinsame Empfehlung des BMBF, der KMK und der HRK an die Hochschulen zur Vergabe von Leistungspunkten in der beruflichen Fortbildung und Anrechnung auf ein Hochschulstudium vom 26.09.2003HQR 18 Stufe 3: Doktoratsebene

Stufe 3: Doktoratsebene

300 ECTS +

Wissen und Verstehen	Können (Wissenserschließung)	Formale Aspekte
Wissensverbreiterung: Promovierte haben ein systematisches Verständnis ihrer Forschungsdisziplin und die Beherrschung der Fertigkeiten und Methoden nachgewiesen, die in der Forschung in diesem Gebiet angewandt werden. Sie verfügen über eine umfassende Kenntnis der einschlägigen Literatur. **Wissensvertiefung:** Sie haben durch die Vorlage einer wissenschaftlichen Arbeit einen eigenen Beitrag zur Forschung geleistet, der die Grenzen des Wissens erweitert und einer nationalen oder internationalen Begutachtung durch Fachwissenschaftler standhält.	Promovierte haben folgende Kompetenzen erworben: **Instrumentale Kompetenz** • wesentliche Forschungsvorhaben mit wissenschaftlicher Integrität selbständig zu konzipieren und durchzuführen. **Systemische Kompetenzen** • Wissenschaftliche Fragestellungen selbständig zu identifizieren; • die kritische Analyse, Entwicklung und Synthese neuer und komplexer Ideen durchzuführen; • den gesellschaftlichen, wissenschaftlichen und/oder kulturellen Fortschritt einer Wissensgesellschaft in einem akademischen oder nicht-akademischen beruflichen Umfeld voranzutreiben **Kommunikative Kompetenzen:** • Erkenntnisse aus ihren Spezialgebieten mit Fachkollegen zu diskutieren, vor akademischem Publikum vorzutragen und Laien zu vermitteln. • ein Team zu führen	**Zugangsvoraussetzungen:** Master (Uni, FH), Diplom (Uni), Magister, Staatsexamen, besonders qualifizierter Bachelor oder besonders qualifiziertes Diplom FH Weitere Zugangsvoraussetzungen werden von der Fakultät festgelegt.

Anlage 1

Übersicht: Staatsexamen

- Lehrämter der Grundschule bzw. Primärschule (6-7 Sem.)
- Übergreifende Lehrämter der Primärschule und aller oder einzelner Schularten der Sekundarstufe I (6-7 Sem.)
- Lehrämter für alle oder einzelne Schularten der Sekundarstufe I (7-9 Sem.)
- Lehrämter der Sekundarstufe II (Allgemeinbildende Fächer) oder für das Gymnasium (9 Sem.)
- Lehrämter der Sekundarstufe II (Berufliche Fächer) oder für die beruflichen Schulen (9 Sem.)
- Sonderpädagogische Lehrämter (8-9 Sem.)
- Rechtswissenschaften (9 Sem.)
- Medizin (13 Sem.)
- Zahnmedizin (11 Sem.)
- Pharmazie (8(-9) Sem.)
- Lebensmittelchemie (8(-9) Sem.)
- Anlage 2

Anlage 2

Übersicht: Hochschulzugangsberechtigungen

- allgemeine Hochschulreife
- Fachgebundene Hochschulreife
- Fachhochschulreife (ggf. fachgebunden bzw. studiengangbezogen)
- Länderrechtlich geregelte Möglichkeiten des Hochschulzugangs für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung

ANHANG

Anhang zum DQR-Dokument

Liste der am Arbeitskreis Deutscher Qualifikationsrahmen (AK DQR) beteiligten Institutionen

Vorsitz:

- Bundesministerium für Bildung und Forschung
- Ständige Konferenz der Kultusminister der Länder

Mitglieder:

- Bundesagentur für Arbeit
- Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege e.V., vertreten durch die Katholische Fachhochschule Freiburg
- Bundesinstitut für Berufsbildung
- Bundesministerium für Wirtschaft und Technologie
- Bundesvereinigung der Deutschen Arbeitgeberverbände
- dbb beamtenbund und tarifunion, vertreten durch den Bundesverband der Lehrerinnen und Lehrer an Wirtschaftsschulen/Bundesverband der Lehrerinnen und Lehrer an beruflichen Schulen
- Deutscher Gewerkschaftsbund
- Deutscher Industrie- und Handelskammertag e.V.
- Experte, Fachhochschule Osnabrück
- Experte, Universität Duisburg-Essen
- freier Zusammenschluss von StudentInnenschaften e.V.
- Gewerkschaft Erziehung und Wissenschaft
- Hochschulrektorenkonferenz
- IG Metall
- Kuratorium der Deutschen Wirtschaft für Berufsbildung, vertreten durch den Handelsverband Deutschland
- Rat der Weiterbildung, vertreten durch den Deutschen Volkshochschulverband
- Stiftung zur Akkreditierung von Studiengängen in Deutschland
- Wirtschaftsministerkonferenz
- Wissenschaftsrat
- Zentralverband des Deutschen Handwerks e.V.