




SESSION I: TRANSATLANTIC SCIENCE AND ENGINEERING GRADUATE CURRICULA

TOPIC A: STRATEGIES TO CREATE TRANSATLANTIC SYNERGIES

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Why cooperate?

- globally employable workforce
- providing students with transatlantic experience
- curricular innovations,
- reaching critical mass in highly specialized areas
- paradigm shift requested at both sides
- synergy – outcome is greater than the sum of the components
- but the cooperation should be based on partnership



More students could be attracted if the following is solved:

- language
- recognition of degrees and credits
- immigration
- tuition fees



Some tools that Europe has developed in the Bologna process and that can be useful

Lisbon Recognition Convention =
Council of Europe/UNESCO Convention on the Recognition of
Qualifications Concerning Higher Education in the European
region

- adopted 1997,
signed by 52 countries, ratified by 48

Countries outside Europe:

- | | | |
|-----------------|-------------|---------------------|
| • Australia | signed 2000 | ratified 2002 |
| • Canada | signed 1997 | <i>not ratified</i> |
| • Israel | signed 1997 | ratified 2002 |
| • New Zealand | signed 2007 | ratified 2008 |
| • United States | signed 1997 | <i>not ratified</i> |

Lisbon Recognition Convention (1997)

Principles

- recognition is based upon mutual trust
- trust is based on quality assurance
- foreign qualification is recognized if there are no *substantial differences* with the host country's degree it is compared to
- substantial differences can be in learning outcomes, duration of program, orientation/ profile, course contents, etc.
- A Recommendation on the recognition of joint degrees has been adopted in 2004


Recognition of credits between Europe and the US

There are issues to solve –

- ECTS credits are based on student workload while
- US credits - on contact hours

In transatlantic partnerships the issue of credit recognition should be agreed beforehand and if it is done there should not be problems

The experience of the existing partnerships may help generalizing recommendations on transatlantic recognition of credits



Move towards outcomes based curricula and qualifications frameworks

National qualifications framework is the single description, in which all qualifications are described through learning outcomes and which shows how the qualifications are related to each other

Overarching QF for the European Higher Education Area

- Three Cycles: (bachelor, master, doctoral)
- Cycles are based on generic descriptors
 - Knowledge and understanding
 - Applying knowledge and understanding
 - Making judgments
 - Communication skills
 - Learning skills
- Credit ranges for each cycle

Are Qualifications frameworks already implemented in Europe?

- No, it only had to be started by 2007. There has been quite significant progress since
- To large extent European HE qualifications are already aligned with the Bologna cycle descriptors
- Linking all courses/ credits with learning outcomes is in progress and changing the paradigm is yet to be implemented

European Quality Assurance Register (EQAR)

Purposes:

- increase trust between HEIs of different countries
- provide basis for governments to authorize HEIs to choose any agency from the Register
- reduce opportunities for “accreditation mills”
- serve as instrument to improve quality of the agencies and promote mutual trust among them

Who can be admitted to the Register?

- the criterion is – comply substantially with the European Standards and Guidelines for Quality Assurance
- can be admitted e.g.:
 - national regional or international QA agencies,
 - professional accreditation agencies,
 - agencies from outside Europe



Synergy – the outcome should be greater than the sum of components

- curriculum is developed jointly
- partner universities offering parts of the program that correspond to their areas of excellence in research and teaching
- staff teach parts of the program at different partner universities

Joint degrees vs. double degrees

- joint degree involves a joint curriculum by definition, a double degree can be result of mounting existing parts together
- joint program/degree requires reaching more agreement among partners,
- as a result, joint program stimulates deeper integration and leads to more understanding between the two systems,
- double degrees are sometimes used instead of solving problems of national legislation or internal regulations of partner universities

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Thanks for your attention!