



Sectoral professions – EUA Update no.6, February 2011

Headlining this Update is the **public consultation on the evaluation of Directive 2005/36/EC**, now under way.

The consultation has a multiple focus: on the simplification of the procedures governing cross-border mobility by professionals, on the possible introduction of a professional smart card, and on issues such as updating of training curricula, cooperation between competent authorities and language requirements. The outcomes will be fed into a Green Paper due later in the year. The **closing date is March 15**. For more information, go to

http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_en.htm

The consultation period has included a public hearing, which took place on February 21, featuring a platform containing, among others, EUA secretary general Lesley Wilson. Details of all the speakers, together with their presentations, have been posted at

http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_en.htm#hearing

As usual, the Update also indicates other relevant developments in:

- the Bologna Process
- the European Commission
- the European Court of Justice
- the European Parliament
- the professional, academic and regulatory bodies
- EUA

Previous updates are available at

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

1 The Bologna Process

1.1 The next summit of ministers from the 47 Bologna signatory countries will take place in Bucharest in 2012. The work of preparation has already begun and proceeds in parallel with ongoing monitoring of Bologna implementation. The Working Groups on Recognition, Qualification Frameworks, and Mobility, all of which overlap with the scope of Directive 2005/36/EC, have been complemented, from autumn 2010, by a **Recognition of Prior Learning Network**. RPL is an area in which Bologna and the Directive's prescriptions for sectoral qualifications have yet to be brought into effective alignment; currently, it is acceptable only in respect of nurses (Art.31.3). Other developments (cf. paras.2.2.2 and 2.4.6 below) will bring it into the forefront of debate in 2011. Its use in higher education is required or permitted in 36 of the 49 Bologna jurisdictions; see the country diagrams in Eurydice, *Focus on Higher Education in Europe 2010*, http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/122EN.pdf

1.2 The E4 Group [ENQA, ESU, EUA and EURASHE] has launched a project, led by ENQA, to map the application and implementation of the European Standards and Guidelines on quality assurance in higher education. **MAP-ESG** will report to the Bucharest ministerial summit and will make recommendations on the appropriateness of revising the ESG. Full project details are at <http://www.enqa.eu/projectitem.lasso?id=340&cont=projDetail>

1.3 The number of quality assurance agencies on the **European Quality Assurance Register for Higher Education** [EQAR] continues to rise and now stands at 24. The new registrants are

- ACSUCYL – Quality Assurance Agency for the University System of Castilla y León (Spain)
- ACSUG – Agency for Quality Assurance in the Galician University System (Spain)
- CTI – Engineering Degrees Commission (France)
- FINHEEC – Finnish Higher Education Evaluation Council (Finland)
- The Accreditation Institution (Denmark)

The register can be accessed at <http://www.eqar.eu/register.html>

2 The European Commission

2.1 The Commission's work plan for 2011 contains three major contributions to the policy background against which the relations between Bologna and the Directive will develop. They are Youth on the Move, New Skills and Jobs (both are Europe 2020 'flagship initiatives'), and a Single Market Act. For the overview of the work plan, see http://ec.europa.eu/atwork/programmes/docs/cwp2011_en.pdf

2.2 DG MARKT

2.2.1 **Commissioner Barnier**, addressing the European Parliament in October, noted the evaluation of DIR now under way and outlined three ways forward:

simplification of procedures, particularly in respect of temporary professional mobility; modernisation of the process of automatic recognition, i.e. by updating the minimum agreed training conditions; and greater cooperation between competent authorities. To these, he added: an upcoming consultation, a Green Paper in 2011 and draft legislation in 2012; and accelerated progress towards the design and introduction of a professional card.

2.2.2 These priorities duly appeared as Proposal 33 in **Towards a Single Market Act** published by the Commission in the same month. Other proposals touch on the higher education context, notably proposals 34 and 35, which read as follows:

The Commission will develop, in cooperation with the Member States, a 'Youth on the Move card' helping all young people to move to another Member State to study. It will expand its 'Youth on the Move' Internet site by providing information on distance learning and opportunities to study and train in Europe.

The Commission will implement the European qualifications framework in partnership with the Member States. It will propose a Council Recommendation to promote and validate training outside the classroom (non-formal and informal learning). It will also propose the creation of a 'European Skills Passport' enabling individuals to record the knowledge and skills they have acquired throughout their lives. It will establish a bridge between the European Qualifications Framework and the nomenclature of occupations in Europe.

A subsequent press report (*European Voice*, February 10, 2011) suggests that the Act's 50 proposals will be whittled down to 'a realistic and manageable list of around ten to 12 priority measures'; these will appear in late 2011 and be adopted in 2012.

Read the SMA at http://ec.europa.eu/internal_market/smact/index_en.htm

2.2.3 In the final months of 2010, DG MARKT took a number of measures designed to progress the **evaluation of the Directive**. It held a second meeting with professional bodies in October. It canvassed for membership of a steering group on the professional card – a group which is now established and which begins work this month. It published the national experience reports compiled during the summer of 2010, together with a Commission staff working paper. It awarded to GHK Consulting Ltd the contract to study the effect on the Directive of 'recent educational reforms in EU member States'. Much of this material is available at http://ec.europa.eu/internal_market/qualifications/evaluation_en.htm

2.2.4 The **Group of Coordinators**, due to meet in September, has not yet posted a report of the meeting on its website, which is at http://ec.europa.eu/internal_market/qualifications/group_of_coordinators_en.htm

2.3 Infringements

2.3.1 In November, the Commission instituted infringement proceedings against Greece, for requiring nurses – duly qualified in other Member States – to obtain Greek academic recognition of their qualification before being allowed to practice in Greece.

2.4 DG EAC

2.4.1 The proposed **Youth on the Move smart card** (see para.2.2.2 above) is intended to operationalise a new European Skills Passport, involving the re-packaging of the EUROPASS mobility instruments (Diploma Supplement, Language Portfolio, EUROPASS CV and EUROPASS Mobility). Some of these instruments, notably the last, document work experience. Whether the new card and the professional card under consideration by DG MARKT will be inter-operable is not clear; the issue has not been widely canvassed. Details of Youth on the Move can be found at <http://europa.eu/youthonthemove/>

2.4.2 As part of the Youth on the Move initiative, and in order to stimulate student and young worker mobility, the Commission has published a guide to the **rights of mobile students** as enshrined in rulings emanating from the ECJ. Section 4 discusses academic recognition, as well as some aspects of its overlap with professional recognition. See http://ec.europa.eu/education/yom/wpguidance_en.pdf

2.4.3 The latest newsletter on the **European Qualifications Framework** (October) features articles on the development of national qualification frameworks, in line with both Bologna and the EQF, in Austria, Germany and Poland. The Austrian experience includes a pilot programme in learning-outcomes-based healthcare curricula. Details at http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/news3_en.pdf

2.4.4 A recent CEDEFOP publication (August) surveys the state of **NQF implementation** in EU27, Croatia, Iceland, Norway and Turkey. It can be downloaded from <http://www.cedefop.europa.eu/EN/publications/16666.aspx>

2.4.5 In January, **Romania** announced the completion of its NQF. See <http://www.ehea.info/news-details.aspx?ArticleId=208>

2.4.6 DG EAC's **consultation on the promotion and validation of non-formal and informal learning** [NFIL] has now closed and, as reported in a previous update, will inform a future Recommendation. NFIL constitute the second and third modes of RPL, beyond formal learning. They have no impact on recognition as far as the sectoral professions are concerned, but may well already be used in higher education programmes relevant to the general system. See http://ec.europa.eu/dgs/education_culture/consult/learning_en.html

3 The European Council

3.1 The *European Voice* (February 10, 2011) reported that, among the package of controversial proposals put to EU leaders at the February summit by **Angela Merkel and Nicolas Sarkozy**, was a move to 'introduce mutual recognition of academic and professional qualifications'. In the absence of any public document, it is not clear whether this is intended to apply only to the Eurozone. Further summits in early and late March may shed light on this.

3.2 The **Hungarian presidency** (January to June 2011) has pledged to facilitate the progress of the Single Market Act, as one of the principal measures supporting economic growth. This will be the responsibility of Minister Cséfalvay, who carries the competitiveness portfolio. The presidency website is at <http://www.eu2011.hu/europe-2020-strategy>

4 The European Parliament

4.1 CULT Committee on Culture and Education

4.1.1 In September CULT heard a presentation by Hans Vossensteyn of CHEPS on raising the level of participation in the ERASMUS programme. See <http://www.europarl.europa.eu/document/activities/cont/201009/20100906ATT81368/20100906ATT81368EN.pdf>

4.1.2 It also received a report from a Parliamentary delegation to Pécs, which examined, inter alia, the **implementation of the Bologna Process in Hungary**. See http://www.europarl.europa.eu/meetdocs/2009_2014/documents/cult/dv/reportdelegationpecs/reportdelegationpecsen.pdf

4.1.3 At the same meeting CULT decided to seek authorisation for a **public hearing on the state of play in the European Higher Education Area**, to take place in 2011.

4.1.4 In March, CULT will receive the draft of a non-legislative report on the **Youth on the Move** initiative from Milan Zver [EPP], former Slovenian minister of education. CULT decided not to express an opinion on the Single Market Act.

4.2 IMCO Internal Market and Consumer Protection

4.2.1 In October, IMCO organised an **inter-parliamentary meeting**, bringing together representatives of national parliaments and the EP for a discussion of how the recognition of professional qualifications might be improved. In addition to Commissioner Barnier (see para.2.2.1), the debate featured speakers from the German *Verein Deutscher Ingenieure*, the UK Nursing and Midwifery Council, and the *Ordre National des Pharmaciens de France*. For their presentations, visit <http://www.europarl.europa.eu/activities/committees/eventsCom.do?language=EN&body=IMCO>

4.2.2 IMCO's work plan for 2011 promises a strong focus on the **Single Market Act**. It will produce three own-initiative reports, one of which – the Single Market for Europeans – will address the recognition of professional qualifications. It will be drafted by the Portuguese Socialist António Fernando Correia De Campos.

4.2.3 IMCO will draw up an **implementation report** on DIR 2005/36/EC, to chime with the evaluation being undertaken by DG MARKT and in anticipation of the Commission's Green Paper.

4.2.4 IMCO also announced the possibility that it might receive draft implementing measures for the Directive, in the context of **new comitology**

procedures. Under the Treaty of Lisbon, the Parliament has a non-binding right of scrutiny of the procedure by which the Commission may implement EU legislation with the assistance of an advisory committee composed of Member State representatives. The new comitology replaces the previous regulatory procedure with scrutiny (see EUA update no.1 April 2008) and will require appropriate amendment of DIR throughout.

4.2.5 Finally, the IMCO work plan announced that the recognition of professional qualifications will feature in talks on **EU-US regulatory cooperation.**

5 European Court of Justice

5.1 Bodies concerned with the use of **aptitude tests** in the general system will be interested in the recent ruling in the Koller case [C-118/09]. Under Directives 89/48/EEC and 2001/19/EC, the Court ruled that a host MS could not deny a test to an incoming professional who had not satisfied the host country's requirements regarding practical experience.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:62009J0118:EN:HTML>

6 Professional, academic and regulatory bodies

Healthcare professions

- **Healthcare Professionals Crossing Borders**, representing regulators from 19 EU/EEA countries as well as transnational bodies, issues frequent updates on policy debates related to the evaluation of DIR, notably concerning IMI, professional cards, the updating of curricula, CPD, language testing and competence assurance. The updates are available at http://www.hpcb.eu/news/update_briefings.asp

HPCB held a meeting in Budapest in November, at which spokespersons for nursing, midwifery, medical, dental and pharmacist regulators gave their views on the review of DIR. The presentations (see also below) can be downloaded from <http://www.hpcb.eu/news/events.asp>

Medical doctor

- French, German and UK regulatory bodies, on behalf of 26 competent authorities in 24 countries, issued a **Berlin Statement** in September, summarising views on the evaluation of DIR; the Statement is available at http://www.gmc-uk.org/Joint_Berlin_statement_28_Oct_2010_37914074.pdf

a further overview is presented on the HPCB site above

- The UK's **General Medical Council** has published its education strategy for the years 2011-13, reflecting its newly acquired responsibility for all stages of medical education, from pre-registration to CPD; the strategy aims at strengthening and simplifying regulation and programme approval in the UK and has no wider European reference. See

http://www.gmc-uk.org/Education_Strategy_2011_2013.pdf_36672939.pdf

- At its August conference in Vienna, **AMEE** will hold a symposium to review progress in the MEDINE2 thematic network and the implementation of three-cycle medical studies in the EHEA
<http://www.amee.org/documents/AMEE%202011%20Provisional%20Programme.pdf>
- **IFSMA**, the medical students' organisation, has adopted a policy statement on quality assurance in European medical education, which calls for a core curriculum, student and wider stakeholder involvement in quality assurance, and a stronger focus on quality enhancement
http://issuu.com/ifmsa-docs/docs/policy_statement_quality_assurance_in_medical_scho

General care nurse

- The UK's Nursing and Midwifery Council coordinated the **experience report for nursing**; its overview is available on the HPCB site above
- National regulators under the **FEPI** banner have put out a statement covering what they see as the main issues at stake in the review of DIR: language testing, CPD, minimum training conditions, information sharing. See http://www.fepi.org/docs/Discussion-points-fepi_Directive-2005_36.pdf
- **FINE** is holding a two-day event in Paris in March, with a focus on the lifelong learning dimension of nursing education, with particular reference to DIR, EQF and the Bologna Process
http://www.fine-europe.eu/fr/ateliers/paris/WKParis_programme.pdf

Midwife

- The Network of European Midwifery Regulators [NEMIR] summarises the **experience report for midwifery** on the HPCB site above; NEMIR, which represents 24 national regulators, has its own website at www.nemir.eu
- The **EMA** conference on midwifery education, held in November, addressed a range of topics, including the review of DIR, competence-based curriculum, and the evolution of the discipline post-Bologna. See <http://www.europeanmidwives.org/component/content/article/4>

Dental practitioner

- The UK's General Dental Council provides an overview of **informal cooperation among dental regulators** on the HPCB site above
- **ADEE's** task force on curriculum structure, content, learning and assessment has published its conclusions, supplemented by appendices on ECTS and assessment. These broadly argue for a competence-based approach which will promote convergence at European level. See <http://www.adee.org/cms/index.cfm?fuseaction=page&pID=280&ppID=200>

- Cardiff University (UK) is leading on an ERASMUS project aimed at harmonising and standardising **CPD in European dentistry**. The project website is under construction, but details can be found at <http://www.cf.ac.uk/curemede/projects/cpddentists.html>

Veterinary surgeon

- At the invitation of DG MARKT, **FVE** coordinated the 2010 experience report, to which it added a briefing note arguing for updating of the curriculum and the strengthening of the FVE-EAEVE system of institutional quality assurance. Specifically, it asked that the latter be backed up in EU legislation by notification arrangements similar to those agreed by the group of coordinators in respect of architecture. http://www.fve.org/news/position_papers/veterinary_profession/fve_sbwg_briefing%20note_final_version_docs_042.pdf
- A recent presentation on the **institutional evaluation programme** is available on the EAEVE website at http://www.eaeve.org/fileadmin/downloads/publications/101008_nieb_alf_ort_eaeve_taix_10_10.pdf

Pharmacist

- The French *Conseil national de l'ordre des pharmaciens* summarises the **experience report for pharmacists** on the HPCB site above
- Nine country profiles for Pharmacy Education in Europe are now available at http://www.pharmine.org/losse_paginas/Country_Profiles/
- The latest version of the PHARMINE databank of European institutions involved in pharmacy education is available at <http://www.pharmine.org/Search/>

Architect

- The General Assembly of **ACE** last year adopted a set of guidelines on the two years of practical experience needed to complement the academic qualification, which is normally of five years, a reality not yet recognised by DIR. See http://www.ace-cae.org/contents/getdocument/content_id/853

7 The European University Association

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

6.1 EUA convened a meeting in the European Parliament in October to discuss the **interaction of the Directive and the Bologna Process**. Speakers included Jürgen Tiedje, head of Unit D4 (professional qualifications) DG MARKT, Malcolm Harbour, chair of IMCO, Lesley Wilson and Howard Davies of EUA. A full report, together with presentations, can be viewed at <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-and-professional-qualifications.aspx>

6.2 EUA has launched a major new report on the **financial sustainability of European universities** and the diversification of income streams [EUDIS]. The report concludes that future financial sustainability depends on reliable and sufficient public funding, as well as on the autonomy and support necessary to explore successfully complementary funding options. The full text is available at <http://www.eua.be/Pubs/Financially%20Sustainable%20Universities%20II.pdf>

6.3 EUA has also launched a two-year project, MAUNIMO, aimed at assisting universities develop **student and staff mobility strategies** in the current context, in which reliable European-level data on mobility is seriously deficient. Details are at <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/projects/mapping-university-mobility-of-staff-and-students.aspx>

6.4 The **5th European Quality Assurance Forum** was held in Lyon (France) in November. The presentations, including those made by DG EAC, EUA and the European Students Union [ESU] are available at <http://www.eua.be/eqaf-2010/presentations.aspx>

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

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

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