

# Uno strumento del Processo di Bologna: il Manuale EAR

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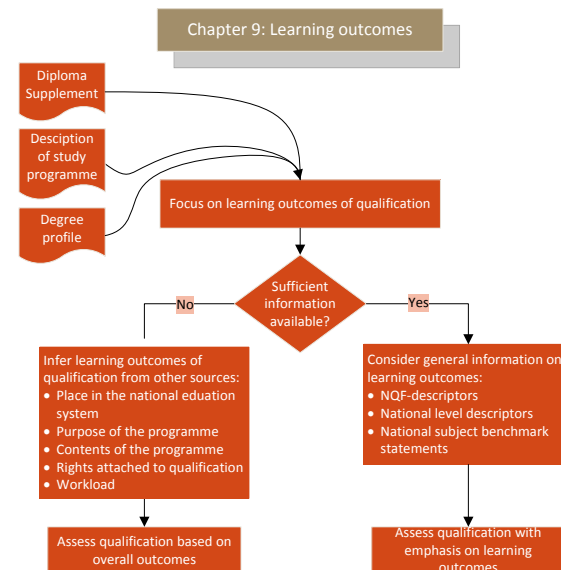
# EAR Manual

## (European Area of Recognition)

- ENIC-NARIC (=European National Information Centres - National Academic Recognition and Information Centres)
- Convenzione di Lisbona
- Processo di Bologna
- Strumento per valutatori

## 9. Learning Outcomes

### FLOWCHART



### INTRODUCTION

A Learning Outcome may be described as a statement of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning. Learning outcomes may be written for a single module or programme component, for a complete specific programme, for a qualification level, or anything in between. Learning outcomes are often divided into subject specific learning outcomes, which are related to the subject discipline, and generic learning outcomes, which are transferable from one academic discipline to another.

In practice, the expression 'learning outcome' is also widely used in a more general sense to indicate the overall output of a programme, rather than in the narrow sense of a technical statement as described here.

Various systems for writing learning outcomes are being used or are being developed. Learning outcomes are playing an increasingly important role in the development of national and overarching qualifications frameworks (for more information, see topic 7: "Qualifications Frameworks" on page 35). For instance, generic learning outcomes are linked to the cycles or levels of the overarching EHEA-QF and EQF. National qualifications frameworks make use of qualification descriptors (learning outcomes used as generic descriptions of the various types of qualifications), level descriptors (learning outcomes used as generic descriptions of the various levels) or national subject benchmark statements (learning outcomes describing the

# European Area of Recognition

## EAR Manual

European Area of Recognition Manual

Practical guidelines for fair recognition of qualifications



## EAR HEI Manual

The European Recognition Manual  
for  
Higher Education Institutions

Practical guidelines  
for credential evaluators  
and admissions officers  
to provide fair and flexible recognition  
of foreign degrees and studies abroad

## Module 2 - Quality and Legitimacy

[Next ->>](#)

The first step when an application file of a prospective student arrives on your desk, is to make sure that the qualification obtained is of sufficient quality or is not legitimate.

*"For the quality of the qualification, you should rely on the outcomes of the Quality Assurance procedures of the institution and the accreditation/recognition system of the country where the qualification was awarded. There are specific qualifications where this information might be more difficult to obtain, or where you might need to do other checks (such as qualifications gained after flexible learning paths, awarded through transnational education or awarded by joint programmes)."*

If the qualification does not have sufficient quality or is not legitimate, you can stop your evaluation.

This module is divided into 4 parts that together explain how to proceed while following the principles of the Lisbon Recognition Convention:

- [Part I: Accreditation and Quality Assurance](#) (30 min)
- [Part II: Diploma and Accreditation Mills](#) (30 min)
- [Part III: Authenticity](#) (30 min)
- [Part IV: Specific Types of Qualifications](#) (130 min)

## Possibilità di training e networking

# Grazie!!!

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