

# Rapport of workshop 1

## **ASEM Seminar on Credits and Learning Outcomes**

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**Berlin, 15 – 16 April 2010**

**Prof. Dr.-Ing. Axel Hunger**

# First Presentation:

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Taiji Hotta, Ph.D, Hiroshima University, Japan

**The Importance of “Permeability”  
with ECTS/ACTS/UCTS  
and**

**Learning Outcomes for the  
Internationalization of Higher Education  
in Asia and the Pacific**

# Goal

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Extensive study on aspects on

- Credits
- Credit transfer
- Learning outcomes

**=> Permeability**

in Asia

# Workload & academic calendar

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- Comparison of workload  
=> surprisingly not very different
- Also similar to range used in USA  
(15 + 15 + 15)
- Academic calendars also similar  
(exetions)
- Again similar to USA

# Study duration & bridging

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- Most Bachelors in Asia area 4 years (3 in Europe)
  - Can create (3) categories for Asia
- => Asia needs a common “range”!
- => Asian credit ~ 1.6 ECTS credit
- => **Permeability!** 4 y (Asia) ~ 3 y (EU)

# Learning outcomes & summary

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- Learning outcomes important – but in Asia LO can come from top
- UMAP (Australian) described
  - => 20 full members – via scholarships
  - => USCO = online registration
  - => Bridge UMAP and ERASMUS

# Second Presentation:

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Karla van Lint and  
Prof. Dr. Ludo Melis  
Belgium

**Learning outcomes based  
Higher education**

**The Flemish Community experience**

# Goal

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- How to handle learning outcomes
- Report on experiences and
- Consequence:  
to set up a procedure from first idea to final accreditation based on learning outcomes
- From Flemish community in Belgium

# Background in Belgium

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- Bologna process => EQF
- Belgium: three communities
- Flexible learning paths
- Universities and university colleges
- QA: Evaluation of programs => internal QA  
=> external QA => accreditation
- Dublin descriptors integrated in act  
(QF adapted)

# National QF and own way

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- NQF does contain:
  - a) level descriptors
  - b) DSLO: Discipline specific learning outcomes, besides,
    - \* LO of study program and
    - \* LO of study modules
  
- Description of the Project “DSLO”

# SWOT analysis

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- From SWOT analysis:
  - NQF: Dublin descriptors are very general
  - NQF threats: autonomy in danger, bureaucratic can win,
  - DSLO: **institutions stay responsible**

=> **Autonomy** still intact

=> International benchmarking and accreditation are supported

# The DLSO project

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- 7 years for 650 degree courses
- Features: global, generic, compliant with NQF (Flemish), dynamic, sustainable, base for international benchmarking
- DSLO to be:
  - generic
  - leaves freedom for profiling
  - a framework, not a straitjacket

# Open questions

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- Added value: for HE in Flanders
- Danger by standardization?
- LO framework sufficient?
- How to work with multiple clustering?
- How to combine modules and program?
- Sum of modules more than degree course?

# Discussion – Q&A

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- How to deal with interdisciplinary programs?  
=> can be covered by clustering – or keep out of all clusters = “extra”
- What about international curricula?  
=> “international” is description, not limiting the implementation

# Discussion – Q&A

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- How to measure learning outcome?  
=> partly can be measured, partly not
- UMAP open to all  
=> improvements / changes can happen
- Comment:
  - work on vertical and horizontal level are both necessary and have to become combined

# General Findings - Language

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- How to guarantee understanding?
  - Do stakeholders understand the language of the description?
  - Does dialogue at side visits (audits) work?
- Semantics can be difficult, also
- Intercultural differences
  - => unsolvable!!
  - => Take caution when wording not too abstract, be concrete, e.g. use pictograms

# General Findings - Regions

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- Asia and Europe are regions different by
  - History – development of HE
  - Economy => access to HE
  - society – top-down versus bottom-up
- Consequence: Before entering mobility/credits
  - Do assessment of influence of above facts
  - Find out different roles of graduates in their **home** region
  - Define the add-on gained from the other region