

CONTEXT OF THE PROJECT

Today, across Europe, work is in progress to align curricula with the **Bologna Agreement**. The aim of this realignment is to improve readability and comparability of degrees, **enhance and encourage the mobility of students and academic staff**, to facilitate the **recognition of qualifications across Europe**, and to **attract students from outside Europe**.

Some European Universities have already introduced new qualification programmes that conform to the Bologna-process. Others are either in the process of assessing the implications or are designing conforming programmes.

In parallel, European Commission programmes are encouraging HEIs to collaborate in the development of common or shared curricula and notably, at Masters level, to improve the emergence of international degrees and to strive for excellence under the framework of the ERASMUS MUNDUS programme.

In this context, EIE-Surveyor focuses on the fields of "Electrical and Information Engineering" (EIE) and its applications with a specific focus on the realignment issues.

The background to the project comprises in part, the results of the THEIERE project (www.eaeeie.org/theiere) during which an **observatory on the implementation of the Bologna process** in Europe, in Electrical and Information Engineering was established. The THEIERE project also considered the development and **proposition of pedagogical resources** in Electrical and Information Engineering with the aim of harmonising the curricula for Online Distance Learning (ODL) and life long learning processes.

Finally, this project has been proposed under the aegis of EAEEIE. The EAEEIE (<http://www.eaeeie.org>) is a European non profit organization, with members from nearly seventy European Universities, teaching in the field of Electrical and Information Engineering (EIE).

OBJECTIVES OF EIE-SURVEYOR

- Reflection on generic competences and subject-specific competences in Electrical and Information Engineering (EIE), cooperation with the TUNING project,
- Reflection and proposition of a methodology for accreditation, in order to enhance comparability and common certification procedures,
- Implementation of quality assessment methodologies on some educational resources available in EIE,
- Proposition of a census of the existing curricula in EIE in Europe, the multinational degrees, and the situation of the implementation of the Bologna-process in EIE, at the bachelor, master and PhD levels.

TARGET GROUPS

- Professional engineering associations, Life Long Learning institutions,
- Students, teachers (and responsible for mobility) and learners,
- Accreditation boards.

MAIN ACTIVITIES

- Application of the TUNING methodology to EIE, to identify competences,
- Analysis of existing accreditation procedures, proposition of a methodology,
- Quality assessment of some resources in EIE available through internet,
- Observatory on the degrees available in EIE in Europe, and state of the implementation of the Bologna-process.

OUTPUTS OF EIE-SURVEYOR

- Guidelines for contents as generic competences and subject-specific competences in EIE, implementing the TUNING methodology
- Census of existing accreditation procedures and accreditation methodologies,
- Quality assessment approach for selected pedagogical resources available in EIE.
- Monograph on the degrees and international degrees available across Europe, at the Bachelor, Master and Doctoral levels.

Some results are based on thousands of feedback questionnaires from HE institutions across Europe.

All these outputs will be **available freely** on the EIE-Surveyor website, (Please go to <http://www.eie-surveyor.org/outcomes.htm>) in 2008.

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EIE - SURVEYOR



reference point for

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For any information and documentation :

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