



A network of 95 partners from 29 European countries including universities and research centres, professional and students associations and partners from the food industry. The main objectives of the ISEKI_Food 3 project are to foster the realisation of the European Higher Education Area in the field of Food Studies and to contribute to the network's sustainability.

www.iseki-food.eu



A network of 53 partners from 29 non-EU countries established to extend the developments achieved through the ISEKI_Food 3 project to other countries, and to develop new activities to promote good communication and understanding between European countries and the rest of the world.

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The ISEKI-Food Association (IFA) is an independent European non-profit organisation, founded in 2005 under Austrian law. IFA was established to ensure the sustainability of the ISEKI_Food network.

www.iseki-food.net

FOSTERING LIFELONG LEARNING IN HIGHER EDUCATION

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ISEKI_Food 3 – Innovative Developments and Sustainability of ISEKI_Food
142822-LLP-1-2008-PT-ERASMUS-ENW

ISEKI_Mundus 2 – Internationalization and sustainability of ISEKI_Food Network
145585-PT-2008-ERAMUNDUS-EM4EATN

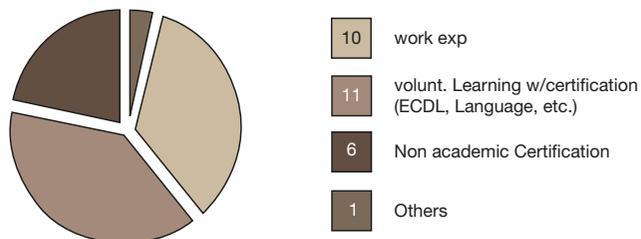


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RECOGNITION OF PRIOR LEARNING

Prior Experience recognised



Making lifelong learning a reality for a high number of the European population is a main task of the European Higher Education Area. Captivating current workers to improve and increase their competencies is possible if training and education offerings match the needs of the job market.

To accomplish this objective, mechanisms to recognize prior learning must be implemented in higher education institutions in order to attract students to complete their learning according to their already developed competencies, and without the requirement to attend complete programmes in contrast to regular students with no professional experience.

PHD COMPETENCIES



In European Higher Education, learning outcomes and competencies have been used both with different meanings and sometimes with the same meaning. But, in the higher education context, both terms have been used to refer to knowledge, understanding and abilities a student demonstrates at the end of a learning experience. Their use is a consequence of the paradigm shift of the Bologna Process to a learner-centered education environment. The definition of standards of competencies (or learning outcomes) for the PhD degree is thus a need for the quality assurance of this degree.

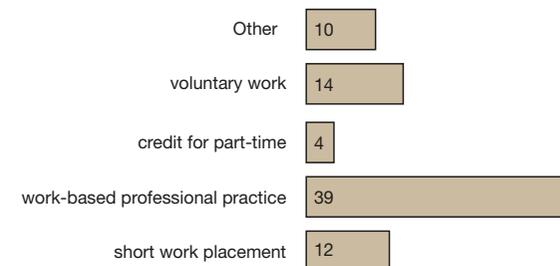
The ISEKI network is identifying subject-specific and generic competencies for the PhD in Food Science and Technology and its alignment with the European Qualification Frameworks level descriptors for quality assurance purposes.

To learn more about **Lifelong Learning in Food Studies** visit the homepage of the ISEKI-Food Association at:

www.iseki-food.net

EMPLOYABILITY IN CURRICULA

Work – Based learning



Employability is a vital concern of the Bologna Process. Ministerial communiqués include many references to employability since this is a subject important to both the education and employment ministries. Employability approaches to curricula design have mainly two dimensions: knowledge of the employment market needs and the application of pedagogical approaches to develop personal competences that are particularly valued by employers.

Through short questionnaires sent to 76 higher education institutions, information has been collected on the diverse methodologies used to address recognition of prior learning, PhD competencies and employability in curricula design within Europe. Reports identifying best practices are available on the IFA website.