

European Universities' Charter on Lifelong Learning and Master Degrees in Europe

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Structure of the presentation

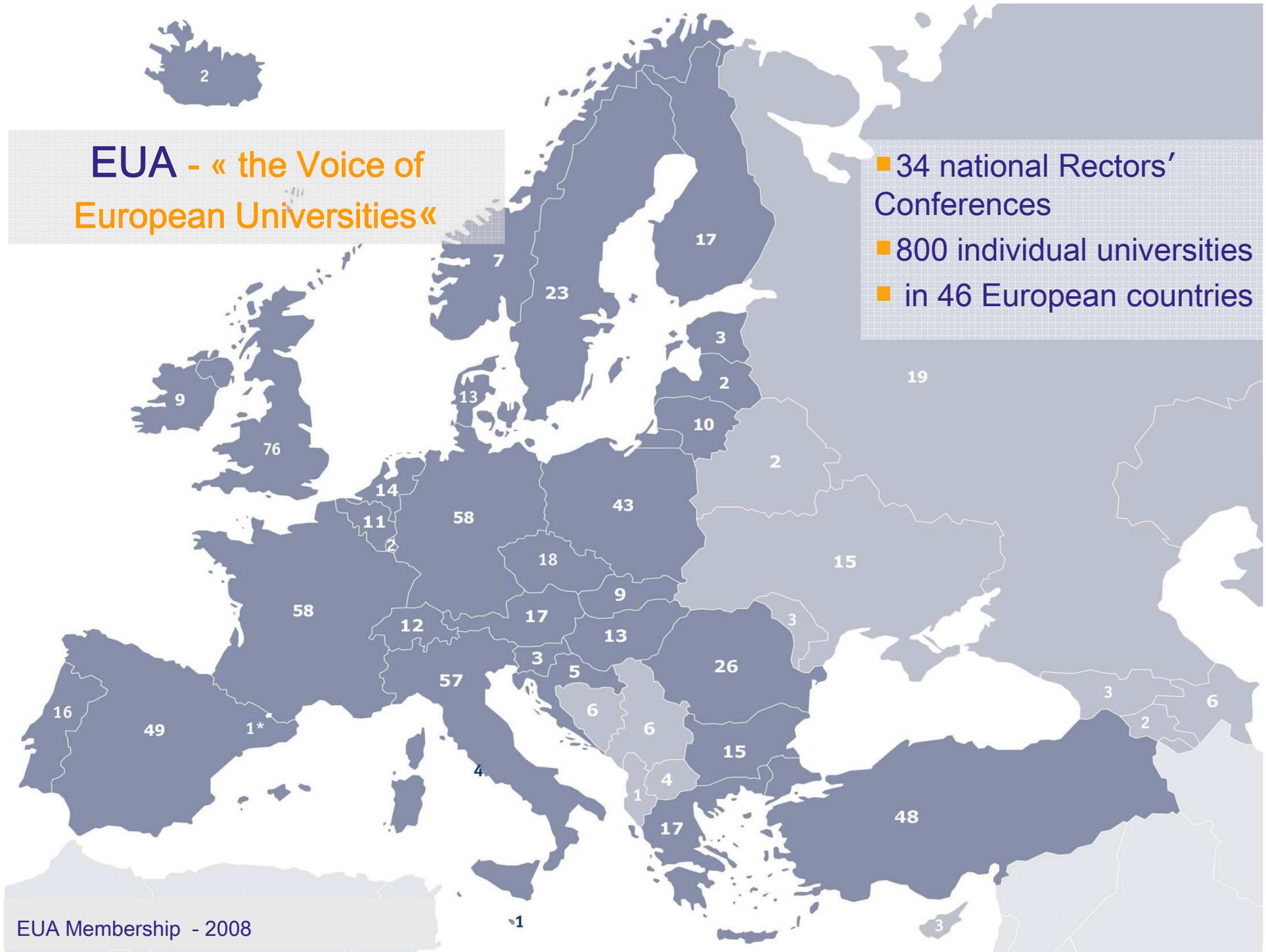
- I. EUA
- II. European Universities' Charter on Lifelong Learning
- III. EUA Survey of Master Degrees in Europe
- IV. Challenges for the Swedish master

I. Introduction to EUA

- Membership organisation of nearly 800 members: universities and national rector conferences in 46 countries
- Mission: To ensure that universities have the means to fulfill their three-fold public mission (research, teaching and service to society)
- Activities: Policy development, projects, research and publication
- Active in EU and in a wider Europe: Unique overview of different processes that take place at different levels

EUA - « the Voice of European Universities »

- 34 national Rectors' Conferences
- 800 individual universities
- in 46 European countries



EUA Membership - 2008

II. Towards a European knowledge society

- European universities with their 3 core missions:
 - ✓ Teaching & Learning
 - ✓ Research & Innovation
 - ✓ Knowledge Transfer & Service to Society
- After a decade of major reforms on Bologna and Governance the time has come (back) to focus more specifically on lifelong learning, building on existing achievements

LLL and the European knowledge society

- Lifelong learning as a response to economic & social challenges generated by:
 - ✓ The demographic transformation of Europe
 - ✓ The increasing speed of globalisation & the pace of technological change
- Widening access and expanding participation – underpinned by strong economic arguments
- Taking account of developments in other regions – Europe needs to be competitive in this area as well
- Systems & HEIs need to cater for a greater diversity of learners

What is Lifelong Learning (LLL)?

- An often confusing amalgam of concepts requiring clarification:
 - ✓ retraining & skills updating for those with prior training
 - ✓ Reaching out to those who have missed out on initial (higher) education
 - ✓ cultural enrichment for ageing populations
 - ✓ continuing education for specific needs: personal fulfilment, tailor-made course for retraining, reaching out to primary students, etc.
- Balancing economic productivity & self fulfilment
->universities must reconsider their role & their approach, taking account of their specific missions & profiles

LLL in the context of ongoing reform processes

- *A national but also a European challenge:*
 - increased mobility of students, researchers & migration of workers seeking employment
- *The Bologna Process:*
 - new academic structures, flexible learning paths, new tools enabling the recognition of prior learning
 - LLL already a priority but requires further attention
- *The Lisbon Process & the 'modernisation' agenda:*
 - focus on LLL
 - university autonomy & adequate governance structures

But there is much to be done...

- LLL means changing mindsets – creating a culture
- Communicating to society & individuals the overall goals of ongoing European reform processes
- What does a 'Lifelong Learning University' look like?
 - Knowing its audience
 - Cooperating with stakeholders
 - Providing incentives for reaching new audiences
 - Creating communities of learners
 - Supporting diversity of practices
 - Enhancing quality and competitiveness
 - Supporting interaction between education, research and innovation



European Universities' Charter on Lifelong Learning

European Universities commit to...

1. Embedding concepts of widening access & LLL in their strategies
2. Providing education & learning to a diversified student population
3. Adapting study programmes to enhance widening participation
4. Providing appropriate guidance & counselling service
5. Recognising prior learning
6. Embracing LLL in quality culture
7. Strengthening the research/teaching links in a perspective of LLL
8. Consolidating Bologna reforms designed to promote flexible learning environments
9. Developing partnerships at all levels to provide relevant programmes
10. Acting as role models of LLL institutions

European Universities' Charter on Lifelong Learning

Universities call on governments to commit to:

1. Recognising the university contribution to LLL as a major benefit to individuals & society
2. Promoting social equity & an inclusive learning society
3. Including LLL objectives in their national QA systems
4. Supporting the development of appropriate guidance/counselling
5. Recognising prior learning
6. Removing legal obstacles that prevent potential learners from responding to LLL opportunities
7. Ensuring the necessary autonomy & incentives
8. Encouraging partnerships, especially at regional level
9. Informing and encouraging citizens to take advantage of LLL opportunities offered by universities
10. Similarly acting as role models in relation to their own employees.

Partnerships

- Charter implicitly mentions stronger university-society/employer ties – strengthening partnerships
- Universities can become more responsive to societal needs
- Need for collecting good practices & strengthening institutional strategies
- Charter needs to feed into existing policy processes

III. Master Degrees in Europe

A core degree in lifelong learning

Aims of the EUA Master project

- Has Bologna produced a recognisable template for the Master qualification?
- Is structural convergence compatible with continuing diversity of provision?
- How significant is the Master in terms of labour market access?

Methodology

- Open-access on-line questionnaires targeting academics, HE administrators, employers and students
- Institutional site visits in AT, BE, DE, ES, IE, PL, SE
- Desk-based research
- Team discussion

What is the Bologna Master?

- Normally carrying ECTS 90-120, of which at least 60 should be at Master level
- Typical duration of one to two full-time equivalent years
- Disciplinary content consistent with generic level descriptors
- Curriculum design and pedagogy defined by learning outcomes
- A recognised point of [re]-entry into the European labour market

Diversity of provision

- Taught Master courses with a strong professional development application, available in full-time, part-time, distance and mixed modes
- Research-intensive Master programmes, integrated into innovation and knowledge transfer activities and functioning as pre-doctoral studies for the career researcher
- Master-level courses of varying duration delivered mainly to returning learners on in-service, executive release or self-referral bases

Issues of readability

- ISCED level 5 does not disaggregate Bachelor and Master
- Categories of Master (consecutive, conversion, European, international, lifelong, professional, top, etc) are not always clear
- Bologna second cycle contains degrees designated as Bachelor and post-Master
- Bologna and Directive 2005-36-EC on recognition of professional qualifications are not in alignment

Issues of access and navigability [1]

- There is not yet common practice regarding selection for access to Master
- Possibility of cross-border transition from Bachelor to Master is not universal
- Recognition of prior learning is not universally practised
- Access to Master by female students is not demonstrably equal

Issues of access and navigability [2]

- Mainstream and lifelong modes of provision often lack integration
- Diploma Supplement still has to gain widespread acceptance
- Transition to student-centred learning and to curricula based on learning outcomes is not yet completed
- Debate on funding and student finance at Master level is only just beginning

Thank you!

- More information on current EUA publications on www.eua.be/publications
- Questions & feedback: michael.horig@eua.be