

# ***Lifelong Learning & the European Qualifications Framework***

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# Lifelong Learning: an early challenge

“we are living through a transformation that will rearrange the politics & economics of the coming century....Each nation’s primary asset will be its citizens’ skills & insights. Each nation’s political task will be to cope with the centrifugal forces of the global economy which tear up the ties binding citizens together - bestowing even greater wealth on the most skilled & insightful, while consigning the less skilled to a declining standard of living”

*Robert Reich[1991] The Work of Nations*

# a more recent challenge

“to be competitive in a future world where Asia again is resuming the importance it had many centuries ago, requires the UK to strive for innovation; for our graduates and post-graduates to be enterprising and even entrepreneurial; for UK universities to be excellent at their chosen mission and to put quality above everything else.”

# And so???

*There is an implication and an imperative that learning [and re-learning] matters for the wider community ...if we are to promote and secure wealth and well-being for the many...*

Access



access



widening participation



lifelong learning



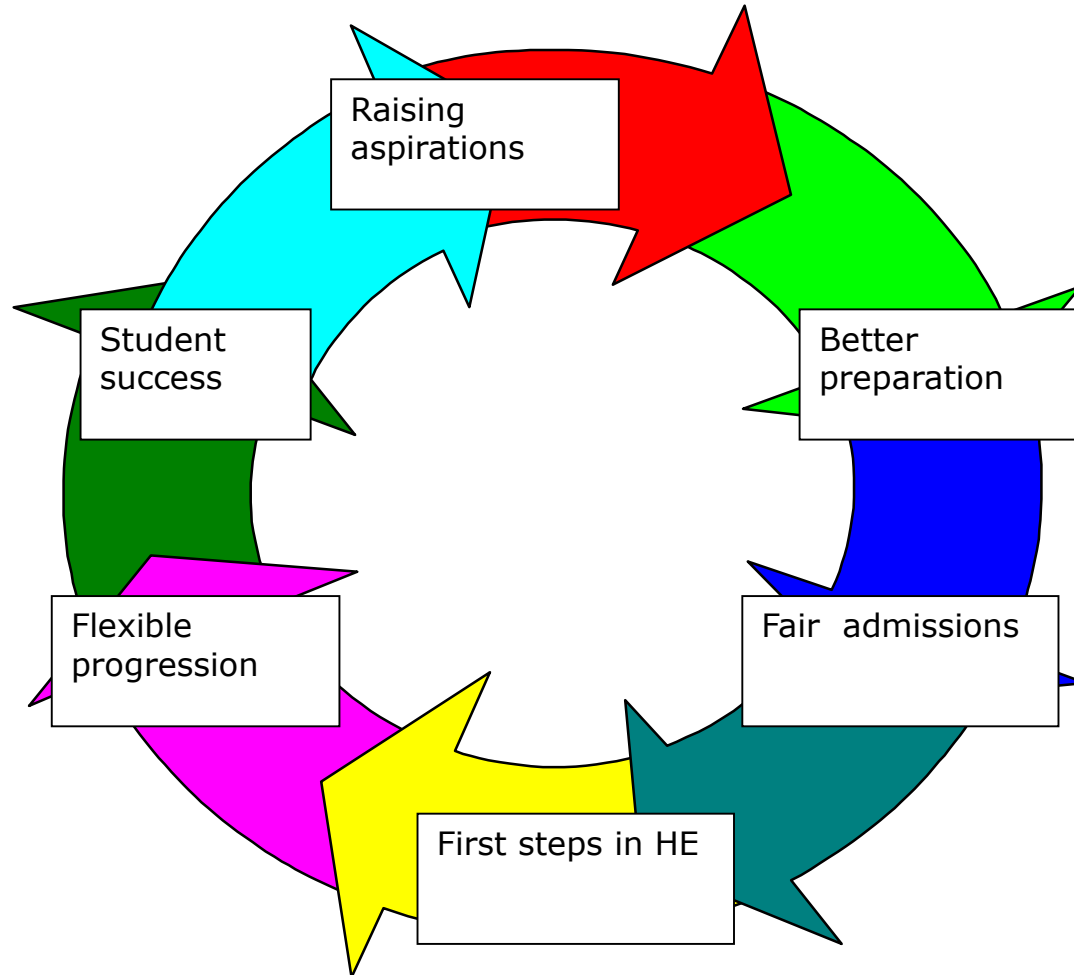
social inclusion

A shifting  
nomenclature  
across the '60s  
to the 21C

# What does this mean for European HEIs?

- ▶ re-think idea of the University
- ▶ re-think idea of links to the world of work
- ▶ re-think learning
- ▶ re-think the [diverse] learner community

# Student Life Cycle: *Take One*



# Lifelong Learning: *changing contexts*

- ▶ influence of science & technology
- ▶ global demographics
- ▶ new global power structures
- ▶ influence of TV/ other media
- ▶ changes in the nature of work
- ▶ focus on the individual
- ▶ environmental imperatives

**decline of manufacturing ⇒ service economy  
⇒ knowledge-based industries**



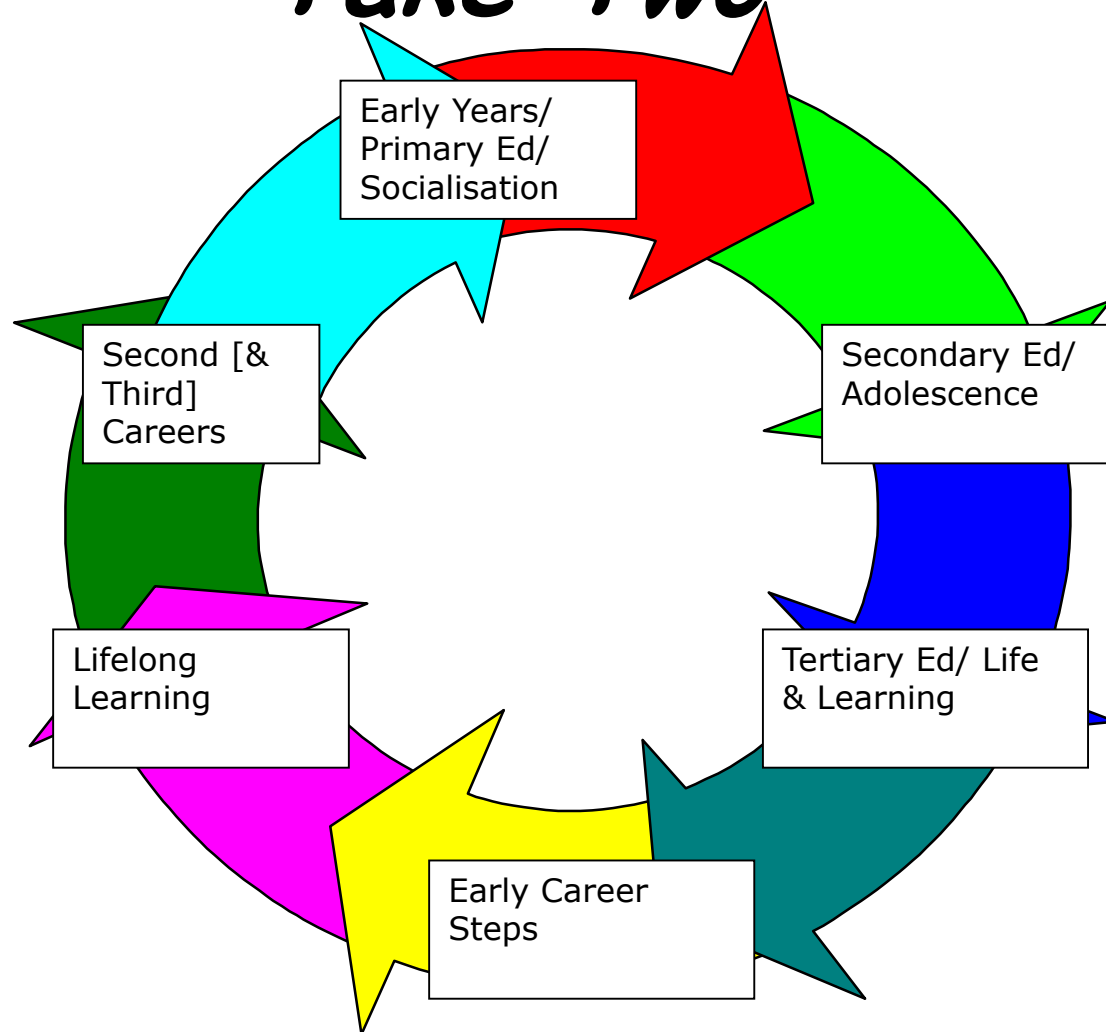
# Lisbon Agenda 2000

- ▶ agreed by European Council in 2000 and adopted by Commission
- ▶ aims to “make Europe the world’s leading knowledge-based economy by 2010...”

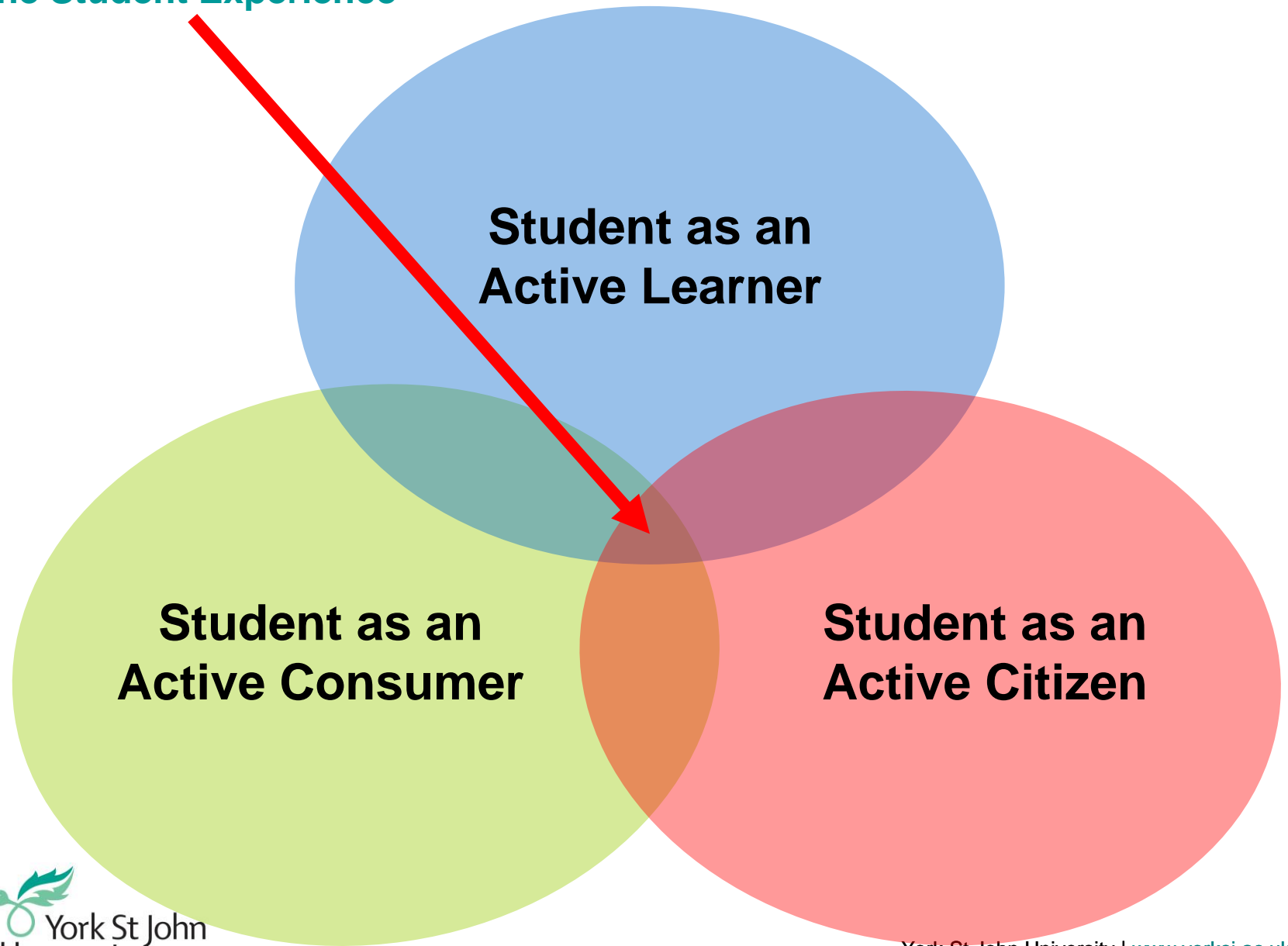
# Illustration of the UK challenge

- ▶ 70% of the 2020 working-age population has already left school
- ▶ The number of school leavers will reduce steadily
- ▶ By 2020 40% of the adult population should have skills at Level 4 or above (currently 29%) – Leitch Report

# Student Life Cycle: *Take Two*



# The Student Experience



# The Future Graduate

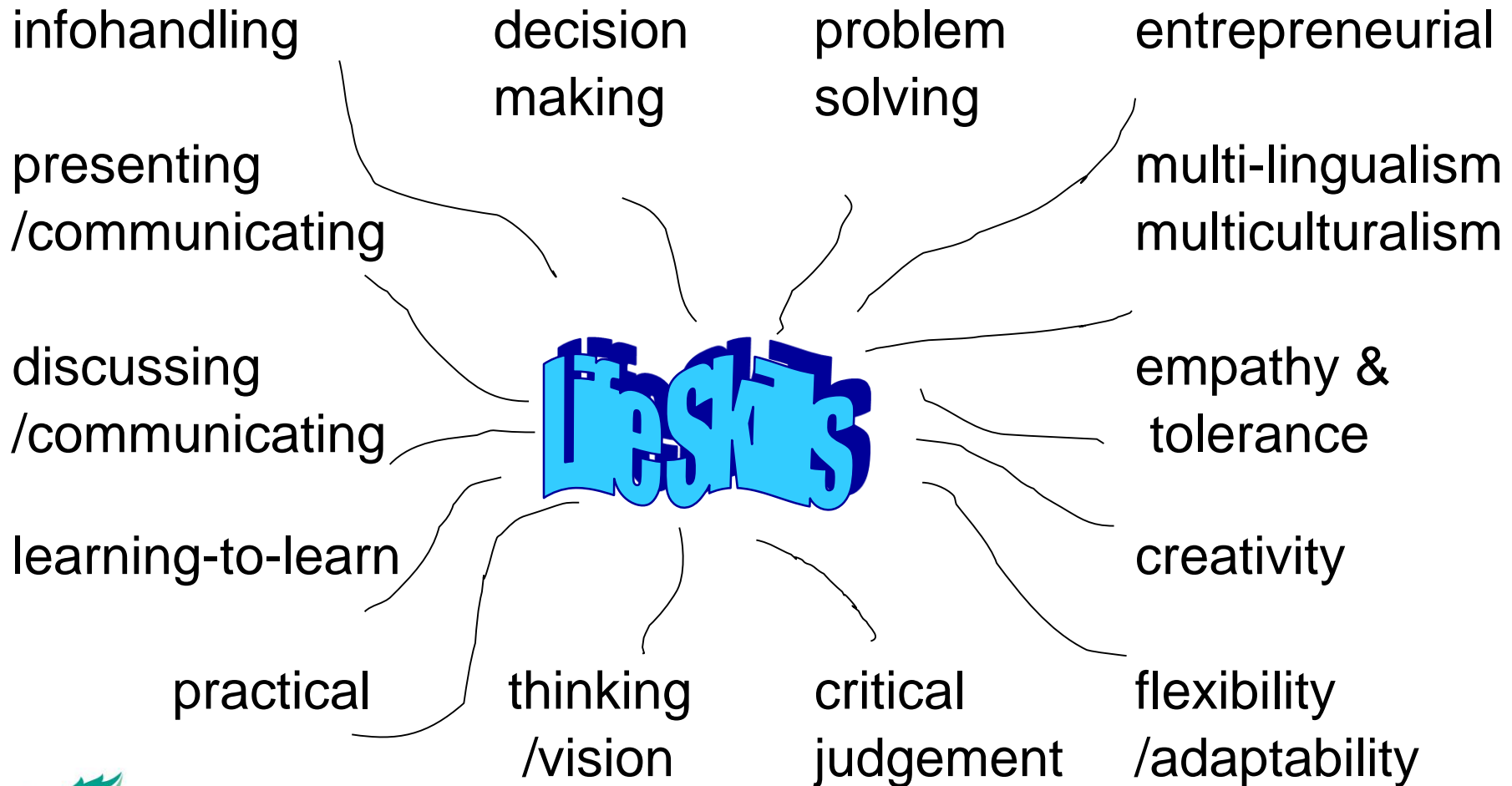
“When the goals of education are to produce ‘intentional learners who can adapt to new environments, integrate knowledge from different sources and continue learning throughout their lives’ ..., we must give priority to identity development and to changing the ways in which students conceive their roles, abilities and contributions in the larger society...Such an approach to teaching and learning must include the full scope of a student’s life.”

**NASPA, Learning Reconsidered 2004**

# Lifelong Learning: definitions & boundaries

“the *development* of *people* through a *continuously supportive process* which *stimulates & empowers* individuals and groups to acquire all the *knowledge, values, skills & understanding* they will need *throughout life*, & *apply* them with *confidence, creativity & enjoyment* in **all** *roles, circumstances & places...*”

# Life Skills: for the World of Lifelong Learning



# Lifelong Learning at YSJ:

*Core UG/PG curricula responsive to changing agenda...47% mature....plus...*

*CE/CVE initiatives [with partners] include*

- ▶ *Links to Learning* programme offer
- ▶ CPD for the professions
- ▶ Higher York progression agreements
- ▶ *Headstart* intro scheme
- ▶ *Acorns* programme for entrepreneurs
- ▶ MFL: includes Chinese, Arabic, Japanese Greek, Russian, BSL...links to community
- ▶ City of Faiths initiative
- ▶ Graduate internship scheme



# European Qualifications Frameworks

FHEQ EWNI	Burgess Outcomes	FQ-EHEA Bologna	EQF-LLL Copenhagen
Doctoral	8	3 <sup>rd</sup> cycle	8
Masters	7	2 <sup>nd</sup> cycle	7
Honours	6	1 <sup>st</sup> cycle	6
Intermediate	5	[short cycle	5
Certificate	4	within 1 <sup>st</sup> cycle]	4

# EQF for LLL

- ▶ aims to **support** LLL and inter-sectoral and geographic mobility in Europe
- ▶ **adopted** by the European Commission for LLL
- ▶ voluntary instrument to **promote** LLL
- ▶ **encompasses:**
  - general and adult education
  - vocational education and training (VET)
  - higher education (HE)
- ▶ UK response welcoming, but...

# Some EQF-LLL issues

- ▶ **Status of EQF-LLL:**

will Commission use powers to implement proposal via legislation?

essential EQF remains voluntary as originally conceived

- ▶ **Relationship with Bologna:**

confusion about goals/ purposes of different frameworks  
need Commission to endorse EQF as meta-framework and ref point for pre-existing national/sectoral systems

- ▶ **Relationship with National Quality Framework**

# The Big EFQ-LLL issue for UK

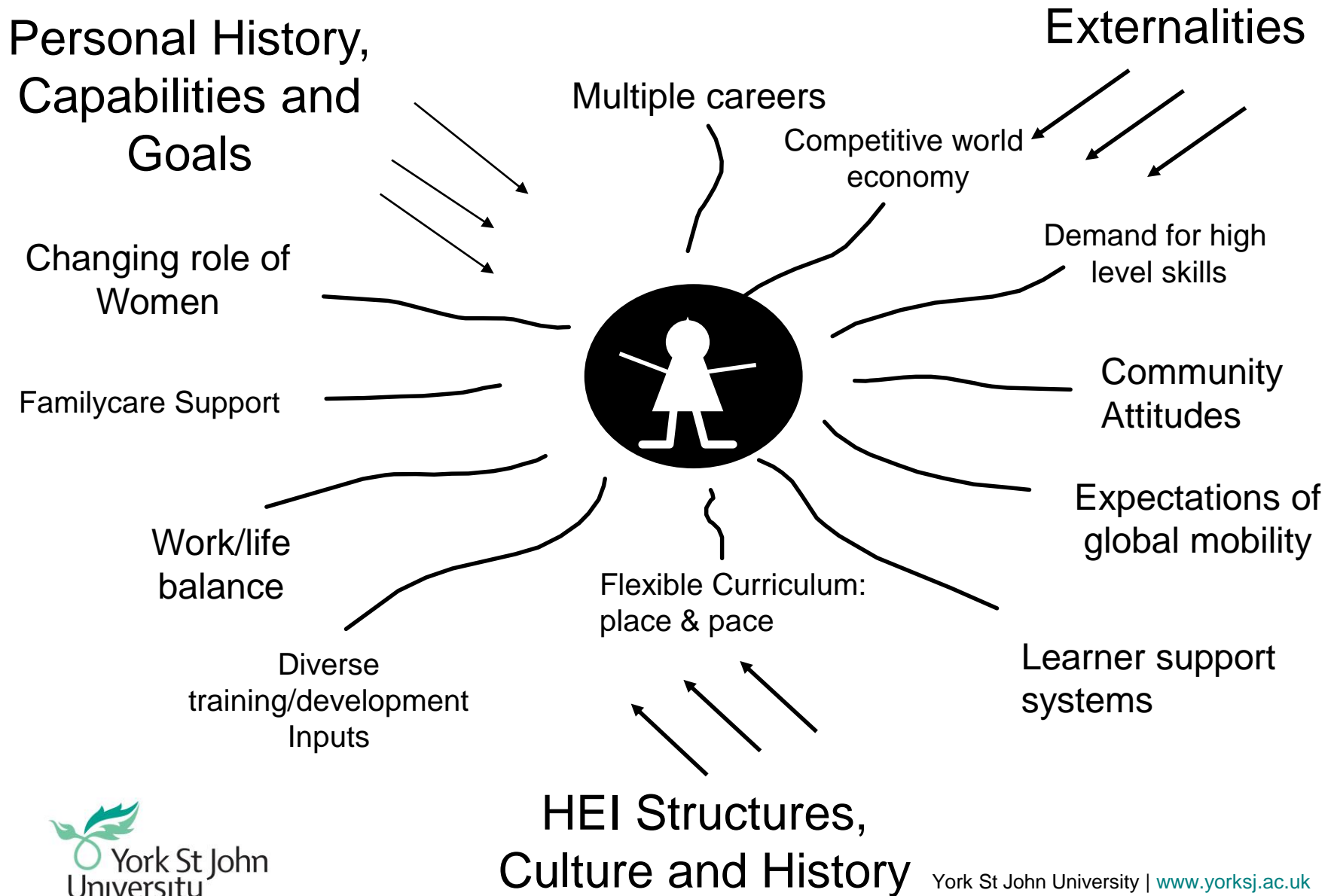
## ECTS

- ▶ we like EQF-LLL reference levels describing what a learner knows, understands & can do
- ▶ we are happy with generic descriptors for knowledge, skills & competences
- ▶ we do not like a Commission-advocated credit system that sidelines learning outcomes by prescribing workloads cf Users' Guide for ECTS
- ▶ we worry that the proposed ECVET does not include links to ECTS

# Lifelong Learning: agencies & mechanisms

- ▶ European Commission
- ▶ Bologna Process & EHEA
- ▶ ECTS
- ▶ ENQA
- ▶ Socrates Erasmus & related programmes
- ▶ ESIB...EUA...EURASHE

# The lifelong learner....



# Reference

National Association of Student Personnel Administrators (NASPA) (2004), *Learning Reconsidered: A Campus-wide focus on the student experience*, United States, January 2004