

# Malta Conference 8 & 9 May 2008

## Reports of Round Table Sessions on Thursday 8 May 2008

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Secretary General Eurashe

# Session 1

## **BA Qualifications required by the labour market**

### *Contributors:*

Prof Pavel Drasar (Czech Chemical Society)

Dr Bryan Maguire (Higher Education and Training Awards Council, Ireland)

Prof Alfred Vella (University of Malta, Malta)

Mr Michael Cholewa-Madsen (DAN-Eurashe, Denmark)

# The Issues

- recognition of first cycle education by international co-operation and standards
- employability as part of the strategic planning of HEIs
- who knows which competences are needed in 5 years time?
- get information about requirements on local, national and international levels

# The Issues

- There are different demands for BA qualifications:
  - Global vs local
  - General vs specific
  - Elite vs normal
- Employability as part of accreditation and self evaluation

# The Issues

- Interaction between HEI and industry – lecturers as facilitators between students and industry
- Warning: what type of job do the students want the next 50 years?

# Session 2

## Stakeholders' View on Accreditation, QA and Qualifications

### *Contributors:*

Ms Monique Fouilhoux (Education International, Belgium)

Dr Justin Fenech (European Students Union, Malta)

Mr Henning Detleff (Confederation of German Employers' Associations, Germany)

Mr Michal Karpisek (CASPHE, Czech Republic)

# POSITIVE ASPECTS

- We are moving in the right direction, but we have to pay attention to details and implementation
- Impulse for a change of the culture and approach in HE: student - centered, QA culture development, relevance to labour market, transparency
- Stakeholders' involvement, mutual communication

# ISSUES FOR CONSIDERATION

- Promotion of adequate stakeholders' involvement not only at the European level, but also in the national discussions
- Progress at European level is complicated by a different level and/or pace of development in individual countries



# ISSUES FOR CONSIDERATION

- Bridging Copenhagen and Bologna processes – role of short cycle higher education, life-long learning, APL
- More information and training needed in order to achieve the goals (e.g. ECTS, learning outcomes, APL...)

# EURASHE'S POTENTIAL & ROLE

- Advocacy of short cycle HE, LLL – policy papers
- Bridging Copenhagen and Bologna processes

# EURASHE'S POTENTIAL & ROLE

- Promotion of information flow and exchange of experience, benchmarking, identification of good practice
- Invitation of other groups of stakeholders to mutual discussion, e.g. involve more students in the discussions

# Session 3

## Employability of Bachelors: the BaLaMa research project

### *Contributors:*

Prof Dermot Douglas (Institutes of Technology, Ireland)

Ms Brigita Baltaca (BA School of Business and Finance, Latvia)

Mr Ronald Guillen (ADIUT, France)

# EMPLOYABILITY OF BACHELORS

- The Bachelor profile: an open issue between professional and academic worlds.
- Professional HE has to bridge this gap, using our experience and know-how.
- Therefore to include the world of labour in the design of programs and activities.
- A pool of experiences to be implemented.

- The key word is “Flexibility”
  - in the design of programs
  - in adapting them to different target groups
- Regional particularities must be taken into consideration
- Important to concretely define the terms/wordings about employability: agree on one and the same meaning for the different terms
- Upgrade employers’ needs developing the relation with LLL

# Session 4

## Lifelong Learning: a European charter for Lifelong learning

### *Contributors:*

Mr Michael Hörig (European University Association, Belgium)

Ms Sylvie Bonichon (La Providence Institution Blois / RENASUP, France)

Ms Jytte Mansfeld (Niels Brock Copenhagen, Denmark)

Mr Hans Daale (DASHE, The Netherlands)

- We first need to have a good definition of LLL  
An attempt: developing your competences during your entire life.

The EQF for LLL (covering 8 levels) is now a reality

The (EUA) LLL charter only to cover levels 6-7-8?



- We need a Charter that covers all levels of (HE) learning:

Professional HE is able to cover the levels 5-6-7 (the latter two together with EUA).

VET organisations (CEDEFOP) to produce a document for levels 1-4.

The end result could be a Charter encompassing the whole range of LLL.

- Input of world of labour is a requirement: both employers' needs and expectations of their employees
- A need for Principles and Guidelines for 'accreditation of Prior Learning on a European level (flexible learning paths)
- Learning outcomes of study progr. in a non-formal setting, combined with an ECTS certified diploma

- Level of NQF to respect L.O on that level (even after a period of work)
- LLL is a combination of formal, non-formal and informal education paths
- A learner-centred approach that makes the combination of work and study attractive will increase the attractiveness of learning ('a learning society')