



# Life-long Learning and Recognition of Prior Learning in Higher Professional Education Institutions

EURASHE view  
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# EURASHE & LLL

- Who are we
- What have we done
- What do we think of
- What do we plan to do

## About EURASHE

- Founded in 1990 to represent professionally oriented sector of higher education in Europe
- Members of EURASHE are:
  - national associations of Higher education institutions
  - individual Higher education institutions
  - professional associations & networks
  - stakeholder organisations
- More than 1000 members in over 30 countries in the EHEA and associate members in partner countries

# EURASHE agenda

- Representing the European PHE sector
  - . in general & in particular within the Bologna process as a consultative member
  - . Including attention to LLL & Short cycle higher education
- Policy documents
- Promotion of sharing & exchange of information among the members and with other partners
  - . Annual conferences
  - . Seminars, workshops
  - . Working groups including LLL
  - . Projects

## Recent activities on LLL

- Comparative study on Short cycle higher education in Europe
- Bologna seminar on Learning outcomes, Porto, June 2008 (co-organiser)
- Seminar on Life-long Learning in Higher Education Institutions, Prague, October 2008
- Publication on Life-long Learning . levels 5 and 6 EQF, cases from 10 European countries
- Policy paper development & discussions

## Findings on LLL

- NQF implemented in a different pace
- Clarity at level 6 (bachelor degree) with different approach to diversity
- Confusions at level 5 (SCHE)
  - . different role & position
  - . somewhere not existing
  - . recognition at higher levels
  - . different target groups
  - . diversity of providers

## Findings on LLL (2)

- Different progress . Recognition of prior learning only in some countries
  - . linked to NQF development and Learning outcomes acceptance
  - . information, trust in principles and procedures
- Employability
  - . interaction with labour market & employers is an integral part of HEIs approach
  - . focus on graduates employability
  - . yet it could be more systemic

# LLL policy: Values & Principles

- Student-centred approach, addressing & satisfying new groups of students
- Removal of structural barriers between the cycles, obstacles to fairer access to HE including intermediate qualifications
- Qualifications that are better suited for the labour market and make further study possible
- Qualifications frameworks as instruments to improve transparency, recognition of qualifications, as well as prior learning, including non-formal and informal learning
- Linking & bridging Bologna process with VET sector developments

## LLL priorities for Policy

- Labour Market & Regional Development
- Entry to Higher Education & Progression
- Recognition of Prior Learning
- Curriculum Design & Flexibility
- Methods of Delivery & Support Services
- System & Institutional Provisions

## Labour Market & Regional Development

- Education system structure corresponding with the labour market expectations
- Involvement of employers in a design of courses
- Systematic links with labour market & society
- Motivation of stakeholders for LLL & platform
- Regional focus on excellence of LLL

## Entry to HE & Progression

- Breaking barriers between different types of HE
- Strategies for transfer opportunities between levels 5 & 6 (EQF)
- Links & recognition of VET for progression
- Adequate funding for part-time and other flexible ways of learning

# Recognition of Prior Learning

- Development of Recognition of Prior Learning as a tool for Life-long learning
- Approved systems for Recognition of Prior Learning & Work-based Learning
- Widening use of Recognition of Prior Learning to all levels of education

## Curriculum Design, Methods of Delivery & Support

- Learning outcomes
- Involvement of labour market view
- More flexibility at institutional level
- Flexible learning paths & Flexible graduation

## Methods of Delivery & Support

- Appropriate methods of delivery
- Staff skills & competencies adequate for LLL requirements
- Mixed pool of staff experience (academic & professional)
- Student coaching, counselling & other specific LLL students requirements

# System & Institutional Provisions

- Transparent system, roles & information
- Adequate quality measures & accreditation
- Funding recognising the division of motives & costs/benefits
- Promotion of LLL strategy/policy at institutional level

## Planned activities

- Policy formulation (February 2009)
- Projects on LLL & Employability
- Sharing experience

## Planned activities (2)

- Annual conference
  - . May 21-22, 2009, Prague, Czech Republic
  - . HE & regional development, business/industry
  - . Challenges from the Leuven meeting
- Post-Bologna :
  - . Stocktaking in professional HE on: LLL, employability and attractiveness of PHE
  - . Conference in Budapest & Vienna, March 2010 (coordinated with ministersq EUA & ESU venues)



# Thank you!

[www.eurashe.eu](http://www.eurashe.eu)