

Group 5A

First discussion:

- **overriding principles of the two-cycle structure**
- **overriding structural principles of the first cycle**

Afternoon discussion

- **enfocusing the master phase**



Basics: terminology and links

Employability:

ability to do something which is valid for the society to the degree that the society is willing to pay for

- Employability should not be mixed up with a profession-orientation in a narrow sense (as readiness for particular profession)
- It should be seen in systemic context with LLL and training on-the-job schemes
- Aim is *sustainable employability* not just responding to short-term labour market concerns

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- **The link between employability and academic quality should be realised**
 - a) by fostering analytic thinking, competent reasoning, the ability to structure information and arguments, and the ability to interact in a social context.
 - b) by preparation for pursuit of a particular profession, closely involving of professional associations and employers in curricular development
- **Learning to learn should be addressed in particular**



Employability in an academic context and the “stepping-stone philosophy”

- there are options in the balance between academic content and the skills orientation according to the mission of the institution/ programme;
- all bachelors' programmes should also have an option to enter the labour market;
- though, it is recognized that in some areas there are needs to be a master phase to prepare readiness for a particular profession;

*So stepping-stone concept is wrong
if meant as serving as a **stepping stone only***



Course design, level descriptors and outcomes

- Curricula must be re-designed in order to give bachelor and master degrees meaning on its own right,
- The description of qualifications should shift from listing input characteristics to description through levels and learning, outcomes and, especially, competencies
- to explore desired learning outcomes, there needs to be a structured debate with relevant stakeholders,
- Dublin descriptors of levels as general orientation are useful,
- but they have to be complemented more specifically with regard to academic fields

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- fact studies of academic cores and competencies (Tuning process) are appreciated, when serving as reference points for curriculum development and quality assurance
- However, these reference points should not be seen as binding normative standardizations (core curricula), but deviations are possible if reasons are proven.
- States or EU should not impose core curricula by means of legal instruments.

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- Transparency should be provided for the national qualifications by described the qualifications in terms of level, workload, profile and learning outcomes thus forming national qualification's' frameworks
- An overarching EHEA framework should be flexible enough to accommodate the national frameworks and it will serve as a translation tool between the national ones
- The EHEA framework should also address the need to develop an European standard as a benchmark against the competing systems.



Implementation strategies

- there is no blueprint for implementation,
- due to different national legal setups, cultures etc. implementation strategies should be introduced in a decentralized manner,
- HEIs, however, must take the responsibility the implementation process

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- in doing so, internal communication and learning processes must be established to enhance staff awareness and ownership,
- it is noted that there may be need for transitory steps to allow adaptation to the new system
- governments should set up incentives for implementation, namely provide specific funding.





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Entrance to master's

- **The length and the content of Bachelor degrees vary, therefore there is a need to have similar flexibility at the Master level**
- **Each bachelor should have access (but Access and admission is not the same)**



Stepping-stone, employability or academic context

- **to establish distinct and meaningful first and second cycle degrees + to be able to define entry requirements to the next cycle, there is a need for level indicators/ descriptors:**
 - across European higher education area (not discipline - specific and not dependent on system diversity);
 - at national level;
 - at discipline level (EHEA wide)
- **Once degrees should be meaningful for both further studies and for employment learning outcomes should be defined prior to curriculum development**
- **The soldiers in this battle are to be the academics – so they have to be involved**

