

AIMS

This project aims to (a) test in a lifelong learning perspective the level 5 and level 6 of the European Qualification Framework on 25-30 professional diplomas provided by Higher education institutions -average of 2 to 3 per institution-; (b) identify potential confusions in the classification of the qualifications at levels 5 and 6 of the EQF framework in different institutions or countries; (c) identify nature and source of the distortions in the classification in levels 5 and 6 (conflict with other frameworks: National qualification framework, sectoral framework, local employment constraints...); and (d) define some guidelines to ensure better presentation of qualifications at levels 5 and 6 and more fluid transition in particular between vocational and general sector.

IMPACT

The project will promote the use of the EQF in Higher Education institutions and improve the contribution of the ULLL community to the formulation of European EQF recommendations for HEIs. In the longer term it will improve the access to and both increase and widen the participation of adults in learning opportunities and European Mobility.

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Universidade do Porto - Portugal

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Unviersite de Liege – Belgium

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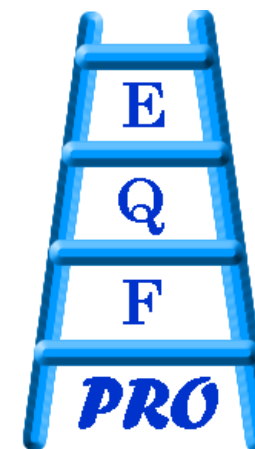
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Articulation between vocational and academic learning in University Education

Leonardo – Transversal programme KA1
LLP 2007/10336/TRA EQF/BE/EACEA



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Lifelong Learning Programme

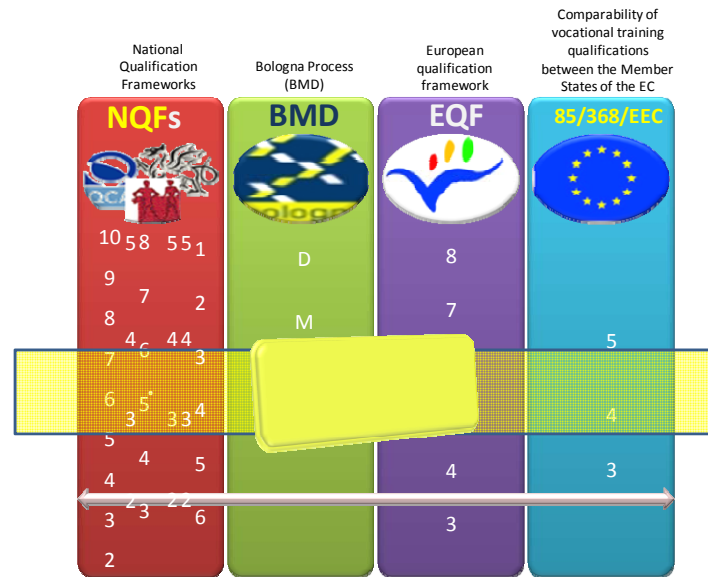
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SUMMARY

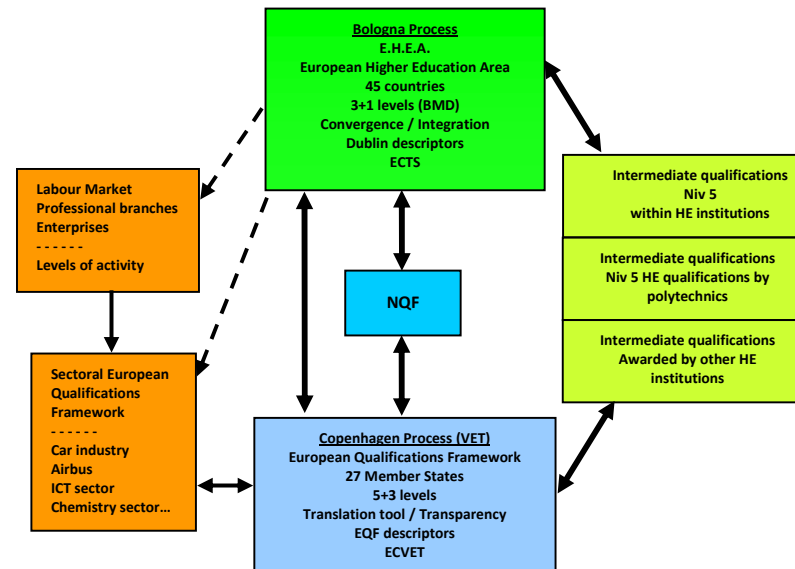
To make lifelong learning a reality, educational institutions and universities in particular, have to ensure individuals, along their life, with access, continuity and progression. In this perspective the European Qualification Framework with its eight reference levels covering the entire span of qualifications can be a powerful tool by introducing a common language between all actors involved and through shifting the focus to learning outcomes which encompasses all forms of formal and informal learning.

However, while the general principles of the EQF are widely shared, the real implementation process of the European as well as the corresponding National Qualifications Frameworks seems apparently much more challenging as it requires a great deal of commitment and willingness of all stakeholders involved.

The first reflections emerging in Universities concerning the articulation between national qualifications through EQF showed that potential confusions can appear in particular between level 5 and 6 qualifications more or less at the same level being classified at level 5 in one country when based on competences and at level 6 in another country when based on academic references.



This figure shows a zone where difficulties could potentially appear in the next years when HEIs will start using EQF as a real translation device. If we want to promote EQF as a European tool, we have to reduce the zones of uncertainty, of confusion in order to avoid rejections from HEIs.



OUTPUTS

The project will produce:

- a comparative analysis of professional qualifications at EQF level 5 and 6 in different higher education institutions in 10 different countries;
- discussion workshops with stakeholders (policy makers, social partners, training institutions and HEIs);
- a conference to consult policy/decision makers and managers at institutional, regional, national and European level on the interim results of the review,
- recommendations for the level 5 and 6 of the EQF;
- dissemination materials including a full report, an executive summary, website, presentations, etc. targeting policy makers, managers, ULLL practitioners at all levels.

FOR FURTHER INFORMATION

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