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Høring om forslag til etablering af en dansk kvalifikationsramme for livslang læring.

Som svar på henvendelse modtaget via Akademikernes Centralorganisation, kommenterer C3 ledelse og økonomi (C3) hermed som følger:

I fortsættelse af allerede eksisterende modulopbyggede uddannelser, som eksempelvis diplom-, HD- og masteruddannelserne er der konstateret et generelt behov for yderligere beskrivelse og anerkendelse af enkeltstående uddannelsesaktiviteter.

Behovet herfor spænder fra korte intensive kursusforløb af eksempelvis 1 uges varighed over 3-6 ugers og op til 3-6 måneders varighed, som typisk søges integreret i et længerevarende uddannelsesforløb i det etablerede uddannelsessystem på Bachelor-, Kandidat- og Masterniveau.

Kursusforløbene forudsættes at være funderet i forskningsbaserede aktiviteter. I kraft af deres stærke faglige fokus vil kursusforløbene ofte være tæt forbundet med de seneste forskningsresultater, og hermed indeholde værdifuld frontlinjeudvikling der senere indgår i de etablerede hoveduddannelsesforløb.

Hermed stilles krav om at kvalifikationsrammen for livslang læring skal kunne rumme og håndtere uddannelsesforløb på både Undervisnings- og Videnskabsministeriets ressortområder, og således tilgodese både videre- og efteruddannelsesforløb.

Både de korte forløb som ønskes beskrevet og anerkendt, samt de længerevarende forløb som udgør målene for adgang og accept heraf, er typisk fordelt over hele det klassiske uddannelsesspektrum. Det kan således være nødvendigt at etablere tværgående kvalifikationsniveauer som skaber en tilpasning fra de korte til de længerevarende forløb.

Uddannelsesforløbenes differentiering vil naturligt være en afspejling af de tilsvarende uddannelsesinstitutioner med tilhørende overgangsmuligheder fra eksempelvis gymnasium over professionshøjskole til handelshøjskole / universitet.

I tillæg til den traditionelle hold- og klasseundervisning udvikler sig også behov for beskrivelse og anerkendelse af videregående uddannelsesforløb i en vekselvirkning mellem virksomheder og uddannelsesinstitutioner, typisk på Business School / handelshøjskoleområdet. I tillæg hertil opstår også behov for at håndtere/integrere virksomheders uddannelsesinitiativer i bestående systemer.

Behovet for autorisations- henholdsvis professionsbeskrivelser og –anerkendelser kan forventes at udgøre et voksende emnefelt, som eksempelvis er kendt fra sundhedssektoren, og som i stigende grad gør sig gældende bl.a. inden for de erhvervsøkonomiske discipliner, jfr. UK Management Standards Centre. Der arbejdes her med en form for "quasi licence to practice". For yderligere informationer henvises til http://www.management-standards.org/content_1.aspx?id=10:2000

C3 anbefaler, at certificering og vedligehold af uddannelse generelt bliver en integreret del af kvalifikationsrammen for livslang læring.

Ministeriets resumé beskæftiger sig eksplicit med offentligt godkendte uddannelsesinitiativer. Det anbefales at kvalifikationsrammen også forholder sig til øvrige private nationale og internationale aktører under særlig hensyntagen til kvalitetssikrings- og akkrediteringskrav i øvrigt.

Til orientering vedhæftes "Report to the EQUAL* Board Meeting, 8th Oct. 2008", hvoraf fremgår oplæg til de indledningsvise initiativer i regi af EQUIS* – European Quality Improvement System, der er under udformning i en parallel tilpasning til den aktuelle tværeuropæiske kvalifikationsramme for livslang læring.

Endvidere henvises til <http://www.eua.be/eua-news/view-item/article/687/> hvoraf fremgår de seneste initiativer på området i regi af European University Association (EUA).

C3 står gerne til rådighed i det videre arbejdsforløb omkring ovenstående.

Med venlig hilsen
Povl Tiedemann
Uddannelseschef
C3 ledelse og økonomi

Bilag Report to the Equal Board Meeting, 8th October 2008.

c.c.: Ministeriet for Videnskab, Teknologi og Udvikling (Videnskabsministeriet)
Folketingets Udvalg for Videnskab og Teknologi.
Folketingets Uddannelsesudvalg.
Akademikernes Centralorganisation.

*: Check www.efmd.org under
"Services for Business Schools"
for yderligere informationer herom.

Report to the EQUAL Board Meeting 8th October 2008 in Trieste

By Povl Tiedemann, Stephen Watson and Jonathan Slack.

The EQUAL meeting in Brussels on 18th June 2008 asked us to work on the issue of guidelines for the certification of lifelong learning.

Interest in the issue

Since the meeting we have discovered that there is considerable interest in the certification of lifelong learning in the EC, the OECD and national governments in Europe. The European Commission's Lifelong Learning Policy on http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm indicates the Commission's interest in creating a framework in which learning that has taken place in one country of the EU can be understood, through a framework of qualifications in others.

An explanation of this work is available on <http://www.slideshare.net/youthagora.unica/eqf-madrid-june-2008>.

Moreover the OECD has produced a very well argued report about the importance of qualification in lifelong learning on <http://www.oecd.org/dataoecd/10/2/38500491.pdf> which is based on a new book from the OECD *Qualifications Systems: Bridges to Lifelong Learning* (OECD, 2007). Clearly much thinking has been undertaken on:

- A) Why the qualification of lifelong learning is desirable.
- B) What form such qualification should take to make it internationally useable.

At the national level, in the UK, Lifelong Learning UK has produced a Lifelong Learning Qualifications Strategy on <http://www.lluk.org/2809.htm> and the UK Management Standards Centre is working on defining management skills and the qualifications that need to go reflect competence at those skills on http://www.management-standards.org/content_1.aspx?id=10:2000

We believe that similar initiatives are happening in other EU countries.

On the other hand, we have discovered some evidence that there is not much market demand for such a system. One business school predominantly in executive education told us that they had tried to introduce a qualification system for the short courses carried out at their school.

While clients were initially enthusiastic they backed off when they realised that any qualification system that would be respected would have to include assessment of learning rather than being simply based on attendance.

The effort involved in assessment on top of the programme work seemed a big barrier to these clients. This issue would need to be addressed if a scheme for qualifications was established.

However, almost as a counter development to the above, there is a growing experience (between business schools and companies) for students undertaking periods of work-based learning to be recognised for academic credit and to lead on to degree qualifications. Allied to this, over the last two decades at least, is interest in the accreditation of prior learning (APL) and the accreditation of prior experiential learning (APEL) for those already in work.

There is also the issue of professional body accreditations/qualifications and their increasingly demanding requirements for 'continuing professional development' (of which short courses at business schools might count) in order for managers to maintain their professional memberships and thus a 'quasi' licence to practice.

Thus there are (at least) five groups involved in this area comprising: employers, employees, students, professional bodies and business schools and the various roles, requirements, costs and benefits will need to be understood much more fully.

What might EQUAL do?

We have concluded that this is a far bigger issue than was initially apparent. If EQUAL is to produce Guidelines for the qualification of lifelong learning in business studies, they must be based on:

- A) Full appreciation of ideas and recommendations that already exist in national and international systems.
- B) A deeper understanding of what would help business schools and their clients than we have so far been able to gain.

What is needed is some dedicated resource to work on this from both ends, and we recommend that this issue become one of EQUAL's funded research projects.

We have realised that short courses are of a large number of different kinds. If EQUAL is to move towards a document setting out standards for the qualification of lifelong learning in management and business studies, it would be good for it to start with a part of the field where standards are already established and where there might be natural grounds for further development - namely in the field of master's programmes where qualifications may be made up of modules taken in different places and at different pace.

Further initial inspiration may be taken from the traditional exchange student programmes based on mutual recognition agreements between universities / business schools and their faculties. In this context CEMS - PIM and similar partnerships or consortia may also contain valuable experience for further development of modularised credit and qualification accumulation and recognition.

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