



**Ministeriet for Videnskab,
Teknologi og Udvikling**

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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:

Med adresse til niveau 6 – 8 i Forslag til en dansk Kvalifikationsramme for livslang læring, dateret den 25. august 2008, understreger C3 hermed den stigende betydning af at vedligeholde de videregående uddannelsesforløb på handelshøjskoler og universiteter som eksempelvis bachelor, HD, kandidat, master og ph.d.

Efteruddannelse, kompetenceudvikling og –vedligehold fungerer som dynamiske konkurrenceparametre på flere plan:

- For den enkelte person er det vigtigt at vedligeholde sin markedsværdi.
- For virksomhederne er det vigtigt at vedligeholde kapacitetsressourcerne.
- For uddannelsesinstitutionerne er det vigtigt at kunne agere på det internationale uddannelsesmarked.
- For nationen Danmark er det vigtigt at vedligeholde og udvikle den totale videnressource i relation til de globale udfordringer, samt til de investerede kompetencer.

Alle har behov for løbende driftsorienteret a'jourføring gennem eksempelvis enkeltstående specialkurser på 3–5 dage. Højtuddannede har derudover behov for udviklingsorienteret fagligt vedligehold gennem forskningsbaserede kursusforløb over 5–15 dage i et planlagt forløb hvert 3. – 5. år.

Uden vedligehold af konkurrenceevnen vil Danmark / Europa på længere sigt uundgåeligt blive overhalet af mere initiativrige befolkninger ude i verden. Der ligger en demografisk udfordring af alvorlige dimensioner, jfr. World Competitiveness Yearbook fra IMD – Competitiveness Roadmap 2007-2050 – check for yderligere information: www.imd.ch/wcy

En nærmere beskrivelse af efteruddannelsesmodeller på handelshøjskole- og universitetsområdet fremgår af vedhæftede Extracts from DRAFT for EQUAL position document and statements on Continued Executive Education and Lifelong Learning.

Oplægget er præsenteret og diskuteret på the EQUAL* Board Meeting, 18. juni 2008", og beskriver 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.

Et væsentligt grundlag for disse initiativer ligger i, at der er tale om forskningsbaserede åbne programmer, der udbydes regelmæssigt, samtidig med at kravene til efteruddannelsernes faglige indhold naturligt udgør et tillæg til indholdet i de fast udbudte uddannelser.

Heri ligger en betydelig udfordring for udbyderne i relation til efterspørgselsmulighederne, der eksempelvis for danske handelshøjskoler og universiteter betyder, at det lokale marked kan være begrænset. Vedligeholdelse af regelmæssige forskningsbaserede efteruddannelsesprogrammer vil kræve at man kombinerer fokus på programudbud med størst muligt international bredde i markedsføringen.

For yderligere kommentarer vedrørende kvalifikationsrammen for livslang læring henvises til vedhæftede høringsvar fra C3 til Undervisningsministeriet.

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

Med venlig hilsen
Povl Tiedemann
Uddannelseschef
C3 ledelse og økonomi

Bilag: Extracts from DRAFT for EQUAL position document.

c.c.: Undervisningsministeriet.
Folketingets Udvalg for Videnskab og Teknologi.
Folketingets Uddannelsesudvalg.
Akademikernes Centralorganisation.

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

Extracts from D R A F T for EQUAL position document and statements on Continued Executive Education and Lifelong Learning.

The EQUAL documents on University Level covering

First Degree
Masters Degree
Doctoral Degree
MBA Guidelines

relate to the ECTS modular scheme of 30 points per full study semester or 60 points per full study year integrated in the EPAS / EQUIS accreditation system, standards and criteria.

Hence this EQUAL position document is primarily relating to **Non Degree** executive education of limited duration – courses – in continuation to the ECTS modular scheme, as an integral part of the Business School programme portfolio.

Based on the natural development of research based knowledge as well as the development of society and environment at large, basic skills acquired in one career- or life period naturally needs supplement and up grading in later periods of a person's life- and career span.

Research based university education needs corresponding up grading through continued education supplementary to original studies, actual situation and future development of the single individuals.

Continued up grading and education activities are necessary on all levels and types of competences, however, with conditional differentiations and contingencies.

Portfolio span and scope:

Based on the portfolio of applied managerial skills and competences related to the business world, a similar span of continued education should be offered by any EQUIS accredited University and Business School. However, profiled with a wider span, scope and intensity than the institution's basic education may contain. This profile should emerge through the mixture between business practice and institutional research developed in the meeting places of continued executive education.

Trans disciplinarity:

In addition to this subject specific front line research position, continued education should also cover a maximum of trans disciplinary competences, thus dealing with classic managerial matters from the Social Sciences, combined with matters from the Technical Sciences and from the Humanities Sciences – and similar (inter cultural) demands placed upon us by society and world economy at large.

Research Base:

The continued education activities should on the one hand develop from first hand research, even before the results have been fully formalized and thus still under development. On the other hand the contents should also handle up grading of basic knowledge, however, based on latest possible experiences. Through the research actuality and the competence profile, the continued education activities should be developed and offered for the broadest span of executive managerial levels, including high potential managers on operational levels.

Open courses with regular provision:

The subjects of the continued education portfolio should be offered on a regular and open basis, at least once per year. The contents should be of generic character, contrary to company or group specific programmes, which may be offered on demand according to both subjects and timing. Off shore and distance learning as performance modus should be combined with activities on campus for minimum half of the course time volume.

Duration, frequency of attendance and valuation profile:

Short term: up to 1 week, full time, designed for specific up dating in relation to task and job situation. Frequency: currently. Clients' evaluation and expense classification: Operating Costs.

Medium term: up to 3 weeks, full time, designed for general up dating in relation to job- and personal development. Frequency: every 3 years. Clients' evaluation and expense classification: Staff Investment.

Long term: from 3 weeks to 6 - 12 months, full time / part time / modularised, designed for general up dating, personal and company specific development. Frequency: every 5 years. Clients' evaluation and expense classification: Long Term Asset Investment.

Resources input with extra institutional diversity:

Differentiation of extra institutional professors and instructors in relation to intra institutional staff should be nourished together with documented exchanges of research activities and personnel.

Student recruitment differentiation and scope:

Cutting edge research based course provision delivered on a regular schedule demands a broad and internationally oriented recruitment base. The providing institution should produce documentation of such marketing and profile dissemination activities, combined with actual performance data.

Student qualification:

Continued Executive Education open courses provision should be designed for individuals well on the way in their career. Selection procedures should ensure student volume on any one course to comply with highest possible outcome results. Student qualifications and intake should be evaluated in relation to and in balance with research input.

Povl Tiedemann, 5 May 2008.

Sourcing: ASB-Aarhus, CBS-Copenhagen, IAE-Lyon, ASFOR-Milano, EU-Tuning Educational Structures in Europe.