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BeFlex

THE BOLOGNA PROCESS AND UNIVERSITY LIFELONG LEARNING

TECHNICAL REPORTS: SURVEY, CASE STUDIES & FIELD VISITS

Final Report: BeFlex
Benchmarking Flexibility in the Bologna Reforms
<http://www.eucen.org/beflex.html>

***The Bologna process and university lifelong learning.
Technical report: survey, case studies and field visits.***
Danièle Pouliquen (EUCEN), on behalf of the project partnership.

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BeFlex Project
The Bologna Process and University Lifelong Learning
Technical Reports: Survey, Case Studies and Field Visits
Danièle Pouliquen, EUCEN

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Analysis of Case Studies

Analysis of Field Visits

These 3 technical reports reflect the 3 fieldwork activities undertaken in the BeFlex project to collect different forms of data. They have been written so that they stand alone and can be read separately but together constitute a comprehensive review of the data collected. They each contain an analysis of the relevant data with some commentary. However, the overview, conclusions and discussion that we have drawn from these 3 reports is contained in the full thematic report and executive summary published separately. All the reports are available on the website: www.eucen.org/BeFlex/Index.html

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ANALYSIS OF QUESTIONNAIRE SURVEY

QUESTIONNAIRE SURVEY

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1. Introduction

The first aim of the BeFlex project was to monitor the development of ULLL in the reformed structure of higher education qualifications (the Bologna process). One of the key activities in the project designed to achieve this aim was a questionnaire survey to benchmark the LLL policy and practice in European universities in relation to the Bologna objectives and reforms and to map the use of ECTS, learning outcomes, and flexible pathways through the BMD structure for ULL, arrangements for the recognition of non-formal and informal learning, and support services for lifelong learners (e.g. advice and guidance) in European universities. This report focuses on the results of that questionnaire survey (the 52 case studies and 20 visits are the subject of two further reports). All documents and reports relating to the project can be found on the website: www.eucen.org/BeFlex/index.html

The full questionnaire is attached as annex 1; it was possible to complete it on-line or in a word document and send by e-mail. An analysis of the responses is attached as annex 2. In total 150 responses to the very detailed questionnaire were received of which 128 from 31 countries were valid and analysed; they form the basis of the results reported here. Note that most of the responses were given early in 2007 and the situation may have changed since that point.

2. Results

Section 1 – The implementation of the Bologna reforms

Table 1. Q: Does your University have a Bologna structure (BMD) – for your programmes? *Tick one box for each line of the table below*

	Yes – in place before Bologna	Yes – implemented as part of the Bologna process	Implement-action in progress	Planned for implement-action in the next two years	No plans to do it	No reply	Total
Do you have a degree structure based on BMD?	26%	39%	23%	4%	7%	0	100%
Does your university offer other accredited courses (Certificates/Diplomas) at Sub-Bachelors level?	48%	8%	6%	2%	32%	4%	100%
Does your university offer other accredited courses (Certificates/Diplomas) at Bachelors level?	24%	7%	8%	33%	27%	1%	100%
Does your university offer other accredited courses (Certificates/Diplomas) at Masters level?	29%	6%	10%	38%	17%	0	100%
Does your university offer non-accredited courses?	27%	5%	2%	46%	20%	0	100%

The answers show that in general, the BMD structure is not fully implemented in all universities. The degree structure based on BMD is implemented in 65% of the universities. The Bologna Process is strongly associated with the BMD structure in University respondents. 39% of the universities identified that the degree structure based on BMD is being implemented as part of the Bologna process.

Q2: Does your university offer other accredited courses (Certificates/Diplomas) at Sub-Bachelors level?
The answers show that the Bologna process does not seem to have an influence on the implementation of other accredited courses (Certificates/Diplomas) at Sub-Bachelor level. One half of the university respondents (47%) proposed other accredited courses (Certificates/Diplomas) at Sub-Bachelor level before the Bologna process. At the other end of the scale, most of the universities that did not propose such courses before Bologna do not have any plan to do so (58%). Few are considering implementation or plan to implement it in the next two years and only 8% of the implementation is considered as being part of the Bologna process.

Q3: Does your university offer other accredited courses (Certificates/Diplomas) at Bachelors level?
The answers show that the Bologna process is not seen as influencing the implementation of other accredited courses (Certificates/Diplomas) at Bachelors level as only 7% of the university respondents are implementing it as part of the Bologna process. Thought, the university tend to develop this type of offer as 29% of the universities proposed such courses before Bologna, 8% are implementing it and nearly 40% are considering implementation or plan to implement it in the next two years. On the other end of the scale, 30% of the university respondents do not plan to propose other accredited courses at Bachelors level.

Q4: Does your university offer other accredited courses (Certificates/Diplomas) at Masters level?
The answers show that the Bologna process is not seen as influencing the implementation of other accredited courses (Certificates/Diplomas) at Master level (6% of the implementations are considered as being part of the Bologna process) but the universities tend to develop this type of offer as 60% of the university respondents have or are about to implement accredited courses. 22% of the universities proposed such courses before Bologna, 10% are implementing it and nearly 40% are considering implementation or plan to implement it in the next two years. On the other end of the scale, less than 20% of the university respondents do not plan to propose other accredited courses (Certificates/Diplomas) at Bachelors level.

Q5: Does your university offer non- accredited courses?
The answers show that the Bologna process is not seen as influencing the implementation of non-accredited courses (5%) and the offer is seen mostly as a lower priority (7% are implementing it) while 45% are considering implementation or plan to implement it in the next two years and 20% of the university respondents do not plan to propose non- accredited courses.

Q1-5: Does your University have a Bologna structure (BMD) – for your programmes?
The degree structure based on BMD is largely implemented as part of the Bologna process but is not yet fully implemented The recent change in the offer of other accredited courses at Bachelor and Master levels indicate that Bologna process influences universities and is associated with Bachelor level and above. The near future implementation of the non-credited courses let believe that this courses are not seen as important as accredited courses for the Universities yet, even if the Bologna probably influence their consideration in this domain.
Most of the respondents that commented the set of questions on the course organisation expressed that the implementation of the Bologna process is in good progress (just implemented or about to be fully implemented).

Table 2. Q: How are (or will be) your courses organised? Tick one box for each line of the table below

	All courses	Some courses	None but planned within 2yrs	None and no plans	No Reply	Total
Modules with credits which learners accumulate towards a B/M/Other Dip	46%	33%	10%	6%	5%	100%
Modules with credit which learners accumulate towards a B/M/Other Dip where transfer from other programmes internally is possible	34%	42%	13%	6%	4%	100%
Modules with credit which learners accumulate towards a B/M/Other Dip, where transfer from other educational institutions/formal certificated learning is possible	15%	58%	17%	7%	2%	100%
Courses carry ECTS credits but no accumulation or transfer is possible	3%	26%	10%	46%	15%	100%
ECTS credits are not available	2%	18%	6%	52%	22%	100%

Q6: Modules with credits which learners accumulate towards a B/M/Other Dip?

The answers show clearly that modules with credits which learners accumulate towards a Bachelor, a Master or other Diplomas are being implemented. 89% of the university respondents have modules with credits which learners accumulate towards a Bachelors, a Masters or other Diplomas or plan to do it. Nearly half of the universities have modules with credits which learners accumulate towards a Bachelor, Master or other Diplomas for all their courses.

Q7: Modules with credit which learners accumulate towards a B/M/Other Dip where transfer from other programmes internally is possible

The answers show clearly that modules with credits which learners accumulate towards a Bachelor, a Master or other Diplomas where transfer from other programmes internally is possible are largely is partial and in progress. 34% of the university respondents have modules with credits which learners accumulate towards a Bachelor, a Master or other Diplomas where transfer from other programmes internally is possible for all their courses and 42% have implemented it on selected courses. Only 7% of the respondents do not plan to implement it.

Q8: Modules with credit which learners accumulate towards a B/M/Other Dip where transfer from other educational institutions/formal certificated learning is possible

The answers show clearly that modules with credits which learners accumulate towards a Bachelor, a Master or other Diplomas where transfer from other educational institutions/formal certificated learning is possible is in the beginning of implementation. Nearly 60% of the university respondents have modules with credits which learners accumulate towards a Bachelor, a Master or other Diplomas where transfer from other educational institutions/formal certificated learning is possible but most of them do not propose this for all courses. The implementation is partial as only 15% of respondents have implemented ECTS with transferability with other institutions.

Q9: Courses carry ECTS credits but no accumulation or transfer is possible

The answers confirm that universities associate ECTS to accumulation and transfer. Only 2% of respondents did not establish such a link.

Q6-10: How are (or will be) your courses organised?

The answers show clearly credits are being implemented (only 2% of the respondents have not implemented ECTS at all). The figures identify that the implementation of credit is in an early stage. At this stage, modules with credits which learners accumulate towards a Bachelors, Masters or other Diplomas is mostly implemented internally. Half of the respondents have implemented in all course, most of them in the perspective of accumulation towards a B/M other diploma (nearly 50% for all courses). The transferability to other institutions is being experimented (58% are transferable for selected courses).

The respondents express all levels of implementation in relation to ECTS with 3 main stages:

The advanced implementation of ECTS where most of the courses count as LLL or CE and carry ECTS:

- All our courses carry and accumulate ECTS credits and they are transferable
- All Bachelors and Masters courses carry ECTS - transfer and accumulation is possible with a restriction at the Doctorate and postgraduate (CPD) courses where ECTS credits are not available.
- All Bachelor courses except Medicine and Dentistry are harmonised according to European University regulations
- Most of BA/MA/BSc/Msc courses are organized in modules with credits for accumulation, e.g. business, economics, natural sciences, politics
- Summer University Warsaw courses carry ECTS but no accumulation and transfer is possible

Some orientations in the implementation, considering ECTS particular fields of study:

- Business, administration courses
- Education, Biology
- Engineering & Science for some and any courses which have a foundation in a relevant discipline at UL e.g. education, law, forestry
- in behavioural sciences, in biosciences and mathematics (natural sciences)
- in Early childhood education
- In scientific disciplines (chemical, mathematics, biology, physic, ..) and sports
- Land-based course
- Management & Commodity Science, Electrical Engineering., Mechanical Engineering., Navigation & Port Management
- Some courses in social sciences do not lend themselves to be provided with credit points
- Not all clinical subjects are modular. The University has bid under Erasmus Mundus for a project focusing on multiple awards with 2 other EU HEIs and this would involve inclusion of ECTS

Some are considering ECTS in regards with a type of diploma are eligible as LLL and carry ECTS:

- Some non-accredited courses (short programmes < 50 contact hours), Some modules teacher Continuing Education (short programmes < 50 contact hours)

Some universities that are considering ECTS but have not yet implemented

ECTS is not in place or does not mean transferability

- Courses carry ECTS credits but for the moment are involved within diploma curricula. Transfers are possible for some programmes but not automatically. Majority of programmes are not based on independent modules.
- It depends if the reference are the courses in the new structure or the old structure.
- ECTS credits are not available yet but we are planning to arrange soon.
- The University of Hull policy is that the final stage of any award must be undertaken as a student of the University of Hull
- Transfer from other programmes/institutions is dependent on the decisions of the "receiving" unit. These may change widely.
- Change from diploma-courses in all disciplines

Section 2 - Lifelong learning in your university

Table 3. Q: Does your university have a LLL policy/strategy?

	Yes	No	In preparation	No Answer
Does your university have a LLL policy/strategy? <i>Tick one box only</i>	56%	19%	23%	2%

Table 4. Q: What priority does LLL have at your university?

	Very high priority	Important along with other priorities	Not yet a high priority but may become one	Unlikely to become a high priority	No Reply	Total
What priority does LLL have at your university?	15%	46%	30%	10%	0	100%

The answers show that LLL is important for university is important without being the first priority or the first mission of the universities so far. The fact that 30% of the respondents identified that, if it is not a high priority so far, LLL might become one, shows that the Bologna ideas are growing in these institutions.

LLL includes a wide range of provision and differs enormously from one university to another and one country to another. It is also organised very differently. What counts as LLL and/or CE in your university? *Tick one box for each line of the table below*

Table 5. Q: a) Which courses count as LLL and/or CE in your university?

	Some **	All	None but planned for next 2 years	None in LLL and not planned	No Reply	Total
Special Bachelors programmes for specific groups	22%	14%	13%	42%	9%	100%
Special Masters programmes for specific groups	40%	22%	6%	28%	5%	100%
Mainstream Bachelors programmes but delivered differently (eg part-time, by ODL) or with special services	19%	14%	14%	44%	9%	100%
Mainstream Masters programmes but delivered differently (eg part-time, by ODL) or with special services	30%	18%	11%	33%	8%	100%
Modules of BMD programmes – with credits awarded	32%	20%	11%	28%	9%	100%
Modules of BMD programmes – with no credits awarded	19%	10%	7%	49%	14%	100%
Other courses with credits	26%	22%	10%	30%	10%	100%
ODL/e-learning courses	39%	21%	9%	21%	10%	100%
Non-accredited long courses (egCPD) – at least 15 days	31%	29%	6%	25%	10%	100%
Non-accredited short courses (eg CPD) - less than 15 days	40%	29%	6%	18%	7%	100%

The results indicate that there is no pattern of organisation that is commonly counted as ULLL. The precise nature of ULLL varies in time and space but the presence of diversity is a constant. It is at the same time ever present, permanent and dynamic, continuously changing in a time frame much shorter than the mainstream of higher education provision. This is the source of its strength and also of its vulnerability since as our study shows it is always somewhat elusive in the search for common definition of ULLL.

In such diversity, it would be hazardous to draw a pattern. Even the courses that tend to be more easily counted as LLL are not unanimously rated as countable as ULLL:

- Non-accredited short courses (e.g. CPD) - less than 15 days (69%)
- Non-accredited long courses (e.g. CPD) – at least 15 days (60%)
- ODL/e-learning courses (60%)
- Special Masters programmes for specific groups (62%)

It is interesting that 40 to 50% of the responses indicate that the Mainstream Bachelors programmes delivered differently (e.g. part-time, by ODL) or with special services and Special Bachelors programmes for specific groups are not counted as LLL while the equivalent at master level is considered more easily counted as LLL. The difference of rates of accountability as ULLL between the Bachelor and the Master levels shows that for a significant number of university Bachelors is not included in their ULLL provision. While masters are counted as LLL (22% for all and 42% for some) the special bachelors are counted as ULLL for 15% for all and 22% for some.

Table 6. Q: b) What other LLL services and activities are offered in your university? How are they organised? Tick all the appropriate boxes in the table overleaf.

	Offered by a separate LLL/UCE Unit	Offered in faculties	Offered in a central unit but not a LLL/UCE Unit	Not offered but planned in next 2 years	Not offered and not planned in near future	No Answer	Total
Support courses – study skills	36%	22%	19%	6%	13%	4%	100%
Support courses – languages	33%	22%	28%	3%	12%	2%	100%
Courses for special target groups	45%	25%	7%	2%	18%	3%	100%
APEL/RPL – for entry to a course	23%	28%	6%	14%	22%	7%	100%
APEL/RPL – for part of a diploma	20%	24%	8%	14%	24%	10%	100%
Academic advice and guidance at entry	27%	27%	30%	5%	9%	2%	100%
Career/professional development advice	26%	18%	34%	9%	11%	2%	100%
Mentoring/tutoring during the courses	22%	46%	11%	8%	11%	2%	100%
ODL/e-learning services	32%	28%	18%	8%	10%	4%	100%
Admin for LLL – financial management	48%	15%	14%	7%	10%	6%	100%
Admin for LLL - marketing	56%	14%	7%	9%	9%	5%	100%
Admin for LLL – organisation of courses	54%	24%	5%	6%	8%	3%	100%
Staff development for academic staff across the university	24%	19%	35%	10%	8%	4%	100%
Regional collaboration with employers	37%	24%	22%	5%	9%	3%	100%
Regional collaboration with public authorities	42%	17%	21%	3%	14%	3%	100%
Technology transfer	14%	18%	46%	7%	10%	5%	100%

Q23-38: *What other LLL services and activities are offered in your university?*

Most of the identified LLL services and activities are largely offered as an average of 76% of the university respondents are offering them, mostly by a separate LLL/UCE unit.

Outside this general trend, the LLL activities and services are organised as follows:

The LLL/UCE unit mostly supports the following services:

- Support courses – study skills
- Regional collaboration with employers
- Regional collaboration with public authorities
- Courses for special target groups
- Admin for LLL – financial management
- Admin for LLL – organisation of courses
- Admin for LLL - marketing

Faculties mostly support Mentoring/tutoring during the courses
 Central units offer mostly:

- Career/professional development advice
- Staff development for academic staff across the university
- Technology transfer

ODL/e-learning services, APEL/RPL – for part of a diploma, APEL/RPL – for entry to a course are supported either by a separate LLL/UCE unit or by faculties

Support courses – languages and Academic advice and guidance at entry can be supported by a separate LLL/UCE unit, by faculties or by a central unit.

Q35: Staff development for academic staff across the university shows that:

The answers show that staff development is largely offered but in different organisations:

- In Spain, Staff development for academic staff across the university is offered in a central unit but not a LLL/UCE Unit or Not offered and not planned in near future
- In Germany, Staff development for academic staff across the university is offered in a central unit but not a LLL/UCE Unit or not offered but planned in next 2 years
- In France, Staff development for academic staff across the university is offered in different organisation: Offered in a central unit but not a LLL/UCE Unit , Offered in faculties , Offered by a separate LLL/UCE Unit (Service, Department Faculty, Foundation)
- In Romania, Staff development for academic staff across the university is offered in a central unit but not a LLL/UCE Unit
- Amongst the 15 universities representative of UK, Staff development for academic staff across the university is always offered in a central unit but not a LLL/UCE Unit
- Staff development for academic staff across the university is also offered in Greece, Hungary, Iceland, Malta, Norway, Poland, Russia, Slovakia, either in faculties or in a central unit but not a LLL/UCE Unit.

The comments show that there is no one definition of ULLL which express diversity in LLL provision and organisation

- Specific programs are designed for LLL (e.g. non-accredited short courses, Studies using existing evening, weekend and summer classes...)
- Vocational curricula (e.g. European Computer Driving License) and training complement (Teachers, Nursing, and accountancy)
- Course tailored for companies
- Course for self improvement without any credit.
- Specific curricula are open to LLL

Section 3 – The impact of the Bologna reforms on LLL

Table 7. Q: Influence of Bologna - Tick one box only

	Yes - generally positive	Yes generally negative	No, not seen as relevant	No never been raised	No Reply	Total
Is the Bologna Process being discussed in relation to ULLL in your university?	59%	9%	14%	16%	1%	100%

Q39: Is the Bologna Process being discussed in relation to ULLL in your university?

If the Bologna Process is largely being discussed in relation to ULLL in universities (60%), 30% of the university respondents do not establish a clear link between the Bologna process and LLL.

Table 8. Q: What new opportunities for LLL do you think are being opened up by the Bologna Process in your university? Has the Bologna process had a positive impact on LLL or vice versa? Or is there no impact either way (you were doing all this before Bologna)? Tick one box for each line of the table below

	Bologna has had positive impact on LLL	Our experience in LLL has had a positive impact on the way the Bologna process is being/has been implemented	No significant impact either way	No Reply	Total
Collaboration with external partners in the design of course	24%	14%	42%	20%	100%
Integration of LLL into BMD	33%	13%	36%	18%	100%
More flexibility in curriculum and timing e.g. Part-time, discontinuous, individualised pathways	26%	20%	36%	17%	100%
ECTS and Diploma Supplements for LL learners	39%	16%	28%	16%	100%
Defining learning outcomes and levels in LLL courses	30%	24%	28%	18%	100%
Developing APEL/RPL for entry	20%	14%	42%	24%	100%
Developing APEL/RPL for part of a diploma	19%	17%	40%	24%	100%
Attracting new and different learners	22%	19%	38%	22%	100%
Encouraging new ways of working among staff	24%	19%	37%	20%	100%
Promoting new kinds of services	23%	19%	39%	19%	100%
Promoting strategies to widen participation by attracting socio-economically disadvantaged students or other 'non-traditional' students?	20%	14%	42%	22%	100%
Quality assurance arrangements for ULLL	34%	16%	30%	19%	100%

Q40-51: What new opportunities for LLL do you think are being opened up by the Bologna Process in your university? Has the Bologna process had a positive impact on LLL or vice versa? Or is there no impact either way (you were doing all this before Bologna)?

The answers show that:

The experience in LLL as a way to facilitate Bologna is not clearly defined. Bologna and the experience in LLL are not seen as having an impact either way:

- Developing APEL/RPL for part of a diploma
- Promoting new kinds of services
- Collaboration with external partners in the design of course
- Developing APEL/RPL for entry
- Promoting strategies to widen participation by attracting socio-economically disadvantaged students or other 'non-traditional' students

Bologna is seen as having a positive impact on:

- ECTS and Diploma Supplements for LL learners
- Integration of LLL into BMD

It can be noted that the fact that large amount of the universities provided no answer. This indicates that they might have difficulty with the proposed answers.

Some of the comments argue that the Bologna Process did not change drastically their systems:

- APEL was possible before and independent of Bologna
- Most activities were being carried out prior to Bologna
- We had already embarked upon flexible systems and curriculum to help engage with employers and students

The comments on barriers, obstacles and difficulties mainly identify no real impact of the Bologna Process:

- “Although we do not have a clear policy statement on ULLL we do have adult learners and execute a lot of activities”
- “APEL/RPL in our region does not deliver any certificates (diploma, part of diploma...) neither credits. APEL/RPL could reduce the student path within specific curricula, but not by delivering credits.”
- “The Bologna Process has not had an influence on ULLL at our institution yet but it can enforce the aforementioned subjects.”
- “The Bologna process has no real impact on LLL at this stage, because internal promoters have just "translated" the ancient structure in the new one. We are now working on a new definition of our programmes taking into account all the positive elements.
- Only one comment identified The Bologna process has not really provided a better framework for LLL/CE. In our view, the focus of the Bologna Process has rather been on the BMD- structure / full time education.

Some of the comments highlight other positive effects of the Bologna Process:

- Bologna has led among Swiss universities to the harmonization of terms, definitions and concepts.
- It has created an attractive niche for cutting edge UCE on the post-MSc level.
- The above areas are all areas where the University is making significant progress, at University level it seems that this is in response to policy drivers from United Kingdom government, HEFCE and QAA whether Bologna lies behind these national initiative
- LMU has a long and established history of developing and applying APEL/RPL So it is already well embedded in our systems and structures

Table 9. Q: Is the Bologna process putting up any barriers, obstacles or difficulties for the delivery of LLL in your university? Tick one box for each line of the table

	No	Sometimes	Yes or expected	No Reply	Total
Creating more rigidity for LLL	53%	20%	16%	10%	100%
Less time and energy to innovate	45%	25%	19%	11%	100%
Taking all the energy from LLL	49%	27%	16%	8%	100%
Creating funding difficulties for LLL	54%	20%	18%	8%	100%
We are being forced to accredit all our LLL courses*	53%	18%	22%	7%	100%
Accreditation of courses is not needed/demanded by stakeholders/learners*	35%	30%	28%	7%	100%
Costs money for no clear benefit*	46%	24%	19%	11%	100%
It is reinforcing the problems Professors have with LLL rather than solving them	48%	26%	21%	6%	100%

Q52-59: Is the Bologna process putting up any barriers, obstacles or difficulties for the delivery of LLL in your university?

The answers show that the Bologna Process is not seen by the majority of the respondents as:

- Creating more rigidity for LLL
- Creating funding difficulties for LLL
- An obligation to accredit all the LLL courses
- Taking all the energy from LLL

Accreditation of courses is not needed/demanded by stakeholders/learners is seen as a potential barrier, obstacle or difficulty of the Bologna process in 58% of the universities.

The three following difficulties that have been identified or foreseen by 47 to 49% of the universities:

- It costs money for no clear benefit
- It gives less time and energy to innovate
- It can reinforce the problems Professors have with LLL rather than solving them

The Bologna is not considered as the only influencer of the actions taken by the university: “All this is linked to the national regulatory system as well as the Bologna process itself...”

Some universities deny the Bologna influence:

- All the developments were started before Bologna and independent from it
- Some of these things are happening, but not because of Bologna
- The module oriented mechanisms of assessment of learning outcomes (exams, etc.) are didactically not always appropriate for UCE. It is difficult to measure complex problem solving competencies with Bologna-compatible assessment means.
- Many of the problems listed above do apply but in this University blame is not attributed to Bologna

One university argued that it is too early to estimate Bologna’s influence yet: “From our point of view these questions cannot be answered yet.”

Table 10. Q: In general what impact is the Bologna process having on ULLL in your university?

Tick one box for each line of the table

	Positive	Negative	None	No Reply	Total
Now	20%	2%	64%	14%	
Short term (next 2 years)	16%	2%	72%	10%	100%
Medium term (next 5 years)	21%	2%	68%	9%	100%
Long term (+ than 5 years)	20%	2%	68%	10%	100%

Q66-68: In general what impact is the Bologna process having on ULLL in your university?

The vast majority of the respondents do not clearly identify Bologna as having an impact on ULLL at their universities. Though, the common recent changes in the structure and organisation of ULL lead to think that Bologna has an influence on Universities’ policies on LLL.

A lot of responses show that the Bologna Process is in progress and therefore the Bologna influence seems to be widely focused on challenging the University strategy to take Bologna into consideration:

- In my opinion ULLL may have a stronger position in the general strategy at the university.
- Bologna helps to turn attention to some important issues (e.g. recognition, learning outcomes) on European level and thus, to promote these also in our university.
- University direction already set and in -line with Bologna
- intensive discussions about relationship between regular degree programmes and LLL; more visibility for LLL; more LLL-quality

In the same vein, the difficulties of implementation are not over yet, but respondents can identify that Bologna will have a positive effect in the long run:

- Despite the evident difficulties of this process, the general balance is positive and expected to keep on being positive.

- On a short term basis the Bologna process takes time and energy and therefore competes with ULLL. On a longer term basis the Bologna process may imply new opportunities for universities to offer ULL modules, international cooperation and flexibility in general
- Our university has been active in Bologna process from the start. Of course, implementing is not without problems, but generally the attitude is positive.
- The implementation of the Bologna process is being done without any consideration for LLL, but this will come some day.
- Negative for next 2 years, less time and energy to innovate, impact, lost of ULLL acquired improvement in the rush (concerning pedagogical approaches, calendar, practical organisation, ...) Positive for next 5 year and more, flexibility, modularity
- The process will generate an extra effort but finally, it will be compensated with much more positive results.
- LLL does already exist in the form of CE courses, but is not defined as LLL. It can be expected that the Bologna Process will support the development of LLL structures at our university.
- The discussion has focussed on the development of Bachelor and Master's degrees. The possibilities of LLL will be noticed during the implementation.
- LLL is going to be defined in a better way and separated in our university curriculum. The quality assurance system will be introduced. APEL will be used in a greater extend.
- LLL is currently a very small part of ECA, and therefore, it is hard to predict the likely impact. We need to explore the Bologna process further to give an accurate response.
- This is a question of clarify both categories, we can blending them in absolute terms. When clarify we are going to have progress in LLL politics

Other respondents have clearly identified the benefits of Bologna:

To create more opportunities for the public:

- More attractive titles and certificates; 2. More transparency due to homogenization of terms (at least in Switzerland); 3. The 'Swiss Model' of UCE provides a particular niche for cutting edge UCE on the post-master level.
- Better integration of degree studies and ULLL. Modules of BM-studies are used more in ULLL. More programmes in English at (B)M-level, which can be modified into ULLL for international use
- Understand the different constructs available to credit and accumulate qualifications will increase. The entry ,access and flexibility of study will also change
- I think the Bologna Process will open new possibilities for students, in the sense of standardisation of courses, diploma equivalence and European mobility.
- It is anticipated that the Bologna process will increase opportunities for student mobility, transfer and lifelong learning as it becomes more embedded across the European community.
- We have already been carrying out most of the drivers from Bologna however anticipate even greater demand from learners for opportunities as the availability of these increase and learner expectations are stimulated by Bologna.
- The Bologna Process will force the development of LLL or CE Courses in Germany because the graduates will return to university after a short period of working. So the universities will be forced to prepare diverse MA course or modules for this target group

It helps the recognition of prior learning

- Recognition of LLL and CE has increased and is still increasing.
- The Bologna Process has brought new adult publics into the University, with the possibility of APEL implementation, recognising, for the first time, the value of informal and non-formal skills and competences, and not only academic qualifications.
- Flexibility By law recognition of APEL

A couple of respondents identified that the positive effect of Bologna is to provide a common framework across Europe:

- In a longer perspective, the positive effects on transparency and compatibility of education across Europe and the rest of the world will help learners to choose and combine education and follow their own personal pathways. Standards and transparency help
- Overall structure and measuring of studies is now same all over Europe. One detail and good thing is that faculties have thought once again their credits and they have cut student's work load

The following positive effects have been identified in the responses once

- individualisation of courses
- Promotes introduction of new educational technologies
- Promotes better methodology in educational process
- Promotes creation of system of control over education quality
- Emphasis on Learning outcomes is very welcome

Some responses focused on their own situation or the conditions of success of Bologna implementation:

- To have capacity for other issues: At present our faculties deal with changing the structure of their programmes and have no capacities for other issues.
- Have real time to work in depth with colleagues and take into account all the dimension of the problem and not go too fast.
- In our country Bologna process is in the introductory level and in this phase LLL part of Bologna is not concerned. Probably, it will take at least 5 years for Bologna to affect ULLL.
- Turkish Higher Education structure does not permit universities to recognise prior learning for delivering university degrees. This is why the LLL centres can only organise certificate programmes or different Master programmes for bachelor degree holders
- It has taken some while to engage with the important issues- our institution does not have a European office or a senior manager fully on board with the key themes and implications. Things are slowly changing.

Some respondents argued that the effects of Bologna Process cannot be identified yet.

Section 4 – Looking forward

What would a Lifelong Learning University be like in an ideal world? Can you identify the key features of the LLL University that we should be creating for the future?

The question largely inspired the respondents. The answers are classified according to importance for respondents:

Open: LLL would be widely accessible to all kind of public, creating an intergenerational and international environment

- intergenerational, creating ways for all citizens with different ages mechanisms to turn back to education whenever they like
- open to diversified publics
- Mixed in classes: including young and adult students, all university courses are so flexible that different groups can take them and study together

- LLL candidates come have a unique entrance level giving all the information and d offering all courses following the Canadian model
- International, High level of movement between European citizens,
- Democratic access to learning, access for a wide public to university, access to higher professional education at different levels
- An open door of the university for the employed people
- MBD students, second chance students AND working professionals
- student centred open access

Even the LLL University would be open to others institutions and non formal education or mixed with Professional bodies: “mix the university and company people around a formation project”, “Participation of companies in the design of programs, cooperating network with enterprises”

- Flexible:** LLL would provide university education anytime and anywhere:
- Suitable time-tables, flexibility to accept part time students, Increased part time student numbers, better learning opportunities for part-time students in e-learning and distance-ed-
 - Not constrained by its geographic location but rather reaches out to learners and engages within communities through utilising schools, colleges and workplaces for delivery
 - Real opportunities in terms of organisation of courses for second chance students.
 - Encouraging learners to learn throughout life, **anytime anyplace and anywhere**, Where the learner comes first and is capable of getting on and off the "learning bus" at times and places to suit them, Offers to adults the opportunity to access to university programmes at any moment of their personal and professional routes and to come back to university as many times as required by their personal and professional development, A Lifelong Learning University would promote higher level learning for all at a pace, place and time that meets the needs of all learners
 - Offering on-line courses for those students living far from universities
 - Facilitated mobility
 - More flexible student administration systems

Professional development oriented: LLL University would anticipate and help to adapt to labour qualification requirements

- It determines the main current problems of the world (priorities)
- University implemented in the market of professional and educational development
- Reasonable and new partnership with local and regional stakeholders and with actors in the labour market.
- A demand led business based upon the concept of customer care and providing an accessible and flexible curriculum to meet the needs of individuals, communities and businesses.
- A LLL U adapted to the necessities of the market, A need oriented University
- Curricula able to react to continuing changes, Synergies with the region, wide range of educational programmes adjusted to the society needs,
- Does not attach itself to first job entry and therefore not be limited by notional 3 or 4 year programmes
- Reorganize career/professional development
- Mixture of market pull - supply push - technology push
- Create professional studies in the framework of Bologna (B/M)
- It provides short/long term courses for business, public sector and individuals.
- University recognised and considered as a favourite LLL partner and operator
- It should give adults/employees better possibilities for both formal education and updating knowledge through R&D cooperation and dissemination.
- It would contribute to personal and professional development

- Customised:** LLL would provide personalized learning path
- High academic standards combined with good and personalised counselling and individual planning of studies.
 - An individual should have the opportunity to decide if the courses he attends are accrediting Bachelor, Master Doctorate or not.
 - University should be opened to all would-be students with appropriate services for each specific case.
 - Meeting the needs of an individual who wants to develop and add to its performance professionally.
 - Fulfil demands of all people who want to participate
 - Progression routes would be offered
 - Student and life oriented, research-based,
 - Possibility to follow individualised/personalised learning pathways;
- Diversity:** LLL University would offer a diverse range of programmes
- programmes for learners of any age (without childhood), programmes for senior citizens, broad range of programmes catering for a broad range of learner needs, a new catalogue in accord with Bachelor and Masters degrees, degree programmes, cultural programmes
 - diversity of programmes, different pedagogical approaches, diversity of teaching,
 - Use of facilitating technology, wide using of ICT and e-learning methods
 - Embed different forms of LLL in a wide variety of HEIs with different missions.
 - Diversity - short and longer part time programmes covering most of the research fields of the university
- Quality:** LLL University would have quality assurance
- Quality education
 - Quality guaranteed
 - Quality control,
 - Quality learning assurance in terms of common European standards
 - University accreditation using the system of quality management
- Recognise prior learning**, develop it and integrate it as part of a diploma:
- Accepting a range of qualifications and equivalence through APEL
 - The university should recognize prior learning as far as possible
 - Developing APEL, APEL for part or complete diploma
 - APEL should be taken into consideration in each justified case
 - less focus on awards,
 - Sensitive to knowledge gathered in work experience
 - Taking into account different kinds of knowledge;
- Accredited:** LLL would provide accredited education that leads toward diplomas
- Would provide flexibility over gaining diploma through credit accumulation
 - Flexibility is constantly developing particularly in relation to CATS ECTS APEL delivery modes,
 - Gaining credit by continuing their studies through our Lifelong learning provision,
 - accreditation of educational programs,
 - Credited.
- Integrated:** LLL would be fully integrated to University
- LLL should be an integrated part of all universities
 - Integrated system of regular degree programmes and LLL,

- Integration the separate LL/UCE units and faculties, all universities should be involved in LLL,
- no more distinction between ULLL programmes and other, integration of initial and continuing education,
- No more negative (only constructive) distinction between ULLL students and others
- Bridges between B/M/D and continuing education
- Eliminate the current barriers between official and non-official studies.
- Offer prospective students courses within an established and respected centre initially as a non-vocational experience
- increasing differentiation between universities with different profiles in UCE
- cooperation between universities and mutual recognition

A couple of respondents would prefer specific LLL organisation: “Schools or foundations planning strategy and courses”, “LLL is organised in professional way by professionals of adult education”, “university study level specially dedicated to adult learners”

Resources: LLL would benefit from financial support to either Universities or students to provide a wide range of services

- No restriction of the financial administration, no financial barriers, Money is not a problem for participation
- Increased government funding of part time flexible study
- Affordable education, facility to obtain economic resources, more expenses help (travel, accommodation costs, etc.), providing financial support to excluded groups providing
- Having libraries and other services open until late and also during weekends and vacations
- Rooms well equipped
- Staff is ready and able for that

Inspiring: LLL would be inspiring

- Lots of interested professors who are eager to offer CE/LLL Courses who have enough time.
- Lots of interested graduates.
- University with a friendly campus
- high quality science based education
- It would increase social cohesion.
- It would offer possibilities for leisure activities.

Guidance: LLL means also advice and guidance of LL learners

- A good assessment centre so that there is a good match between the students ambition and the education/training he is looking for
- offer advice and guidance to all adults coming back to university to get new skills and actualize their knowledge

Others: LLL would also be:

- interactive
- Innovative
- sustainable, mutual trust, equity in partnership, win-win situations
- homogenization of terms without homogenization of programs
- be valued more (now faculties live in many cases in past and do not realise what is really happening in society and LLL).

What indicators would you use to measure progress towards this ideal?

The indicators can be separated into 10 categories:

Indicators on demand:

- Number of companies using university for training staff
- The number of people requesting information on the possibility of formation at the university
- How many cycles of learning taken by the student body
- Survey on User need
- Variation of student's frequentation of the course

Indicators on LLL population

- Number of students (adults, lifelong learner, foreign students,...)
- Number of LLL students at the university,
- Number of students over 25,
- Number of adults in courses
- Number of adults registered in BMD programmes,
- Number of students having left the educational path and coming back to university, with or without any previous diploma,
- Number of part time students,
- Number of international and intergenerational students,
- Number of students with work experience
- Participation rates of different age groups
- The percentage of adult student's employees
- Progression of the number of students from different backgrounds
- Student profile (socio economic, gender, age, disability and ethnicity, income, urban,rural),
- Ratio of LLL to total students
- Number of different students studying together
- Number of learners over different age bands studying
- Number of graduates non standard entrants.
- Number of graduates part-time students,

Financial aids for students indicators

- Volume of funds for LLL students
- Progression of government financing of this study option
- Number of beneficiaries supported off-campus
- Number of employer engagement

Indicators on APEL and accessibility

- Number of APEL implemented,
- Number of APEL signed conventions
- The numbers of APEL/RPL from non traditional sources
- Number of APEL and WBL opportunities
- Progression of APEL across institution

- Percentage of non-traditional student groups
- Number of courses accepting LLL candidates
- Numbers coming from hard to reach groups

Indicators on course offering

- Number of LLL courses
- Progression of range of programmes offering,
- Number of specially design and delivered modules and programmes,
- Number of diverse courses
- Number of flexible courses
- Number of different programmes
- The number, quality and diversity of the part time courses offered and the demand for the courses
- To evaluate the level of interest at a social context of this non-official studies while calculating the increase of students registered in them.
- The degree of integration of LLL/UCE in R&D projects
- Number of complementary courses to BMD
- Number of courses and programmes for non traditional students
- Range and Scope of Skills for Further Employment during Lifelong Learning
- Number of ODL students

Indicators on service offering

- Number of specifics tools, programs, measures, subsidies offered to international students
- Number of specifics tools, programs, measures, subsidies offered to intergenerational students
- Number of services offered for career development
- Number of created ULLL units
- Increased uptake of the part time option
- Number of partners/collaborators
- Long term cooperation between universities and organizations and companies
- Quality of counselling
- Range of counselling
- Existence of additional progression routes
- Balance between full time and part time modes
- Number of participants per course

Indicators on resources dedicated to LLL

- Staff involvement (number and time spent);
- Teacher's motivation
- Number of lecturers trained in pedagogical aspects
- Number of training programmes for academic staff
- New posts in universities
- Expenses on ICT
- Quantitative and qualitative analysis of research and publication of academic staff
- Progression statistics/marketing communications information
- Comparative costing and take up
- Increasing collaboration in regional level with social partners
- Range and number of partners
- Range and number of collaborators
- Variation in course structure,
- Variation in learning modes,
- Teacher and student exchanges in European and other international programmes
- The relationship between academic staff, students and research staff

Indicators on results of LLL

- Number of credits achieved
- Number of degrees achieved
- Number of graduates in professional B/M
- Number of students progressing to further and higher education from Lifelong Learning
- Employment progression of LLL students
- Improvement on professional activities of graduates
- Impact on regional insertion
- Impact on social insertion
- Statistics of Value Added for non standard entry students

Other Quality indicators

- Global results, annual accounts
- Satisfaction survey on students (in terms of employability but also of personal fulfilment)
- Satisfaction survey on personnel
- Satisfaction survey on Society
- Evaluation from students and adult learners
- Feed-back from employers
- Evaluation of the university through an external agency
- Existence of quality assurance
- Existence of ULLL quality assessment
- Follow-up evaluation after 5 years
- Personal satisfaction

Do you have any indicators of how ULLL is developing in your institution at the moment?

The responses indicate a diversity of indication of how ULLL is developing.

- It has been always an inseparable part of the university activities and the organization structure as well as teaching methods have been updated permanently at each faculty independently so it would be difficult to introduce any common factor
- Lifelong Learning activity is currently being developed and monitored via the Lifelong Learning Committee based at the University of Northampton.
- LLL strategy is in process, number of LLL customers is increasing, number of offered CE courses is still in good level, co-operation between universities and regional operators is getting more intensive and operational...
- More students taking LLL courses want to finish with a certificate or degree
- Program evaluations and portfolio analysis (internationality, multi-disciplinarity, uniqueness, synergies with other programs, cooperation, etc.)
- since 1999 school of lifelong learning was established, student number increased from 0-1500 students
- Cooperation with industry show the correct way
- More faculties are now offering UCE, LLL/UCe-students are making good academic scores. Most UCE-courses have ICT-support, University income from UCE is increasing, UCE is being integrated in a small, but increasing, number of R&D projects
- The number of foreigner participants is increasing, year by year. The European precedence is higher but Latin American Precedence is bigger.

- All diplomas are available through APEL, all diplomas are opened to APEL and LLL candidates
- increase of courses of CE - development of non-consecutive Master programmes (Continuing Education)
- Yes more interested people and enterprises. There is more need. People get to know that university offers CE courses.

Are there any national indicators for ULLL in your country at the present time?

Most of the respondents have indicators.

- The most common national framework to evaluate LLL is to set up indicators on the population or target group. Indicators can be quantitative (student numbers, Student registrations, number of adults following a teaching at university, number of participants. Indicators can also qualify such as number of adults candidates for entry, number of Part time student, Social deprivation index; Age/sex, some e.g. mature student entry.
- The second important set of indicators is on the type of courses proposed by the universities. Indicators are: number of courses, number of programs, number of courses for non traditional students, creation of ULLL units, number of courses and students attending accredited CPD courses, number of courses that focus on LLL, post-graduate masters with part-time students and students in service.
- More elaborate indicators evaluate the profile of the public, the offering at the university and even the interest expressed by the potential LL learners:
 - Boards of Studies annual programme monitoring reports. HESA non-credit-neering (NCB) annual return (a national statistical return)
 - Number of people asking for information (phone, email, visit,...), Number of people received by counsellors, Number of validation of non formal and informal learning dossiers examined, with positive results, Number of validation jurys, Number of people (a
 - Number of offered courses and new courses per academic year. Number of offered specific programmes for concrete targets. Evolution of the registered students and of the international enrolled students
 - Number of accredited and non-accredited programmes dedicated to adult students. Number of CE students within accredited and non-accredited programmes. Figures of incomes, costs, benefits of ULLL
 - number of students in relation with the number of tuition hours

Some other indicators have been mentioned by some universities:

- Few universities mentioned Indicators on the university internal organisation : the number of involved staff, Turnover
- Few universities mentioned indicators on the type of financing : Number of programmes Financial self-containment
- One university mentioned the cooperation with external partners, number of specific training orders
- Few universities mentioned the EFQM indicators (global results, satisfaction on Consumer, personnel and Society)
- One university mentioned Geographic delivery of ULLL - numbers & FTEs

10 respondents identified having no indicators or not yet, but they are planned to be developed.

QUESTIONNAIRE

ONCE YOU HAVE FILLED IT IN, PLEASE RETURN BY E-MAIL TO CARME ROYO:
beflex@eucen.org

General questions:

In your university:	
how many academic staff are there:	
how many students do you have:	
how many full-time students do you have:	
how many part-time students do you have:	
how many continuing professional development students do you have:	

Preliminary information

University:	
Web address:	
City:	
Country:	
Questionnaire filled in by:	First name
	Surname
Job title/role:	
E-mail:	

I Bologna reforms in your university

1. Does your institution have a Bologna coordinator?	<i>Yes / No</i>
<i>If yes:</i>	
First name, Family name:	
E-mail:	

2. Who is responsible for LLL in your university?	
First name, Family name:	
Job title/role:	
Office/Department:	

2. Does your University have a Bologna structure (BMD) – for your programmes? *Tick one box for each line of the table below*

		Yes – in place before Bologna	Yes – implemented as part of the Bologna process	Implementation in progress	Planned for implementation in the next two years	No plans to do it
1	Do you have a degree structure based on BMD?					
2	Does your university offer other accredited courses (Certificates/Diplomas) at Sub-Bachelors level?					
3	Does your university offer other accredited courses (Certificates/Diplomas) at Bachelors level?					
4	Does your university offer other accredited courses (Certificates/Diplomas) at Masters level?					
5	Does your university offer non-accredited courses?					

2. How are (or will be) your courses organised? *Tick one box for each line of the table below*

		All courses	Some courses	None but planned for next 2 years	None and no plans to do it
6	Modules with credits which learners accumulate towards a B/M/Other Dip				
7	Modules with credit which learners accumulate towards a B/M/Other Dip where transfer from other programmes internally is possible				
8	Modules with credit which learners accumulate towards a B/M/Other Dip, where transfer from other educational institutions/formal certificated learning is possible				
9	Courses carry ECTS credits but no accumulation or transfer is possible				
10	ECTS credits are not available				

If you have ticked the 'Some courses' box for any of your replies – please give an indication of which courses or which discipline:

II Lifelong learning in your university

		Yes	No	In preparation
11	1. Does your university have a LLL policy/strategy? <i>Tick one box only</i>			

		Very high priority	Important along with other priorities	Not yet a high priority but may become one	Unlikely to become a high priority
12	2. What priority does LLL have at your university? <i>Tick one box only</i>				

3. LLL includes a wide range of provision and differs enormously from one university to another and one country to another. It is also organised very differently. What counts as LLL and/or CE in your university? *Tick one box for each line of the table below*

a) Which courses count as LLL and/or CE in your university?

		Some **	All	None but planned for next 2 years	None and not planned in the near future	Offered but not counted as LLL
13	Special Bachelors programmes for specific groups					
14	Special Masters programmes for specific groups					
15	Mainstream Bachelors programmes but delivered differently (eg part-time, by ODL) or with special services					
16	Mainstream Masters programmes but delivered differently (eg part-time, by ODL) or with special services					
17	Modules of BMD programmes - with credits awarded					
18	Modules of BMD programmes - with no credits awarded					
19	Other courses with credits					
20	ODL/e-learning courses					
21	Non-accredited long courses (egCPD) - at least 15 days					
22	Non-accredited short courses (eg CPD) - less than 15 days					

***If you have ticked the 'Some' box for any of your responses please indicate which:.....*

b) What other LLL services and activities are offered in your university? How are they organised? *Tick all the appropriate boxes in the table below*

		Offered by a separate LLL/UCE Unit (Service, Department Faculty, Foundation)	Offered in faculties	Offered in a central unit but not a LLL/UCE Unit	Not offered but planned in next 2 years	Not offered and not planned in near future
23	Support courses - study skills					
24	Support courses - languages					
25	Courses for special target groups					
26	APEL/RPL - for entry to a course					
27	APEL/RPL - for part of a diploma					
28	Academic advice and guidance at entry					
29	Career/professional development advice					
30	Mentoring/tutoring during the courses					
31	ODL/e-learning services					
32	Admin for LLL - financial management					
33	Admin for LLL - marketing					
34	Admin for LLL - organisation of courses					
35	Staff development for academic staff across the university					
36	Regional collaboration with employers					
37	Regional collaboration with public authorities					
38	Technology transfer					

Other(please specify)

III. Influence of Bologna - *Tick one box only*

		Yes generally positive	Yes generally negative	No, not seen as relevant	No never been raised
39	Is the Bologna Process being discussed in relation to ULLL in your university?				

What new opportunities for LLL do you think are being opened up by the Bologna Process in your university? Has the Bologna process had a positive impact on LLL or vice versa? Or is there no impact either way (you were doing all this before Bologna)? *Tick one box for each line of the table below*

		Bologna has had positive impact on LLL	Our experience in LLL has had a positive impact on the way the Bologna process is being/has been implemented	No significant impact either way
40	Collaboration with external partners in the design of course			
41	Integration of LLL into BMD			
42	More flexibility in curriculum and timing e.g. Part-time, discontinuous, individualised pathways			
43	ECTS and Diploma Supplements for LL learners			
44	Defining learning outcomes and levels in LLL courses			
45	Developing APEL/RPL for entry			
46	Developing APEL/RPL for part of a diploma			
47	Attracting new and different learners			
48	Encouraging new ways of working among staff			
49	Promoting new kinds of services			
50	Promoting strategies to widen participation by attracting socio-economically disadvantaged students or other 'non-traditional' students?			
51	Quality assurance arrangements for ULLL			

Other(please specify)

Is the Bologna process putting up any barriers, obstacles or difficulties for the delivery of LLL in your university? *Tick one box for each line of the table*

		Yes	No	Sometimes	Not yet but expected
52	Creating more rigidity for LLL				
53	Less time and energy to innovate				
54	Taking all the energy from LLL				
55	Creating funding difficulties for LLL				
56	We are being forced to accredit all our LLL courses				
57	Accreditation of courses is not needed/demanded by stakeholders/learners				
58	Costs money for no clear benefit				
59	It is reinforcing the problems Professors have with LLL rather than solving them				

Other(please specify)

Are you making changes in LLL/UCE provision at the moment? What changes are planned? What are you doing? *Tick one box for each line of the table*

		Yes - all courses	Some courses	More planned	None and none planned
60	Do your ULLL courses carry ECTS credits?				
61	Are your LLL courses expressed in terms of learning outcomes?				
62	Are you LLL courses integrated into the BMD structure				
63	Do you offer APEL for entry?				
64	Do you offer APEL for part of a Diploma?				
65	Do you offer advice and guidance				

Other(please specify)

In general what impact is the Bologna process having on ULLL in your university? *Tick one box for each line of the table*

		Positive	Negative	None
66	Now			
67	Short term (next 2 years)			
68	Medium term (next 5 years)			
68	Long term (+ than 5 years)			

Please explain/comment on your response:

IV Looking to the future

What would a Lifelong Learning University be like in an ideal world? Can you identify the key features of the LLL University that we should be creating for the future?

What indicators would you use to measure progress towards this ideal?

Do you have any indicators of how ULLL is developing in your institution at the moment?

Are there any national indicators for ULLL in your country at the present time?

Annex 2

Analysis of valid responses by country and institution

Table 1 – Countries in the Bologna process with valid responses to the questionnaire

Questionnaire representation	nb	Bologna 1999	Later Bologna
Austria	4	x	
Belgium	5	x	
Bulgaria	2	x	
Croatia	1		x
Cyprus	1		x
Czech Republic	4	x	
Denmark	2	x	
Estonia	2	x	
Finland	4	x	
France	14	x	
Germany	14	x	
Greece	1	x	
Hungary	1	x	
Iceland	1	x	
Ireland	2	x	
Italy	6	x	
Lithuania	1	x	
Malta	1	x	
Norway	2	x	
Poland	3	x	
Portugal	6	x	
Romania	1	x	
Russia	1		x
Slovak Republic	2	x	
Slovenia	2	x	
Spain	16	x	
Sweden	1	x	
Switzerland	5	x	
the Netherlands	1	x	
Turkey	3		x
United Kingdom	19	x	
Total	128	27countries	4 countries

Amongst the valid responses, 27 of the 29 countries that initially signed the declaration in Bologna are represented. The newer countries are less represented with only 4 countries represented out of 16 countries that joined later the Bologna process.

Latvia and Luxembourg, which signed the Bologna declaration, are not represented by the questionnaire. The following later countries from the Bologna process are not either represented by the questionnaire: Albania, Andorra, Armenia, Azerbaijan, Bosnia-Herzegovina, Georgia, Holy See, Liechtenstein, Moldova, Serbia and Montenegro, Macedonia and Ukraine.

Table 2 shows that 90% of the Member States of the European Union gave valid responses to the questionnaire. Two Member States of the 27 countries from the European Union are not represented by the BeFlex questionnaire, respectively Luxembourg and Latvia. Two candidate states, Turkey and Croatia have filled-in the questionnaire.

Table 2 – Countries in the European Union with valid responses to the questionnaire

Date of entry to EU	Country	Total
1957	Belgium	5
	France	14
	Germany	14
	Italy	6
	the Netherlands	1
Total 1957		40
1973	Denmark	2
	Ireland	2
	United Kingdom	19
Total 1973		23
1981	Greece	1
Total 1981		1
1986	Portugal	6
	Spain	16
Total 1986		22
1995	Austria	4
	Finland	4
	Sweden	1
Total 1995		9
2004	Czech Republic	4
	Cyprus	1
	Estonia	2
	Hungary	1
	Lithuania	1
	Malta	1
	Poland	3
	Slovak Republic	2
	Slovenia	2
Total 2004		17
2007	Bulgaria	2
	Romania	1
Total 2007		3
Candidates	Croatia	1
	Turkey	3
Total Candidate		4
Others	Iceland	1
	Norway	2
	Russia	1
	Switzerland	5
Total Non members		9
Total		128

Table 3 – Universities sending valid responses to the questionnaire

Country	University Name	Total
Austria	University of Graz University of Klagenfurt University of Krems Vienna University of Technology	
<i>Total Austria</i>		4
Belgium	Catholic University of Leuven Catholic University of Louvain Facultés universitaires Notre-Dame de la Paix Gembloux Agricultural University University of Liège	
<i>Total Belgium</i>		5
Bulgaria	University of Chemical Technology and Metallurgy Varna Free University	
<i>Total Bulgaria</i>		2
Croatia	University of Zagreb	
<i>Total Croatia</i>		1
Cyprus	University of Cyprus	
<i>Total Cyprus</i>		1
Czech Republic	Brno University of Technology Business School Ostrava Mendelova zemědělská a lesnická univerzita v Brně (MZLU v Brně) University of Veterinary and Pharmaceutical Science Brno	
<i>Total Czech Republic</i>		4
Denmark	University of Copenhagen University of Aarhus	
<i>Total Denmark</i>		2
Estonia	Tallinn University University of Tartu	
<i>Total Estonia</i>		2
Finland	University of Helsinki University of Joensuu University of Lapland University of Turku	
<i>Total Finland</i>		4
France	University Claude Bernard Lyon 1 Paul Cézanne Pierre & Marie Curie University (Paris 6) University of Bretagne Occidentale (BREST) University of Franche-Comté University of Haute Alsace University of Orleans University of Science and Technology of Lille -USTL University of South Brittany University of Technology of Compiègne University Paul Verlaine - Metz Institut National des Langues et Civilisations Orientales University Louis Pasteur of Strasbourg University of La Rochelle	
<i>Total France</i>		14

Country	University Name	Total
Germany	Bielefeld University	
	Brandenburg University of Applied Sciences (Fachhochschule)	
	German Sport University Cologne	
	Johann Wolfgang Goethe-University	
	Johannes Gutenberg-University Mainz	
	Kiel University	
	Koblenz-Landau University	
	Otto-Friedrich University of Bamberg	
	Private Distance-Education University o.A.Sc.	
	University of Bremen	
	University of Hamburg	
	University of Hannover	
	University of Oldenburg	
University of Rostock		
<i>Total Germany</i>		14
Greece	EUROPEAN STUDIES & RESEARCH	
<i>Total Greece</i>		1
Hungary	University of Pécs	
<i>Total Hungary</i>		1
Iceland	Iceland University of Education	
<i>Total Iceland</i>		1
Ireland	University of Limerick	
	Dublin institute of technology	
<i>Total Ireland</i>		2
Italy	Catania University	
	Lumsa University	
	University of Chieti-Pescara	
	Catholic University Del Sacro Cuore	
	Free University of Bozen-Bolzano	
	University for Foreigners of Perugia	
<i>Total Italy</i>		6
Lithuania	Kaunas University of Technology	
<i>Total Lithuania</i>		1
Malta	University of Malta	
<i>Total Malta</i>		1
Norway	The Norwegian University of Life Sciences	
	University of Bergen	
<i>Total Norway</i>		2
Poland	Adam Mickiewicz University Poznan	
	Gdynia Maritime University	
	Warsaw School of Economics	
<i>Total Poland</i>		3
Portugal	New University of Lisboa	
	University of Aveiro	
	University of Lisboa	
	University of Porto	
	Autonomous University of Lisboa	
	The Portuguese Distance Learning University	
<i>Total Portugal</i>		6
Romania	West University of Timisoara	
<i>Total Romania</i>		1

Country	University Name	Total
Russia	Chelyabinsk State University	
<i>Total Russia</i>		1
Slovak Republic	Comenius University in Bratislava	
	Slovak Technical University	
<i>Total Slovak Rep.</i>		2
Slovenia	University of Ljubljana	
	UP Faculty of management Koper	
<i>Total Slovenia</i>		2
Spain	Autonomous University of Madrid	
	Catholic University San Antonio	
	La Riona University	
	Technical University of Valencia	
	UAB - Autonomous University of Barcelona	
	University Carlos III of Madrid	
	University of Barcelona	
	University of Cantabria	
	University of Deusto	
	University of Granada	
	University of Lleida	
	University of Valencia	
	University Pompeu Fabra	
	University Rey Juan Carlos	
	University Rovira i Virgili	
	University of Malaga	
<i>Total Spain</i>		16
Sweden	Lund University	
<i>Total Sweden</i>		1
Switzerland	Swiss Federal Institute of Technology Zurich	
	University of Bern	
	University of Geneva	
	University of Neuchatel	
	University of Zurich	
<i>Total Switzerland</i>		5
The Netherlands	Hogechool van Amsterdam	
<i>Total The Netherlands</i>		1
Turkey	Cukurova University	
	Istanbul Technical University	
	Middle East Technical University	
<i>Total Turkey</i>		3

Country	University Name	Total
United Kingdom	Coventry university	
	Edinburgh College of Art	
	Goldsmiths University of London	
	Lancaster University	
	London Metropolitan University	
	Napier University	
	Scottish Agricultural College	
	The Queen's University of Belfast	
	The University of Liverpool	
	The University of Northampton	
	University of Bradford	
	University of East London	
	University of Hull	
	University of Paisley	
	University of Salford	
	University of Stirling	
	University of Strathclyde	
	Cardiff University	
	University of Warwick	
<i>Total United Kingdom</i>		19
TOTAL		128

ANALYSIS OF CASE STUDIES

CASE STUDIES

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1. Introduction

1.1. Objective of the document

This report examines effective approaches to the use of the Bologna reforms to promote the development of University Lifelong Learning (ULLL).

This document is part of the “BeFlex project - benchmarking LLL policy and practice in European universities in relation to the Bologna objectives and reforms” in European universities, conducted by the European University Continuing Education Network (EUCEN) with the support of the European Commission (grant 2006-0073/001-001 SO2 81 AWB)

Attention to ULLL in the Bologna process started in a rather weak fashion but has been growing in strength as the primary objectives are being achieved. The original Bologna declaration in 1999 had as one of its objectives: ‘ECTS compatible systems also covering lifelong learning’; and in Prague 2 years later, Ministers emphasised that ‘lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.’

However, there was no reference to LLL in the action points and it remained somewhat secondary to the main concerns of implementing the BMD structure, quality issues and the EHE research area. The Trends report for the Berlin meeting in 2003¹ included a section on LLL but, not surprisingly, reported very patchy development of LLL strategies at institutional level with significant differences between countries, identifying the ‘most salient problem is clearly the lack of integration of LLL provision in the general strategies, core processes and decision making of the institution’. In the communiqué following the Berlin ministerial meeting, Ministers called for the qualifications frameworks that were being developed to encompass a wide range of flexible learning paths, opportunities and techniques and to make appropriate use of ECTS credits. They also stressed the need to improve opportunities for all citizens to follow LLL paths into and within higher education. The communiqué from the Bergen meeting two years later in 2005 seemed to be promoting greater attention to LLL: ‘We see the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. We will work with higher education institutions and others to improve recognition of prior learning, including where possible non-formal and informal learning for access to and as elements in, higher education programmes’. It stated that over the next 2 years to 2007, Ministers will look for progress in ‘creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.’

The BeFlex project sought to address the problem that ‘lifelong learning ... has been much neglected so far in the Bologna discussion’, to assist the Ministers of the Bologna countries and the Bologna follow-up group by providing a review of the progress that they wish to see in the period up to 2007 and, through benchmarking, to provide HE institutions both with feedback on where they stand in relation to such developments Europe-wide and with models of best practice to stimulate further progress.

1.2. Methodology

In the BeFlex project, this report is based on:

- the collection of case studies of best practice in innovative delivery of ULLL in relation to the BMD structure (including ODL and assessment of learning outcomes) from 53 universities and a consultation workshops in Paris (FR), in November 2006. (Other reports cover the questionnaire survey, the institutional visits and thematic issues).

¹ Reichert, S., Tauch, C. (July 2003). *Trends 2003: Progress toward the European Higher Education Area, Brussels: Publications of the European University Association, study commissioned by the Directorate-General for Education and Culture, European Commission.* (“Trends 3”).

The cases studies selected for inclusion in the *Best Practices* report were drawn from the 150 responses to the questionnaire. The 50 case studies were selected because they showed positive, significant effects of Bologna on the development of innovative practices of management of university Lifelong learning. The 53 sites in the "best practices" study range from small lifelong learning centre to large state universities.

The report is based on in-depth case studies of the 53 sites' practices and describes some of the most important commonalities of practice across the cases as well as some of the most interesting innovative approaches to ULLL.

- a Conference to consult, debate and verify this draft report was held in Ljubljana (SI) on the 15 and 16th of March 2007.

This present document aims to present a map of case study patterns that focuses on:

- The originality of the ULLL in the universities visited;
- the state of the Bologna implementation and any issues arising;
- the impact of Bologna on ULLL and vice versa.
- any predictions and plans for the future

Following the publication of this and other reports from the project, a phase of dissemination and evaluation of results was undertaken.

This report is based on the analysis of the 53 case studies. A double mapping of the 53 case studies is presented by topic at the end of each section and by country in chapter 7 of the present document.

Within each section, an italicized university name indicates that the case study of the university deals specifically with that aspect of the subject in question.

2. Executive Summary

The implementation of the Bologna reforms has begun to influence the conception of University Lifelong Learning (ULLL) in complex ways. The Bologna process is part of a process of restructuring the higher education system that demonstrates a concern for lifelong learning, calling for shared responsibilities of multiple actors in promoting it. The shared responsibility takes the form of various organisations and partnerships, all making the university a key actor in regional development. The Bologna reforms have also fostered in universities the wish to facilitate increased and widened access.

But the search for a «common core of European ULLL» shared by all or even most universities through the Bologna reforms has shown clearly that «common» elements are elusive. The case studies clearly demonstrate that the Bologna reforms challenge university provision and organisation but there is no single «European LLL model», even if LLL is well defined in the European policy. Beyond a small shared «LLL essence», there is a wide diversity of fundamental approaches underlying a similar diversity of practice on:

- financing models questioning who is the beneficiary of ULLL and by extension who should pay;
- ways of using the Bologna tools reveal different approaches to the role of LLL, with strong difference in whether ULLL is to be considered as a commercial product or a tool for social inclusion. Each university uses one or several tools and implements them at various levels (guidance and counselling, continuing professional development (CPD) for specific groups, recognition of prior learning (RPL, APEL, VPL), learning outcomes, credits, diploma supplement and quality assurance) to shape their specific offer, depending on their conception of the definition and role of ULLL;
- organisational models follow the same pattern, and practices showing that it can be based on local partnership, international strategy, seeking more flexible systems...

- original teaching arrangements and new programmes are developed highlighting the orientation of the university strategy, with various innovative practices mainly to reinforce the link between the university and the labour market. Case studies show academic staff go into the company to teach, professionals from the company go into the university to teach, students go into companies for work experience, university-company collaboration for 'real' work-based learning. Some case studies also show innovative practices to develop the learner opportunities to learn (eLearning, new kind of master programmes).

3. Context

The number of students has increased rapidly in the 80's and new types of higher education programmes have been created (e.g., professional higher education). Meanwhile, an increasing number of students decided to go abroad for at least part of their higher education. With an increasing international mobility of students, European countries started considering the coordination of their higher education systems. At the same time, globalisation and increased international competition highlighted the importance of making European higher education institutions more attractive.

Initial steps towards the coordination of European higher education systems were taken with the signature of the Sorbonne declaration by the Ministers in charge of higher education of France, Italy, United Kingdom and Germany in 1998, and later, in 1999, with the signature of the Bologna declaration. These steps were followed by Ministerial Conferences at Prague 2001, Berlin 2003, and Bergen 2005. The Bologna process aims at creating a European Higher Education Area, where internal mobility of students, teachers, and administrative staff is facilitated, whose competitiveness attracts students from outside and contributes to the broader aim of turning Europe into a leading knowledge-based society.

The main pillars of the process include:

- Comparability of the degree structure, based on three cycles (3-2-3): the bachelor degree (three years), the master (two years), and the doctorate (three years).
- Mutual recognition of degrees, other awards, and course units. Further to a comparable degree structure, a system of academic credits (ECTS) was created, whose accumulation and transferability across countries is guaranteed, enabling mutual recognition of degrees, other academic qualifications, and periods of study abroad.
- In the same line, a Diploma Supplement was introduced, which describes the degree and qualifications obtained, in terms of workload, level, and learning outcomes. The overall aim is to improve transparency of higher education degrees and to render more flexible progression into further studies and access to the labour market, while improving the attractiveness of the European higher education system.
- Assessment and accreditation of institutions and academic programmes based on shared quality standards and procedures (EQF).
- Development of mobility programmes by student, teaching, research and administrative staff, including measures such as the portability of national loans and grants.

The cases studies concentrate on the publicly funded higher education system, that include universities and polytechnic schools. The former aim at providing general academic education and they are in charge of most research activity, whereas the latter are traditionally more vocationally oriented.

4. Commonalities in the case studies

4.1. The Bologna process: a framework for LLL

The implementation of the Bologna reforms, conducted by the Ministries of Education, is part of a process of restructuring the higher education system. This reorganisation takes place in the context of growing imbalances between supply and demand. The education and training policies at national level demonstrate a concern for lifelong learning and interpret LLL in different contexts covering different learning, in different locations, with various media and pedagogical approaches. ULL is either defined by target groups, by delivery and pedagogy, by finance and payment, by actors involved, by the type of qualifications or by the type of associated services.

The definitions which underlie the case studies are:

- a) LLL concerning the population as a whole, though the principal focus is the working population;
- b) the importance attached to basic competences, whether acquired during initial education or through second-chance opportunities;
- c) the reduction of obstacles and the development of multiple pathways to further learning, related to two main issues: formal recognition of competences however acquired, and guidance and counselling to help individuals find their pathways.

4.2. Shared responsibility

The role, including shared financial responsibility, of multiple actors (national, regional and local public bodies, social partners, civil society...), in promoting lifelong learning is differently analysed by the institutions in the case studies.

Given that the benefits from lifelong learning accrue to the individual, to employers and to society at large, the question of who should pay for what becomes a crucial issue.

Multiple inputs from government, employers, trade unions and civil-society organisations to policy formulation are seen in a lot of case studies. The shared responsibility takes the form of various organisations and partnerships, making the university a key actor of regional development.

4.3. Facilitating access

Facilitating access including second-chance opportunities are referred to in many of the case studies. Institutions seek to remove or reduce barriers to learning and to improve access for various non traditional groups, such as:

- those affected by social or geographic disadvantage (immigrants or ethnic groups, urban or rural environments)
- those who have not completed basic education
- women
- older generations

Scotland is in full support of widening access. In 2003, the Scottish Executive introduced the Individual Learning Account (ILA). ILA Scotland is a scheme for anyone 18 or over who lives in Scotland. The amount of funding received depends on the earner's salary (if employed). If students earn £15,000 a year or less, or are on benefits, they can apply for an Individual Learning Account that will give them up to £200 a year towards learning something new if the courses are validated by the ILA governing body. This is a very positive effect on widening access to full cost recovery classes which are expensive.

UHI Millennium Institute, Highlands and Islands Enterprise and the EQUAL SWELL project supported the work of local learning centres in some of the most remote communities in the Highlands and Islands during a 4 year project that ended in early 2006. These centres offer access to a wide range of learning opportunities in the heart of their small communities. The programme has effectively targeted older workers, the self-employed and those working within SMEs - key target groups given the additional barriers to learning that they can face.

Case studies reference:

- 📄 *University of Paisley (UK)*
- 📄 *UHI Millennium Institute (UK)*
- 📄 *University of Deusto (ES)*

5. Innovative aspects of the case studies

The report discusses some of the innovative LLL practices that stand out among the case studies. These practices highlight new organisation and partnership, new services and financial models.

5.1. Financing Models

Different models also exist in terms of financial collaboration:

5.1.1. The company pays the fees for all learners

The *University of Kiel (DE)* works with private companies to offer “Wissenschafts Coaching” or scientific coaching, providing individual support to employees to learning know how. The company defines with the “Wissenschafts Coach” the content, location and duration and finance the complete personnel individual training.

5.1.2. A company pays fees for individual learners or learners pay their own fees

The *University of Barcelona – UB (ES)* provides an example of innovative financial model with the creation of the IL3 -Institute for Lifelong Learning of the UB is the university’s contribution to the shaping of an education attractive to students during all stages in life. This structure is owned by the University but is financially autonomous and the courses are mainly paid by companies or the learners.

5.1.3. A mixed mode of individual, state and employer pays

The *University of Science and Technology of Lille – USTL (FR)* indicates that it’s 10 million € turnover is spread as follow:

- 35% is coming from companies and professional bodies
- 19% is coming from State
- 29% is provided by Regional Council
- 4% is provided by European Commission
- 8% is provided by individuals

5.1.4. The local/regional/national state pays for learners

If some institutions have been very creative to seek new ways of financing ULLL, some institutions show that ULLL needs financial support to allow them to offer wider access. The *UHI Millennium Institute*, Highlands and Islands Enterprise and the EQUAL SWELL project supported the work of local learning centres in some of the most remote communities in the Highlands and Islands to offer access to a wide range of learning opportunities in the heart of their small communities as many face significant threats to their financial sustainability. This project helped to address these challenges.

All courses offered at the *Edinburgh College of Art (UK)* are on a 'full cost recovery' basis and the Centre for Continuing Studies (CCS) is making this system work and returning a surplus with no budget contribution from the college central resources. This is achieved by achieving 90% occupancy for the majority of CCS courses and by financial support of the Scottish governing bodies to lower income population.

Case studies reference:

- 📖 *University of Science and Technology of Lille – USTL (FR)*
- 📖 *Edinburgh College of Art (UK)*
- 📖 *UHI Millennium Institute (UK)*
- 📖 *University of Barcelona – UB, IL3 (ES)*
- 📖 *University of Kiel (DE)*

5.2. Tools

Several tools are identified by universities as a support for the development of ULLL. The universities use one or several of these tools and implement them in a different manner.

5.2.1. Guidance and counselling

Information, guidance and counselling, (including outreach measures for those least likely to participate spontaneously in LLL) are identified as essential to ensure that rights and opportunities are availed of, especially in a system which places the individual at the centre of the learning process.

Some institutions deal with new guidance initiatives, geared to specific target groups and do not see guidance as being essentially to help make the transition from education to working life.

Some institutions (*University of Science and Technology of Lille – USTL, FR*) consider that it must be permanently available, lifelong and life wide and have created specific units at institutional or regional level to create a coherent lifelong guidance system being widely available for those at work as well as those in education. The REVA (ULLL & validation of prior learning) of the *University of Brest (FR)* acts as a single point of contact with non-traditional students and communicates with all the other components of the University. This structure informs, guides and counsels people wanting to obtain a diploma at the University after having stopped previous studies.

Case studies reference:

- 📖 *University of Paisley (UK)*
- 📖 *University of Science and Technology of Lille – USTL (FR)*
- 📖 *University of Brest (FR)*
- 📖 *University of Kiel (DE)*

5.2.2. Continuing Professional Development for specific groups

Continuing Professional Development is a key element in ULLL. This can take two forms:

- Professional development courses for specific groups
- Master courses for specific groups

The first form is professional development courses aimed at particular groups who already have a higher level diploma. Special groups include lawyers, engineers, researchers, accountants, managers, nurses, and teachers. Continuing education is seen as supplementary education that extends the competence obtained through the B-M degree studies and which enables students to update their existing skills or acquire new ones or to transfer to new areas of study. Basic and continuing education support each other.

The courses relate to new legislation or new technological developments. Sometimes the courses are offered in collaboration with professional associations. The Centre of Continuing Education and Research (CCER), *Iceland University of Education (IS)*, is a provider of training courses and research in field of teaching and education. It undertakes projects for schools, Reykjavik city and local councils around the country as well as for the Ministry of Education. Most of the courses are tailor-made for a given group. Education for Teachers in Primary and Secondary schools in Iceland resulting from a revision of the General Curriculum, is a project which will be carried out over at least the next four years for the Ministry of Education.

To implement the reform of teacher education in accordance with the Bologna Declaration in Finnish universities, the *University of Helsinki (FI)* provided teacher continuing education. Continuing education is seen as supplementary education that extends the competence obtained through the B-M degree studies and which enables students to acquire new skills or get re-educated. Basic and continuing education support each other.

The *University of Oldenburg (DE)* offers seminars targeted at artists with qualifications led by teachers from the real world of cultural industries. The seminars have a significant part of practical exercises (30-60%) where people work in groups of 3-5 members on the concrete project of one participant. The total number of participants in each seminar is limited to 15 persons to guarantee effective results for everybody.

The second form is masters courses aimed at identified needs among particular professional groups. The learners may have a first degree in the same field and wish to upgrade their formal qualifications or they have a first degree in a different field (e.g. masters in management for cultural professionals, engineers...). These courses usually carry fees, sometimes paid for by the individuals, sometimes by their employer. In Germany there is a special Bachelor and Master, which is called *Weiterbildender Bachelor / Master*. These programmes are part of the continuing education profile of the university. They are offered to participants, who are studying part-time and have to pay fees (*University of Oldenburg's case study, DE*).

The *Warsaw School of Economics (PL)* postgraduate study programme includes 90 units which represents a diverse range of subjects in the field of economics and management. The offer is designed to meet the needs and demands of the postgraduate education market.

Case studies reference:

- 📖 *Iceland University of Education (IS)*
- 📖 *University of Helsinki (FI)*
- 📖 *University of Oldenburg (DE)*
- 📖 *Warsaw School of Economics (PL)*

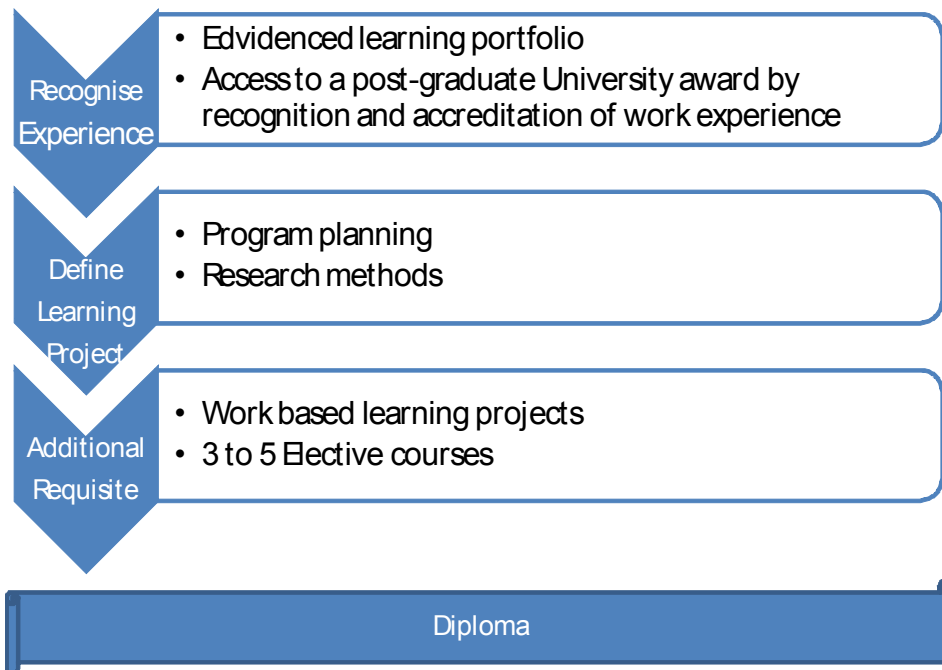
5.2.3. Recognition of prior learning

Key components to providing incentives to LLL include flexible qualification structures which not only integrate the different streams and levels of general education and learning, but also those of vocational and technical education and training. Different approaches exist, but common factors critical to promoting LLL include the opportunity for systematic identification of competences however acquired, their validation in terms of transferability to other situations and the creation of opportunities for certification or for admission to further learning leading to new qualifications.

Some institutions have created a specific centre (*University of Paisley, UK*) to recognise that a student body with a broader range of educational experience and a wider spread of previous academic achievement requires systems to meet the more diverse learning needs whilst providing a stimulating learning environment to a range of students from different educational backgrounds and a wide range of experiences.

Some institutions use accreditation or recognition of prior or experiential learning (*London Metropolitan University, UK*) to support access through this entry route at both departmental and central level. The framework for applications is set out in the Academic Regulations to ensure consistency and equity of decision-taking and designated staff is responsible within every academic department. AP(E)L is available at the point of admission to a course, or at any stage after enrolment but before the award is conferred. Students are required to submit original certification to the University in respect of any application for credit for prior certificated learning (APL). The minimum amount of AP(E)L credit that may be given to an individual student is equivalent to one module at any level (15credits/7.5ECTS) and the maximum equivalent to two thirds of an approved University award.

The *Middle East Technical University (TR)* uses recognition of prior experience or learning as part of personalized Work Based Learning diploma in pre-defined field of study that includes accreditation of prior learning, individual programme planning, work based research methods, system design, technical elective courses and one or more work based projects.



Some institutions (*University of Science and Technology of Lille – USTL, FR*) have established systems for validation of non-formal and informal learning in the context to qualify for part of a diploma or qualifying as a complete diploma. *Aveiro University (PT)* is piloting it in the framework of a regional partnership. In contrast with other Dutch universities, the age and the work experience of the students of the *Open University of the Netherlands – OUNL (NL)* is noticeable. OUNL-students are required to have a substantial amount of work experience in the domain of the academic study they want to attend. As a consequence, the OUNL implemented a procedure to assess and credit prior experiential learning, alongside existing procedures on prior certificated learning, in order to assess and recognize prior learning, independent of the method of prior learning. The *Pierre & Marie Curie University (FR)* provides evaluation indicators to APL and made a study to evaluate the motivation to obtain a diploma from the university by APL and by adult learning.

The *Hogeschool van Amsterdam (NL)* developed an original 5 steps model for the validation of prior learning, through a project. The VPL procedure in general consists of five phases: commitment and awareness of the value of one's competences, recognition of personal competences, valuation and/or validation of these competences, (advice on the) development of one's competences and finally structurally embedding this competence-based development process into a personal or organisation steered and owned policy to assess and accredit prior learning².

Case studies reference:

- 📖 *London Metropolitan University (UK)*
- 📖 *University of Paisley (UK)*
- 📖 *Middle East Technical University (TR)*
- 📖 *University of Science and Technology of Lille – USTL (FR)*
- 📖 *Aveiro University (PT)*
- 📖 *Pierre & Marie Curie University (FR)*
- 📖 *Open University of the Netherlands – OUNL (NL)*
- 📖 *University of Bergen (NO)*
- 📖 *Hogeschool van Amsterdam (NL)*

5.2.4. Learning outcomes

Universities had a different approach to implementing ECTS. Due to difficulty to evaluate student's workload, some Universities (*University of Geneva, CH*) implemented ECTS without exploring fully the learning outcomes and professional competences and preferred to opt for a more pragmatic approach waiting for the final evaluation course results to adjust the student's workload and to better determine the learning outcome. A specific questionnaire was built up with some assessment questions.

The *University of Liverpool (UK)* started a discussion about credit equivalences and learning outcomes and the length of study when implementing HE credit arrangements based on the European (ECTS) system. The University sees it as particularly important with regard to programmes such as the integrated master's and other degrees that are linked to a 'licence to practice'.

On the other hand of the spectrum, the *University of Bergen (NO)*, which was had traditionally used a "subject-centred" approach when describing a course, took the challenge of defining learning outcomes when implementing ECTS. The university identified that learning outcomes are strongly connected with the choice of teaching methods (i.e. lectures, seminars, home work, use of ICT) and assessment forms (formative and accumulative). It means that courses with the same content but different teaching methods probably lead to different learning outcomes. A university debate took place to define for all programmes of study and all course units offered to 'ordinary' students or 'lifelong learning' students, their own descriptions regarding learning outcomes. One of the identified issues was to describe the learning outcomes and competences in a way that they can be used when validating prior learning or prior experiential learning.

The *University of Copenhagen (DK)*, started a project of implementing a qualification framework in 2003 at the Faculty of Humanities. The aim of the project was to change the descriptions of the humanistic subjects from a traditional curricular perspective to more learning outcome based descriptions. The project involved 16 academic subjects and 26 academic staff and covered both

² Duvekot, R., Scanlon, G., Charraud, A-M., Schuur, K., Coughlan, D., Mohn, T. N., Paulusse, J. and Klarus, R. (eds) (2007). *Managing European diversity in Lifelong Learning - The many perspectives of the valuation of Prior Learning in the European Workplace*. Amsterdam (NL): Hogeschool van Amsterdam, HAN University and Foundation EC-VPL (ISBN 978-90-79108-01-5).

bachelor and master level. The project has not been especially addressing lifelong learning but will eventually impact on LLL. The results are being implemented in all courses at the Faculty of Humanities including courses offered as continuing education and the results will situate all programmes in the qualification framework.

The *Danube University Krems (AT)* implemented the Bologna ECTS credit formats: in certified programmes (30 ECTS), expert programmes (60 ECTS) and master programmes (90 to 120 ECTS). All selected programmes are very practice orientated as most students are practitioners and working. The master programmes though being post graduate are understood as second cycle of the Bologna architecture. Especially with the focus on in-service training of the students (which means part-time study programmes) the focus on competences and learning outcomes has been quite high for many years. Modularisation of the study programmes is becoming a standard at the DUK and all curricula have been through a university internal accreditation procedure so that they are accredited with ECTS, understood as the workload of the students.

University of Graz (AT), with the ADD Life project is trying to identify and to test bridges between HE and ULLL. However, it must first be ascertained within the Project whether there is a legal basis for the awarding of ECTS credits for ULLL in the partner countries; and even more specifically, is there a legal basis which would allow universities to award independent ECTS credits for parts of a Bachelor programme. It is planned to credit rate each 'ADD Life module' with 2 - 3 ECTS. The project differentiates between:

1. the process of learning (workload);
2. learning outcomes which could be assessed; and
3. the awarding of credits.

At the *Catholic University of Leuven – KUL (BE)*, the introduction of a credit system was conceived as implementing flexibility. As a consequence, the *KUL* endeavours to offer students more transfer options between programmes to achieve flexible programme content. A flexible study progress system is expected to give the institution more opportunities to respond to the needs of diverse and new target groups, such as:

- people who in the past were unable to take the usual route, but who are nevertheless intellectually capable and should be given a chance
- people who began their studies but dropped out prematurely without a diploma and now want to rectify this situation
- people who wish to earn another higher education diploma or wish to acquire specific (sub-) competences or specialisations (via individual study components)
- sometimes in combination with a job and/or household and family duties.

The aim is to encourage the democratisation of education by reaching more target groups and offering them an opportunity to earn a higher education diploma.

Case studies reference:

- 📖 *University of Bergen (NO)*
- 📖 *Danube University Krems (AT)*
- 📖 *University of Graz (AT)*
- 📖 *University of Liverpool (UK)*
- 📖 *university of Copenhagen (DK)*
- 📖 *University of Limerick (IE)*
- 📖 *University of Malta (MT)*
- 📖 *Catholic University of Leuven – KUL (BE)*
- 📖 *University of Geneva (CH)*

5.2.5. Credits

The Bologna reforms provide a new perspective for ULLL with the accreditation of short courses, which is a facilitating factor in the movement of change that is going on in universities in Europe.

The increasing numbers and importance of LLL/UCE (adults' degrees and continuing education) and a need to link UCE more effectively to degree programmes, led the *University of Tartu (EE)* to the conclusion that so called programme-based management was also a solution for UCE. One central unit cannot know the needs of very different target groups (more than hundred Bachelor's and Master's curricula and 35 PhD curricula in 11 faculties), relate closely to respective employers and professional associations, and fit the retraining and continuing courses with the degree programmes etc.

New kinds of professionally oriented Bachelors and Masters, new kinds of University diplomas with credits for new target groups are being developed. The *Leibniz University of Hanover (DE)* awards a "university certificate" for professional development programmes with an average volume of 550 contact hours. Due to the flexibility of these UCE programmes the study duration depends on individual choices: every participant may organise his/her studies differently according to content, workload and duration.

ECTS also provides the possibility for lifelong learners or companies to create their own individual programme of study. The *Warsaw School of Economics (PL)* tailors courses and trainings to the needs of companies and institutions. These courses encompass intramural and extramural courses.

The *University of Lleida (ES)* has also a wide offer of its own University courses, sometimes requested by institutions but sometimes under the its own initiative to respond to requests from society.

Some universities propose both accredited and non-accredited programmes open to adults. The *University of Pecs (HU)* distinguishes in practice accredited diplomas at various sub-bachelor , bachelor, and master levels. All the programmes and courses within the programmes carry ECTS credits. In theory, all the programmes and all the courses are open and accessible to adults, even if the possibility of being registered to parts of programmes as independent courses is still not well known and the requirements as well as the costs of registration are not very attractive to the public. For non-accredited programmes, which are not credited by the university (not leading to a diploma, or to ECTS credits), faculties generally try to obtain another form of accreditation, implemented at national level.

In some countries such possibilities existed before the Bologna reforms but in most the reforms have stimulated new debates about how new target groups and in particular adult learners can be encouraged to continue and/or return to learning. The *University of Limerick (UK)* since its original foundation as an Institute of Higher Education in 1972 has had a modularised system. It was modelled on the American system with each module assessed separately and the overall standard of the final award being calculated through the use of a Quality Credit Average (QCA). In effect however what was in place was a set of programmes, which were modularised, but the University did not have a fully functional modularised system. In practice while students could in theory take a series of single modules they could not make up a package of modules leading to a specific award unless all of the modules were associated with a specific programme. This is to be addressed as the university moves to a full ECTS system.

Case studies reference:

- 📖 *University of Tartu (EE)*
- 📖 *University of Pecs (HU)*
- 📖 *Warsaw School of Economics (PL)*
- 📖 *University of Limerick (UK)*
- 📖 *University of Liverpool (UK)*
- 📖 *University of Lleida (ES)*
- 📖 *Leibniz University of Hanover (DE)*

5.2.6. Diploma supplement

The Diploma Supplement is a useful tool adopted by universities aiming at being internationally recognised. The *Danube University Krems (AT)* provides its students with Diploma Supplements in English and in German. The *Chelyabinsk State University (RU)* adopted the diploma supplement earlier due to its extensive collaboration with European Universities.

Case studies reference:

- 📖 *Chelyabinsk State University (RU)*
- 📖 *Danube University Krems (AT)*

5.2.7. Quality assurance

Many of the case studies reflect concerns for ensuring quality of provision. Some of these quality mechanisms are specific to the education and training system, others result from wider-ranging initiatives concerning quality in the provision of public services or services contracted out to private operators. In Sweden, a system for evaluating quality in higher education has recently been launched. The *University of Malta (MT)* provides an in-depth description of the difficulties of implementing a National Quality Assurance System in a small country with one main university.

The *University of Salford (UK)* developed a innovative self assessment procedure - “UPBEAT” - to help universities transform academic research into ‘real world’ projects, products and services.

The quality of education provided at *University of Chemical Technology and Metallurgy, Sofia (BG)* is assessed by the National Accreditation Agency. An external international evaluation is being carried out for some MSc courses to demonstrate that the Bulgarian standards are applied as well as the international standards.

Case studies reference:

- 📖 *University of Malta (MT)*
- 📖 *University of Salford (UK)*
- 📖 *University of Chemical Technology and Metallurgy, Sofia (BG)*

5.3. Organisational Models

The Bologna reforms and the development of LLL question the traditional organisational models of the university in terms of academic, financial and management systems.

5.3.1. Local partnerships

Decentralisation and building up partnerships at local or regional level often go hand in hand and are likely to reinforce each other in terms of defining and responding to local and regional needs.

The university can be seen as:

- a catalyst for innovation and regional development:
The *University of Stirling (UK)* gives an example of a university that has played a key role in helping the Stirling Council in its statutory duty to produce a community plan, which includes lifelong learning. LILARA (Learning in Local and Regional Authorities) is a continuation of that role which has also had a European dimension.

- an integrator of regional strategy through learning :
In the *University of Salamanca (ES)*, due to the many activities, especially those related to LLL, these have the collaboration and economic support of public institutions, companies etc in local, regional, national and international level which have been establish via agreements to help the management and adaptation in each situation.
In Germany the “Learning Region” programme is at the heart of the Federal Education and Research Ministry’s programme for LLL for all. The *Leibniz University of Hanover (DE)* based its UCE strategy on this tradition. In the 1970s the German federal government launched research programmes and structural change projects with the intention to “open higher education for professional development programmes” for part time students who were employees in different economic sectors of the region. Various departments carried out pilot projects in the Leibniz University of Hanover anticipating the Bologna reforms.
- A coordinator of a learning network:
The *University of Lisbon (PT)* worked in partnership with other institutions for the implementation of some courses open to everyone wishing to join, with or without university education. Partnerships were created with NGOs, private institutions of social solidarity, the FDTI (Fund for the Development of New Technologies), a foundation constituted in October 1991 by the Portuguese Institute of Youth, and the Institute of Employment and Professional Training. The aim was to spread scientific and technological knowledge, namely relating to ICT, as a means to contribute to the preparation, training and support for the community, especially young people, in order to respond to the challenges of contemporary society.

Case studies reference:

- 📖 *University of Stirling (UK)*
- 📖 *University of Salamanca, (ES)*
- 📖 *Leibniz University Hanover, (DE)*
- 📖 *University of Kiel, (DE)*
- 📖 *University of Lisbon (PT)*
- 📖 *IIZ DVV (RO)*
- 📖 *University of Barcelona – UB (ES)*

5.3.2. International strategy

The case studies also demonstrate the growing concern of universities to strengthen their international strategy.

Adapting to Bologna at the same time as experiencing difficulty in recruiting fulltime campus students, *Lund University (SE)* now give high priority to new recruitment strategies, both nationally and internationally.

The *London Metropolitan University (UK)* has offices in Brussels, Delhi, Beijing, Dacca, Lahore, Karachi, Chennai and Lagos and a series of domestic and international collaborative joint programmes with 30 partners. As well as delivering ‘in-country’ outreach provision the University has a significant number of international students studying at undergraduate, post qualifying and research degree level. The University offers a range of foundation and bridging programmes to facilitate this internationalising of the profile and commits significant resources to supporting student success on the programmes.

Case studies reference:

- 📖 *London Metropolitan University (UK)*
- 📖 *Leibniz University Hanover (DE)*
- 📖 *Lund University (SE)*
- 📖 *Danube University Krems (AT)*

5.3.3. Seeking more flexible systems

Some case studies clearly identify the creation of new organisational models, such as the creation of a new LLL structure as a means to obtain more flexibility in organizing the courses and staff. The *University of Lleida (ES)* gives an example of a university that created the Fundació Universitat de Lleida (FUdL) as foundation to provide much more agile administrative management and to be able to subcontract third parties if necessary.

The *University of Barcelona – UB (ES)* provides an example of innovative organisational model with the creation of the IL3 -Institute for Lifelong Learning of the UB is the university's contribution to the shaping of an education attractive to students during all stages in life. The goal of IL3 is to function as an instrument to be used by all UB centres, offering education of excellence, for individual students and companies alike, and presenting a variety of teaching methods.

Case studies reference:

- 📖 *University of Lleida (ES)*
- 📖 *University of Barcelona – UB, IL3 (ES)*

5.4. New teaching arrangement and new programmes

Different models exist in the collaboration and teaching arrangements:

- academic staff go into the company to teach
- professionals from the company go into the university to teach
- students go into companies for work experience
- university-company collaboration for 'real' work-based learning
- eLearning
- new kind of masters programmes

5.4.1. Academic staff go into the company to teach

The *University of Louvain (BE)* offers four types of continuing education programmes including in-company training customized to company needs. All the continuing education programmes are offered by faculties and are accredited by the university; the faculties have the support of the University Continuing Education Centre in listening to and anticipating society's training needs and assisting faculties in developing new programmes or adapting existing programmes to an adult audience.

5.4.2. Professionals from the company go into the university to teach

The *University of Strathclyde, Glasgow (UK)* forged relationships with external providers in order to secure the necessary subject expertise for a course and from this it has developed a ground breaking study programme of health, safety and risk management accredited by the leading UK professional body in the field, the Institution of Occupational Safety and Health.

5.4.3. Students go into companies for work experience

The *Middle East Technical University (TR)* proposes a diploma based on prior experience or learning as part of personalized Work Based Learning diploma in pre-defined field of study that includes accreditation of prior learning, individual programme planning, work based research methods, system design, technical elective courses and one or more work based projects.

5.4.4. University-company collaboration for 'real' work-based learning

The *University of Kiel (DE)* even investigated new type of services, such as "Wissenschafts Coaching" (Scientific Coaching), providing individual support to employees learning know-how. Employees are assisted by a tutor or "Wissenschafts Coach". With a one-on-one-interview the coach supports the individual in acquiring concrete know-how or offers professional assistance to train in a totally new way where the knowledge of the specialist can be put straight into practice. One advantage is saving time when looking for adequate literature as well as for preparing and using the latest scientific knowledge. In short - you ask and the coach answers. The patron has to arrange the content, location and duration with the "Wissenschafts Coach".

The *Otto-von-Guericke-University Magdeburg (DE)* provides a good illustration of partnership for work-based courses. As a Public Private Partnership (PPP) between the Institute of Advanced Dental studies in Karlsruhe and the Education department of the University, an in-service master's programme has been offered since October 2004, which makes use of both forms of knowledge development and attempts to reconcile them. The full title is: „Knowledge Development and Quality Improvement - Integrated Practice in Dentistry“.

University of Klagenfurt (AT) and the *Varna Free University – VFU (BG)* provide good illustrations of universities that evaluate and meet the needs of the labour market and society.

Case studies reference:

- 📖 *University of Kiel (DE)*
- 📖 *Otto-von-Guericke-University Magdeburg (DE)*
- 📖 *London Metropolitan University (UK)*
- 📖 *Middle East Technical University (TR)*
- 📖 *University of Strathclyde, Glasgow (UK)*
- 📖 *University of Klagenfurt (AT)*
- 📖 *Varna Free University – VFU (BG)*

5.4.5. eLearning

Some institutions have created new way of learning to adapt and to meet lifelong learners' expectations.

eLearning has widely developed sometimes as a joint action between 2 universities, such as the *University of Duisburg-Essen (DE)* and the *University of Bamberg (DE)*.

The *Polytechnic University of Valencia (ES)* has developed an interesting approach to identifying learners' needs. The *University of Hamburg (DE)* has used its experience in ODL teaching to analyse the critical factors of eLearning success. In *Lund University (SE)*, part-time distance courses on the internet for lifelong learning have normally not been distinguished from courses taken by young students studying part-time. Students from both categories have been enrolled in the same courses, which have often been connected to the regular educational structure so that students can move between part-time distance courses and full-time campus courses in order to provide more flexibility for all learners.

Case studies reference:

- 📖 *University of Duisburg-Essen (DE) / University of Bamberg (DE)*
- 📖 *Lund University (SE)*
- 📖 *University of Hamburg (DE)*
- 📖 *University of Louvain (BE)*
- 📖 *Polytechnic University of Valencia (ES)*

5.4.6. New kind of master programmes

At the *University of Chemical Technology and Metallurgy, Sofia (BG)*, the interdisciplinary character of the Master Degree course attracts wide study profile students, starting from Engineering and ending with Philology. One of the most important features of Interdisciplinary courses is to provide opportunities for different kind of experts to upgrade their knowledge just to adapt themselves relatively quickly to the requirements of a new field of activity. From this point of view interdisciplinary MSc courses play an important role in ULLL which can ensure a quick and quality response to the needs of the changing labour market.

Case studies reference:

 *University of Chemical Technology and Metallurgy, Sofia (BG)*

6. Impact of Bologna on ULLL

It is too early to point to any impact of Bologna reforms, other than the obvious BMD structure for diplomas since the reforms are only just being fully implemented in the mainstream universities. In most universities, ULLL policy is rather a reflection of what is already happening and what is possible in the short term rather than part of a strong commitment to and vision of a LLL university or of ULLL as a central plank of the third mission.

It is also difficult to attribute a direct cause and effect relationship between Bologna and the development of ULLL because there are so many other things going on which also have an impact for example the pressure on university financing which is being experienced throughout Europe, and the possibilities opened up by technology for open, distant, eLearning etc.

However, even if as yet there is little evidence that the Bologna tools are being actively exploited to develop ULLL, it is clear that there is development going on and that in many universities this is being pushed forward by the general opening up of the debates by the Bologna process. It is also clear that universities are paying more attention to the relationship of their diplomas to the labour market and providing new courses on this theme: transition courses or supplementary courses or new diplomas (especially at masters level). It is also clear that some are beginning to take far more seriously the opportunities for greater flexibility for ULLL (and for mainstream students) offered by BMD, ECTS etc - but it is still early to demonstrate concrete results on any scale.

Bologna highlights the idea of individual pathway. This leads universities to:

- help students to know where they are, to situate themselves in a learning framework;
- guidance and counselling to help students find their individual pathway into and through the provision available
- inform and recognise the knowledge, skills and understandings that the candidates and learners actually possess
- help them to identify what they still have to do to qualify
- emphasise competences and learning outcomes
- propose active learning strategies and mixed mode and blended learning
- develop professional skills and competences and 'employability'

Bologna reforms are also based on mobility and as a result often also provide:

- a legal basis for APEL
- the use of ECTS and the Diploma Supplement for **all** learners

7. Map of case studies

1. Austria/ Danube University Krems

Quality system implemented
Separate departments for “Life-long Learning” and “Higher Education Management and Continuous Education
BOLOGNA, ERASMUS and ECTS appointed representatives
Diploma Supplement automatically handed over to the students in both English and German
Project realisation and study programme development are always multidisciplinary

2. Austria/ University of Graz

Inter-generational learning
Flexible, individual learning pathways to accredited university education
Application of ECTS in Lifelong Learning

3. Austria/ University of Klagenfurt

Attitudes towards required continuing education
Interrelationship between learning and productivity
Using the Bologna components

4. Belgium/ Catholic University of Louvain

ECTS: Innovative approach to the articulation between Master’s degrees and certificates
Harmonised process for APEL
Harmonised approach to Master programmes design
Student-led learning’ approach

5. Belgium/ Catholic University of Leuven – KUL

Replacing the year system with a credit system
Flexibilisation – Implementation of Flexibility at all levels

6. Bulgaria/ University of Chemical Technology and Metallurgy, Sofia

Interdisciplinary Master Degree
National Quality Framework

7. Bulgaria / Varna Free University – VFU

Reduce the social cost of the structural reform by enhancing the process of social adaptation
Survey the dynamics of the labour market
Flexible realisation of the academic and research potential of the higher educational institutions

8. Croatia/ University of Zagreb

Development of ULLL through the international cooperative projects

9. Czech Republic/ Brno University of Technology

Example of LLL course
Organisational Model: Role of the Department of Continuing Education

10. Denmark/ University of Copenhagen

Using the Qualification Framework in practice

11. Estonia/ University of Tartu

ULL organisation: Programme-based management in UCE
Link with employers

12. **Finland/ University of Helsinki**
National Working group for teacher education
Three-tier degree system implementation in several universities coordinated by an advisory board consisting of representatives of different universities
13. **France/ Pierre & Marie Curie University**
Implementation of recognition of prior learning
14. **France/ University of Brest**
Lifelong learning and employment
Guidance and counselling for people coming back to University
15. **France/ University of Science and Technology of Lille - USTL**
Continuing education organisation
Role and financial management of a ULL Central service in the University
16. **Germany/ Otto-von-Guericke-University Magdeburg**
Experience based knowledge: cooperative venture between educational and professional bodies
17. **Germany/ University of Duisburg-Essen/University of Bamberg**
Internet-based Further Education
University collaboration for common online master
18. **Germany/ University of Oldenburg**
Area of professionalisation in Lifelong learning
19. **Germany/ University of Hamburg**
Online Learning in Management for knowledge update of young professionals
Success factor for learning via eLearning programmes
20. **Germany/ Leibniz University of Hanover**
Co-operations with regional actors
Active and blended learning (ODL)
21. **Germany/ University of Kiel**
Centre for continuing education
Career centre
Important yearly job fair organised by the university
Job oriented programme of continuing education by a network of university, economy and other local contractor of continuing education
scientific coaching (professionally oriented focused know how individual teaching)
22. **Hungary / University of Pécs**
Accredited and non accredited LLL programmes
Accreditation to LLL programmes/courses for all training institutions
23. **Iceland/ Iceland University of Education**
Continuing education for primary and secondary teachers
24. **Ireland/ University of Limerick**
From a modular system to full ECTS system
Learning outcomes based on professional accreditation processes associated with degrees awarded by the university
All learning seen as lifelong learning

- 25. Malta/ University of Malta**
 ECTS credits for recognition of foreign students
 Vocational Qualifications Awards Council for comparability of international and Maltese qualifications
 National Quality Assurance: Difficulty of implementation in a small country
- 26. Netherlands/ Hogeschool van Amsterdam**
 VPL model based on 5 steps
- 27. Netherlands/ Open University of the Netherlands – OUNL**
 Recognition of Prior Learning procedure
- 28. Norway/ The University of Bergen**
 Implementation of Learning outcomes
 Learning outcomes and recognition of prior learning
 APL/APEL
- 29. Poland/ Warsaw School of Economics**
 ULLL organisation
 ECTS
 APEL
 Diploma supplement
 Third Age University
 Courses designed for private companies and institutions
 Intramural and extramural LLL
- 30. Portugal/ Aveiro University**
 ULLL organisation
 Pilot of APEL or APL as part of a diploma of a full diploma in a regional framework
- 31. Portugal/ University of Lisbon**
 Non-credited lifelong learning provision
 APEL/RPL
 Management of LLL by a Foundation
 Partnership with other institutions for the implementation of LLL courses (NGOs, private institutions of social solidarity, Fund for the Development of New Technologies),
 Financed and co-financed programmes
 2 LLL strategies
 Intramural and extramural perspective for University Lifelong learning
- 32. Romania/ Institute for International Cooperation of the German Adult Education Association (IIZ DVV) Project Romania**
 Development and implementation of Senior citizen programmes
 Local communities programme development
- 33. Russia / Chelyabinsk State University**
 Diploma Supplement: Reflexion on its implementation
- 34. Slovenia/ University of Ljubljana**
 ECTS implementation: difficulties and solutions for implementing ECTS
- 35. Spain/ Polytechnic University of Valencia**
 eLearning course building
 eLearning identification needs

- 36. Spain/ University of Barcelona – UB**
 Centre for Lifelong learning
 Course for workers paid by the companies
- 37. Spain/ University of Deusto**
 Woman's training
 Free access Internet television channels offering interactive professional and cultural training
- 38. Spain/ University of Lleida**
 Types of studies in continuing education
- 39. Spain/ University Rovira i Virgili**
 ECTS
 Diploma supplement
 Curricula development based on competences
- 40. Spain/ University of Salamanca**
 Definition of ULLL (get updated with knowledge at different times in life)
 3 different types of LLL: complementary, continue and open
 Teaching activities
- 41. Spain/ University of Valencia**
 Two types of post graduate courses: traditional and for graduates as much as for professionals
 Reflexion on Lifelong learning evolution
- 42. Sweden/ Lund University**
 Distance and eLearning
 Integration between distance and campus courses
 International students strategy
- 43. Switzerland/ University of Geneva**
 Admission in LLL programme
 Accreditation of LL programme
 Example of LLL course
 Collaboration with professionals in training design
 ECTS
- 44. Turkey/ Middle East Technical University**
 Work Based Learning
 Recognition of prior experience or learning
 Diploma through work based learning
- 45. UK/ Edinburgh College of Art**
 Short courses as continuing personal education without registering for credit
 Part-time BA route
 100% of 'non standard' students in the courses
 Credit bearing Certificate towards BA
 Financially autonomous Centre for Continuing Studies delivering degree programme along with
 lifelong learning plus wider access provision, civic engagement and staff development,
 marketing, commercial, development and recruitment.
 Credit transferable into the European Union
 Individual Learning Account credited by region to learn

- 46. UK/ Goldsmiths University**
Pros and cons of European Accreditation schemes
- 47. UK/ London Metropolitan University**
Accreditation of prior or experiential learning (APEL)
Student support services
Partnership with employers and work based learning providers
- 48. UK/ UHI Millennium Institute**
Local learning centres in small communities
Financing sustainability of learning centres in small communities
Free courses to encourage local people to engage with the learning opportunities offered locally
Local learning centres links with local businesses
Marketing material to promote local learning centres
- 49. UK/ University of Liverpool**
UK LLL national perspective
European Qualifications Framework
Modular awards/Non traditional awards
- 50. UK/ University of Paisley**
A taste for university to pupils
Access widening of under-represented population
University Pre-entry course for School Leavers
Cross School Guidance Sessions
Transition Modules for Mature Students
Career Planning Module
- 51. UK/ University of Salford**
University projects self evaluation model
Project development tool
Project Staff development tool
- 52. UK/ University of Stirling**
Learning in Local and Regional Authorities
- 53. UK/ University of Strathclyde, Glasgow**
Practice based learning
Flexible provision and non-standard entry criteria
Administrative and academic support structure
Non-traditional backgrounds learner

ANALYSIS OF FIELD VISITS

FIELD VISITS

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 - 4.1. Status of Implementation
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 - 5.3. Financial issue
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1. Methodology

1.1. Objective of the document

This document is part of the BeFlex project, benchmarking on lifelong learning policy and practice in European universities in relation to the Bologna objectives and reforms.

Attention to lifelong learning (LLL) in the Bologna process started in a rather weak fashion but has been growing in strength as the primary objectives are being achieved.

The original Bologna declaration in 1999 had as one of its objectives: 'ECTS compatible systems also covering lifelong learning'; and in Prague 2 years later, Ministers emphasised that 'lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.'

However, there was no reference to lifelong learning in the action points and it remained somewhat secondary to the main concerns of implementing the BMD structure, quality issues and the EHE research area. The Trends III report for the Berlin meeting in 2003 included a section on LLL but, not surprisingly, reported very patchy development of LLL strategies at institutional level with significant differences between countries, identifying the 'most salient problem is clearly the lack of integration of LLL provision in the general strategies, core processes and decision making of the institution'.

In the communiqué following the Berlin ministerial meeting, Ministers called for the qualifications frameworks that were being developed to encompass a wide range of flexible learning paths, opportunities and techniques and to make appropriate use of ECTS credits. They also stressed the need to improve opportunities for all citizens to follow LLL paths into and within higher education.

However, the Trends IV report prepared for the following meeting in Bergen in 2005 had no specific focus on LLL and the short section on 'the recognition of non-formal/non-academic qualifications' claimed that 'the topic is part of the wider theme of lifelong learning that has been much neglected so far in the Bologna discussion'.

The subsequent communiqué from the Bergen meeting seemed to be attempting to redress this imbalance and to be promoting greater attention to LLL: 'We see the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. We will work with higher education institutions and others to improve recognition of prior learning, including where possible non-formal and informal learning for access to and as elements in, higher education programmes'. It stated that over the next 2 years to 2007, Ministers will look for progress in 'creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.'

The BeFlex project seeks to address the problem that 'lifelong learning ... has been much neglected so far in the Bologna discussion', to assist the Ministers of the Bologna countries and the Bologna follow-up group by providing a review of the progress that they wished to see in the period up to 2007 and, through benchmarking, to provide HE institutions both with feedback on where they stand in relation to such developments Europe-wide and with models of best practice to stimulate further progress

In this project, the present document aims to present reports from the visits made in 20 universities.

1.2. Methodology

The objectives of the visits to 20 universities were to elaborate the factors that favour the use of the Bologna reforms for the development of university lifelong learning (ULLL), elaborate strategy, organisational structures and Bologna policy and practice, various aspects of ULLL and BMD/ECTS. The visits were based on a free format and covered at least the following points:

- the extent of implementation of the Bologna Process
- the structure and organisation of UCE/LLL
- the impact of the Bologna reform on the development of ULLL
- the perspective for ULLL

The visits also sought to clarify and elaborate on the questionnaire response and case study already provided by the universities including definitions in practice of ULLL and the current issues and debates.

The report is based on the visits by experts in ULLL to 20 universities, a consultation workshop in Paris (FR), in November 2006 and a Conference to consult, debate and verify the draft reports in Ljubljana (SI) on the 15 and 16 of March 2007.

The 20 following universities were visited:

1. Vienna University of Technology in Austria was visited on the 29-30 January 2007 by Ina Grieb, from Germany
2. Catholic University of Louvain in Belgium was visited on the 7 December 2006 by Estela Pereira from Portugal
3. University of Copenhagen in Denmark was visited on the 12 January 2007 by Ebba Ossiannilsson from Sweden
4. University of Tartu in Estonia was visited on the 5 January 2007 by Kauko Hämäläinen from Finland
5. University of Helsinki in Finland was visited on the 13 December 2006 by Michel Feutrie from France
6. Pierre & Marie Curie University (University of Paris VI) in France was visited on the 11-12 January 2007 by Manuel Assunção from Portugal
7. University of Science and Technology of Lille in France was visited on the 19 February 2007 by Rob Mark from United Kingdom
8. University of Kiel in Germany was visited on the 7 February 2007 by Wolfgang Jütte from Austria
9. University of Oldenburg in Germany was visited on the 12 January 2007 by Pat Davies from EUCEN
10. University of Limerick in Ireland was visited on the 11 January 2007 by Francoise de Viron from Belgium
11. Catholic University of the Sacred Heart in Italy was visited on the 22-23 February 2007 by Harinder Lawley from U.K.
12. Hogeschool van Amsterdam in The Netherlands was visited on the 17 January 2007 by Michel Feutrie from France
13. University of Bergen in Norway was visited on the 21-23 January 2007 by Kari Seppälä from Finland

14. Adam Mickiewicz University in Poland was visited on the 3 March 2007 by Kauko Hämäläinen from Finland
15. Aveiro University in Portugal was visited on the 5-6 February 2007 by Max Collande from Germany
16. Comenius University in Slovakia was visited on the 29-30 January 2007 by Ina Grieb, from Germany
17. University of Deusto in Spain was visited on the 9-12 December 2006 by Pat Davies from EUCEN
18. University of Salamanca in Spain was visited on the 10 January 2007 by Estela Pereira from Portugal
19. Lund University in Sweden was visited on the 9 January 2007 by Aune Valk from Estonia
20. London Metropolitan University visited on the 8 February by Martine Carrette from France

Following the publication of the report, a phase of dissemination and evaluation of results took place.

2. Context of the Bologna Implementation

The number of students has increased rapidly in the 80's and new types of higher education programmes have been created (e.g., professional higher education). Meanwhile, an increasing number of students decided to go abroad for at least part of their higher education. Rising international mobility of students, globalization increased international competition.

The Bologna process aims at creating a European Higher Education Area, where internal mobility of students, teachers, and administrative staff is facilitated, whose competitiveness attracts students from outside and contributes to the broader aim of turning Europe into a leading knowledge-based society.

The main pillars of the process include:

- Comparability of the degree structure, based on three cycles (3-2-3): the bachelor degree (three years), the master (two years), and the doctorate (three years).
- Mutual recognition of degrees, other awards, and course units. Further to a comparable degree structure, a system of academic credits (ECTS) was created, whose accumulation and transferability across countries is guaranteed, enabling mutual recognition of degrees, other academic qualifications, and periods of study abroad.
- In the same line, a Diploma Supplement was introduced, which describes the degree and qualifications obtained, in terms of workload, level, and learning outcomes. The overall aim is to improve transparency of higher education degrees and to render more flexible progression into further studies and access to the labour market, while improving the attractiveness of the European higher education system.
- Assessment and accreditation of institutions and academic programmes based on shared quality standards and procedures (EQF).
- Development of mobility programmes by student, teaching, research and administrative staff, including measures such as the portability of national loans and grants.

The visit report analysis checks the extent of higher institution use the Bologna reforms in the development of University Lifelong learning.

3. Bologna reforms and development of University Lifelong learning

Several factors are in favour of the use of the Bologna reforms for the development of university lifelong learning.

3.1. International context

The implementation of the Bologna Process led by the Ministries of Education in the countries that have signed up to the Process (at the time of writing 43 countries), is part of a process of reorganisation and rationalisation of the higher education system, taking place in a framework of growing imbalances between demand and supply.

In most countries visited, the number of students enrolled in higher education grew significantly during the 1990s, with enrolment in public universities increasing and others being absorbed through expansion of polytechnics and the private sector.

However, a number of factors have since combined to generate excess capacity and increasing competition for students between institutions. Among these factors the decline in the number of candidates due to demographic changes and to global competition is clearly identified.

This increased competition motivated strategies of differentiation by institutions by defining different entry conditions and targeting different segments of the student population.

In this context, interest in lifelong learning has been reinforced by the fact that services to the adult population often represent a lucrative activity for the institutions.

3.2. Political context

The overall impression emerging from the visits is that, for many, even if ULLL could not yet be described as the basis of a comprehensive national strategy, the idea is gradually penetrating policy formulation. Bologna reforms are being taken into account as a principle underlying educational reforms.

The emerging models of ULLL approaches are:

- a **holistic lifelong learning approach**, breaking away from the traditional approach of seeing the life-span as essentially three phases: learning, working and retirement. Learning is seen as a lifelong and lifewide process covering schooling as well as work-related training, personal development and active citizenship;
- a **labour-market approach**, building on solid initial training and focusing on continuing education to adapt to a changing labour demand;
- a **social approach** targeting those whose education is poor to try to re-engage them with learning experience which focuses on the development of basic skills and personal development.

3.3. Institutional strategy

The Bologna process is seen as:

- A **potential to foster growth in ULLL** even if for many people lifelong learning is not yet seen as central to the university strategy. The Bologna concepts are taken into account for reforming the studies, implementing new teaching methods, inter-disciplinary curricula; internationalisation & competition and flexibility in the learning path. Bologna is seen as giving an impetus to ULLL, as their supporters use it to raise awareness of the potential of ULLL provision. This is the position of the majority of institutions.

- A **strategic commitment to ULLL**, for the universities that see themselves as a lifelong learning organisation where all BMD courses are considered as lifelong learning whether mainstream or specific to continuing education provision and where continuing education provides an interface between companies and the university. The Bologna process is not seen as having much impact on the development of lifelong learning since it is already well developed. These institutions consider themselves to be pioneers of the Bologna process and of ULLL. This is the position of a small minority of institutions (as yet).

3.4. Use of resources

Universities are slowly taking advantage of all the aspects of the Bologna reforms that favour lifelong learning, above all the use of credits for all types of training, taking into account mature students in regular master programmes and the setting up of RPL, mainly for master programmes.

4. Bologna Implementation

4.1 Status of Implementation

While several aspects of the Bologna process generate wide support and the BMD structure and ECTS is widely implemented, the implementation of the other Bologna tools such as learning outcomes and the recognition of prior learning (RPL) is more problematic.

One of the major challenges of the implementation of the Bologna process concerns the shift from traditional teaching to the definition of the learning outcomes.

RPL is developing slowly. A clear connection is established between the development of RPL and qualification frameworks, which is seen as a supportive too. There is an emerging understanding of the role that the development of national and European qualification frameworks (NQFs and the EQF) might play in the long run provide in supporting RPL and building bridges between university and learning that takes place outside the university in non-formal and informal as well as other formal settings.

4.2 Implementation organisation

The implementation of the Bologna process raises questions about traditional practices and thus the university culture. As a consequence, the setting up of transversal groups defining the principles with all actors is considered important for a coherent Bologna implementation.

The organisation of ULLL is closely linked to the emphasis put on it in the strategy of the university and the delivery of lifelong learning provision in the institution. The universities that have created a specific structure for ULLL tend to use the tools offered by the Bologna process to foster the development of lifelong learning more extensively. In this configuration, and the ULLL units act as a moderator between the different actors of the university for the Implementation of the Bologna tools.

5. Strategy and organisation

5.1 Strategy

Three models emerge from the visits:

- Lifelong learning is not part of the main university strategy; it is separate from the mission of teaching and research
- An integrated vision of lifelong learning, where ULLL is an important and central part of the university strategy
- A desire to provide better access to education and training for new target groups through the development ULLL. This model is dominant in the universities visited.

5.2 Organisation

The concept of “the university offer” in the perspective of lifelong learning can be defined at institutional level, at department, at faculty or even at programme level. The strategies developed are different from one university to another and often from one department to another in the same institution. However, there are essentially 4 forms of organisation:

- a **centralised approach**, where all activities in continuing education are organised by and in the ULLL centre or unit.
- a **decentralised approach**, where each department, faculty or school develops and manages its own offer
- a **hybrid approach**, where there is a central unit or service that promotes and supports the offer delivered by the departments and initiates its own courses and services, usually with the collaboration of the departments
- an **externalised approach** where the management and organisation of ULLL is located in an external foundation or company owned and managed by the university. Frequently where this exists there is also some form of offer within the university

5.3 Financial issues

Two financial issues that are closely connected are frequently raised. The first is that ULLL programmes very often have to be self-financing and this obviously results in charging student fees. Although fees are sometimes paid by employers, the payment of fees is an issue for the lifelong learning programmes and service targeted at individuals and some institutions consider that this constitutes a difficulty in its development.

6. Benefit from the visits

The visits had benefits for the work of the project of course but also for the visitors and the institutions visited,

The visits were included in the methodology as an opportunity to discuss the project questionnaire survey terminology. This led to better accuracy in the completion of the questionnaire and the elaboration of the responses led to a better understanding of the situation on the ground. Discussion of the questionnaire obliged people from different parts of the university to come together in order to discuss the answers they had given. During the visits, the Bologna Promoters, others involved in Bologna reforms and continuing education or lifelong learning promoters got together to discuss the process, the developments and the issues and debates in their institution. As a result, the completion of the questionnaire in these institutions was sometimes revised to include the viewpoints of all sides.

The presence of an external expert from a foreign university with a different lifelong learning framework raised awareness, favoured the internal recognition of the people and activities in continuing education or lifelong learning and promoted internal debate. It also reinforced the position of lifelong learning generally within university, highlighted visibility and reinforced the significance of the Bologna reforms for ULLL. The different actors sitting down together to discuss the responses led to:

- better mutual understanding of the challenges and developments in the Bologna Process and in ULLL;
- identification of synergy or opportunities for future deployment;
- mutual recognition of roles to be played in these challenges.

More generally, the presence of an external expert with a different outlook on lifelong learning obliged universities to look at new LLL concepts they had not experienced and had not integrated into their perspective or projects. The visiting experts felt that the mainstream actors in universities are not resistant to ULLL but are sometimes unaware of the precise nature of the activities developed in university continuing education and the possible contribution lifelong learning could make to the development of the university overall. As a result the visits:

- focused on continuing education/lifelong learning organisation, provision, practice, initiatives, innovation and possible links with mainstream activities;
- questioned the image, representation or definition the university has of lifelong learning;
- identified internal continuing education/lifelong learning actors as possible contributors to the debate and able to take part in the definition and implementation of lifelong learning.
- promoted a reflection on the role of ULLL and university continuing education in universities.

If the visits benefited the visited institutions, it also benefited the visiting experts. Most experts found it a real learning process. It reminded them of the wide range of issues that Bologna raises for lifelong learning. They also learnt other national and institution contexts, as well as about other viewpoints on Bologna and University Lifelong learning.