

Qualifications, milestones on individual professional pathways

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Qualifications for LLL

A conception of qualifications based on
the experience of a University having
adopted a LLL strategy

Need for a new approach

- From a vision of qualifications limited to the insertion of pupils or students on the labour market at the end of their study programmes
- To a vision of qualifications as key indicators of individual competences at the transition points during the lifespan

From a vision of qualifications:

- As more or less precise indicators of a potential
- Guaranteed by a process of accreditation by external bodies in which professional bodies are in a majority of cases invited to contribute
- Offering a coherent and balanced answer to needs which have been beforehand identified
- Guaranteeing individual further developments.

But as a result of traditional pedagogical and organisational approaches, especially in universities

To a new definition:

- Tempting to present qualifications with a more competences-based vision
- Adopting a common language between educational institutions and companies or professional bodies
- Focusing on learning outcomes rather than on content and disciplines
- Becoming more legible for learners, parents, employers, social partners

- The crucial role of:
 - Continuing education
 - Diploma supplement
 - Specific tools such as the Repertoire national des Certifications Professionnelles in France
 - And now National Qualifications Frameworks

- The development of more frequent and better links between educational institutions and professional bodies
- Participation of social partners in accreditation bodies in numerous countries (for instance in France it is impossible to accredit a new qualification without having received an advice from social partners)
- Participation in conception, elaboration and design of qualifications
- Partnerships in provisions

Examples of good practices:

Master's degree programme for Banking

- A study programmes leading to a Bachelor and then to a Master negotiated with Banking/insurance sector.
- Perception by some Banks of a need for higher qualifications for current and future employees situated at Bachelor level
- Unsatisfying current answer given by qualifications awarded by educational institutions or even by the professional body
- Discussions with some universities having a huge experience in continuing education
- Elaboration in common of a Bachelor programme
- Teaching programme shared between universities and banks' trainers
- Programme now largely extended at national level and open to young students

Engineer's degree

- A need for engineers having a more production oriented profile expressed in common by 7 important companies (Alcan, Danone, EDF, Michelin, Renault, Rhone Poulenc, SNECMA) and two professional bodies (Chemistry and Mechanics)
- A selection by these employers of responsive universities
- A work in common during one year to elaborate a new type of engineers' qualification
- A work based learning process, the access to the programme being based on the presentation of an industrial project negotiated with the company and signed by the university as likely to help the candidate to become an engineer

New provisions and new services

- If qualifications become milestones in lifelong learning professional routes, this means, for experienced people attending the study programmes leading to these qualifications:
 - Identification and validation of what these individuals have learnt at work, at home, in different settings;
 - Flexible provisions likely to make possible individual learning pathways towards a qualification and taking into account:
 - ☐ their specific needs regarding the requirements of the qualification aimed at,
 - ☐ their personal and professional constraints,
 - Providing a supportive environment: guidance and counselling, support programmes,...

Concluding remarks

- This perspective imposes to universities
- To adopt a new culture, to build a new model
- To become « networked universities », more responsibility in local, regional development
- To offer long term services to their students

Thank you for your attention