



This slide features a white background with a blue rectangular area at the bottom. In the top left corner, the UCLouvain logo is displayed. The main text, in white, reads "ULLL – UCE ORGANIZATION WITHIN UCLOUVAIN". Below this is the COMPASS logo, which includes a circular icon and the text "COMPASS Towards European University Lifelong Learning in Moldova". At the bottom of the blue area, the text "PROF. FRANCOISE DE VIRON LOUVAIN-LA-NEUVE SEPTEMBER 18 2019" is written in white.

UCLouvain

Structure

1. What is it about ?
2. Which organization ?
 - Rationale behind choices
 - Individuals & Entities
3. How quality is managed ?
 - Focus on development
 - Accreditation process

Few words to conclude

3

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1. UCE or ULLL

- Two perspectives

The diagram consists of two large blue arrows pointing towards each other. The left arrow is labeled 'People' and the right arrow is labeled 'Programs'.

Adult learner: (1) not been enrolled in formal educational settings for at least one year and (2) available on the labor market (CIUF 2009; Vertongen et al, 2018).

4

2. Organization – rationale

- A tradition
 - Existing continuing education within the faculties
 - Degree programmes (launched from 1974 to 1981)
 - Economical and social policy, economics, management, law, labour sciences, educational sciences, psychology, philosophy, public health, ...
 - (9,4 % of enrolled students in 1993, 11% in 2018)*
 - Public funded**
 - Non degree programmes (launched from 1955 on)
 - Engineering, agronomy, medicine, nursing sciences, law, management, communication, educational sciences, ...
 - Other activities
 - Numerous scattered small scale local initiatives
- A strategic mission: UCE or ULLL considered as part of the Education mission

7

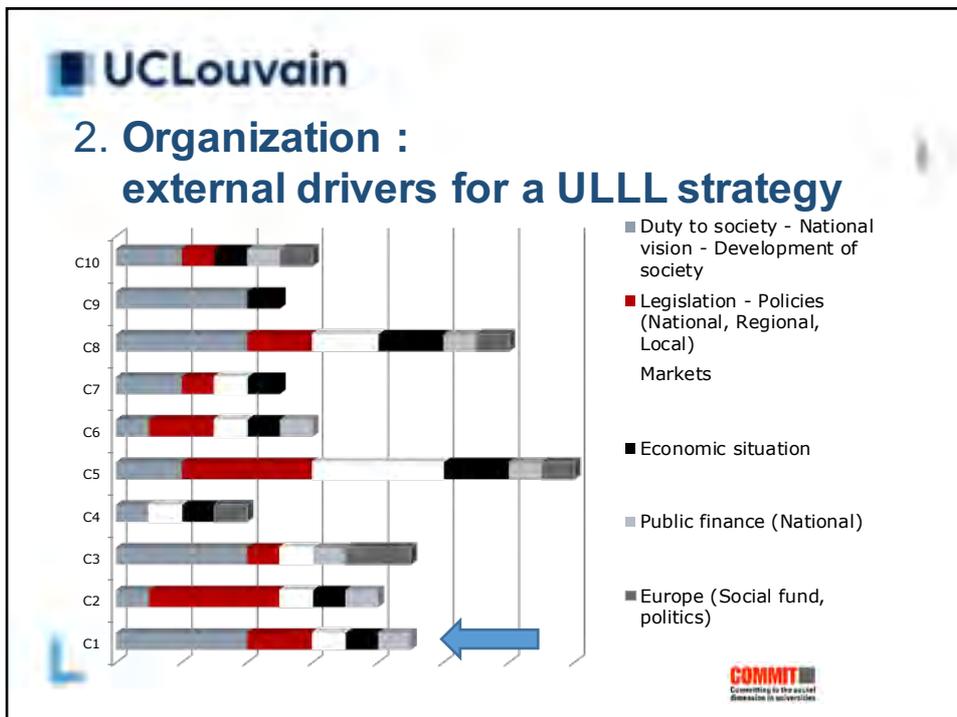
2. Organization – rationale

The choice of an organisation model in 1999

5 possible models :

- Scattered internal model
 - Scattered among the faculties - no central co-ordination
- Centralised internal model
 - Exclusivity (?) for an internal service (school, faculty, ...)
- Decentralised internal model
 - Decentralisation within the faculties - central co-ordination
- Centralised external model
 - Exclusivity for an external entity controlled by the university
- Decentralised external model
 - Exclusivity for an independent external entity

8



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2. Organization

	Academic Council	
	CEFO Education & Training Council	COFC Continuing Education Council
FACULTIES	Bachelors Masters	Certificates Qualifying programs
	Validation of non-formal and informal learning	
Support	ADEF Education and Training Council	IUFC Continuing Education Support Unit (part of ADEF)

10

2. Organization

- The pro-rector of education and training is the president of education and training bodies: CEFO & COFC
 - bodies monitoring the development and the quality (degree or non degree)



11

2. COFC: Continuing Education Council (1/2)

- **Political body for continuing education** : delegation of the Academic Council since 1999
- Composition
 - President: the pro-rector in charge of Education and Training
 - Members: each faculty has a representative and an alternate
 - Secretariat: the manager of IUFC (continuing education unit)
- **Responsibilities**
 - Develop and propose the policy: strategy or organisational choices
 - Right of assent on any proposal or decision affecting the quality policy in continuing education, whether it is a diploma or not
 - Propose to the Academic Council or the Academic Authorities the **accreditation** of non-degree continuing education programmes submitted by the faculties

12

2. COFC: Continuing Education Council (2/2)

- **Bureau**
 - Manager of IUFC (UCE unit)
 - 2 academics from Health Sciences and Science & Technology sectors and 3 from Human Sciences
- **Responsibilities**
 - Establish the agenda for COFC meetings
 - Examine the dossiers submitted for accreditation
 - Examine the strategic continuing education dossiers on the agenda of the COFC, in collaboration with thematic and ad hoc working groups
 - Ensure that decisions made by the COFC are operationalized

13

2. IUFC: Continuing Education unit

- Support unit
- Supporting the academics and faculties for the development of certificates and qualifying programs

Developing a culture of continuing education throughout UCL
and promoting it outside

Contributing towards a quality policy in CE at UCL
(in both central and local programmes)

“accreditation process”

- Expertise:
 - Needs and market analysis
 - Marketing and Promotion
 - + some niches : digital, VNFIL, ...

14

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3. Development of non-degree programs

Intrapreneurial approach

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Ideas
 - Academics initiatives (research)
 - Demands from a sector
- 
Project definition
 - Target public, Learning Outcomes
 - Markets, Competitors (Test of Concept)
- 
Design
- 
**Faculty and COFC approval
Accreditation**
- 
Implementation and Follow-up

15

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3. Accreditation: a quality process (« procédure d'Agrément »)

4 steps

- **Pre-project** : Faculty Approval
- **Project** - “Accreditation dossier”: Faculty Approval
- **Project** - “Accreditation dossier” : COFC Approval based on Bureau analysis and recommendations
→ Accreditation for 3 or 5 years
- **Results /Post Analysis / Evaluation**

16

3. Accreditation: a quality process (« procédure d'Agrément ») – some criteria

- Global
 - Academic promotor
 - Program:
 - Target public / Learning Outcomes / Program consistency / Adapted for adults
 - Involvement of UCLouvain (training / assessment)
 - Involvement of field specialists (partnerships, ...)
 - Academic autonomy
 - Balanced budget
 - ECTS calculation grid
- Local : faculty
 - Fit with the faculty CE strategy and priorities

17

Strategy process ... a continuous and collective process



(Allume, 2011; de Viron & Davies, 2015)



A useful compass: EUA's Charter on ULLL

- Embedding concepts of widening access and lifelong learning in their institutional strategies
- Providing education and learning to a diversified student population.
- Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners
- Providing appropriate guidance and counselling services.
- Recognising prior learning
- Embracing Lifelong Learning in quality culture
- Strengthening the relationship between research, teaching and innovation from a Lifelong Learning perspective
- Consolidating reforms to promote a flexible and creative learning environment for all students
- Developing partnerships at the local, regional, national and international level to provide attractive and relevant programmes
- Acting as role models of lifelong learning institutions

19

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20