



This slide features a light blue background with a white rectangular area containing text and logos. At the top left of the white area is the UCLouvain logo. Below it, the text "ULLL – UCE ORGANIZATION WITHIN UCLOUVAIN" is displayed in a bold, black, sans-serif font. Underneath this text 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 white area, the text "PROF. FRANCOISE DE VIRON LOUVAIN-LA-NEUVE SEPTEMBER 18 2019" is written in a smaller, black, sans-serif font.

## Structure

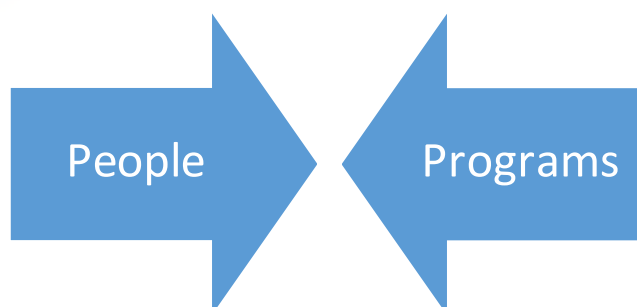
1. What is it about ?
2. Which organization ?
  - Rationale behind choices
  - Individuals & Entities
3. How quality is managed ?
  - Focus on development
  - Accreditation process

Few words to conclude

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## 1. UCE or ULLL

- Two perspectives



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).

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## 1. Provision for adults

- All Bachelors and Masters are open to adult learners
- Some (16) masters are dedicated to adult learners (long tradition > 1974)
- Non-degree programs are developed for adult learners (formalised >1999)
  - **certificates (> 10 ECTS)**
  - **or qualification programs**
- MOOCS
- **VNFIL:** validation of non-formal and informal learning for access and dispensation

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## 1. Where are adult learners?

A large majority      Exclusively

Programme	Count
<b>Bachelor's and master's programmes</b>	<b>237</b>
Bachelors	42
Masters 120	90
Masters 60	33
Advanced masters	33
<b>Flexible master's programmes</b>	<b>16</b>
Masters 120	11
Masters 60	5
<b>Continuing education programmes</b>	<b>203</b>
Masters 120	11
Masters 60	5
Advanced master's	8
University certificates	93
Interuniversity certificates	54
Certificate of participation programmes	26
Certificate of achievement programmes	6
<b>Minors</b>	<b>58</b>
Minors providing access to a master	28
Minors complementing a major	10
Minors introducing another discipline	17
Minors addressing a social issue	10
<b>MOOCS</b>	<b>26</b>
In French	10
In English	16
Micromasters (programmes of several coordinated MOOCS)	2
<b>Languages taught at ILV</b>	<b>13</b>
UCL Language Institute	
<b>Total</b>	<b>444</b>
Teachers completed one or more Louvain Learning Lab courses to improve their teaching methods (2016-17 round)	

Some

Some

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## 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

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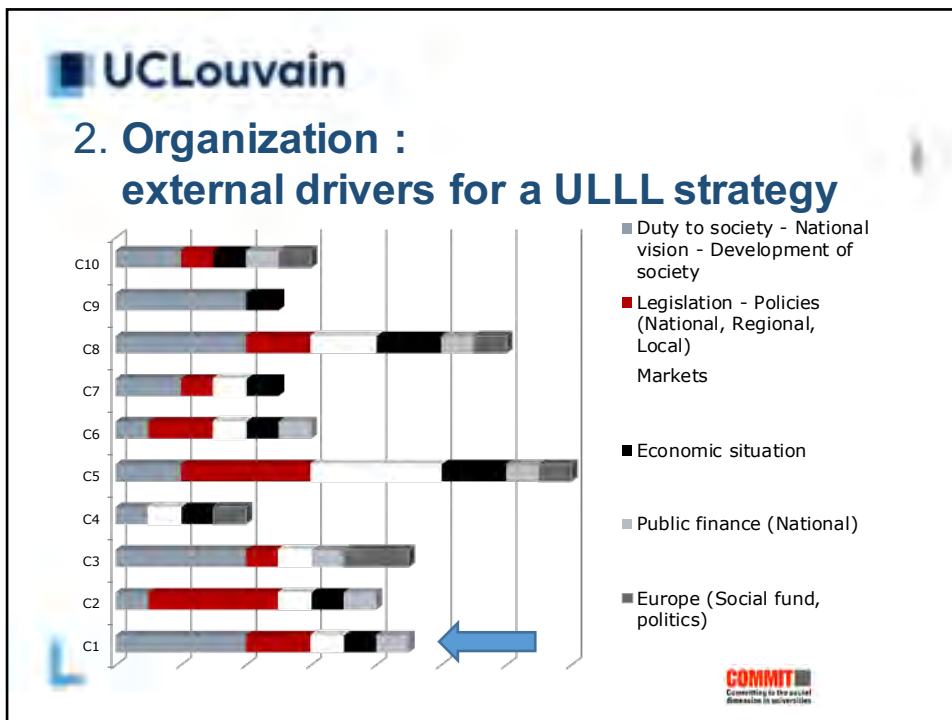
## 2. Organization – rationale

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

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## 2. Organization

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

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## 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)



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## 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

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## 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

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## 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, ...

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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**

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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**

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### 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

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### 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

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## Bibliography

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