

LIFELONG LEARNING PROGRAMME 2007 - 2013

European Qualifications Framework (EQF) Projects

EAC/20/2007

Transversal programme

Key Activity 1: Policy Cooperation and Innovation

EQF PRO

EUCEN

Section A: Project outline

A1 Acronym	EQF PRO [limit 10 characters]	A2 Duration	[24] months (max. 24 months)
A3 Title	EQF– articulation between vocational and academic learning in University Education [limit 50 characters]		
A4 Summary [Limit: 20 lines] The abstract must be provided in EN, FR or DE.			
<p>Rationale: The European Qualifications Framework (EQF) is the result of a long discussion process involving member states, social partners together with the commission and finally in the next months the European Parliament. EQF is presented as a translation device for comparing qualifications regardless of the system where a qualification was acquired to increase transparency and develop European mobility. The core element of the EQF is a set of eight reference levels covering the entire span of qualifications. The EQF reference levels shift the focus away from the traditional approach, which emphasises learning inputs to focus on learning outcomes. Concerning HE qualifications, EQF has taken into account the results of the Bologna process referring to the level 6 to 8 as B, M and D.</p> <p>The first reflections emerging in Universities concerning the articulation between national qualification through EQF shows that potential confusions can appear in particular between level 5 and 6 qualifications more or less at the same level being classified at level 5 in one country when based on competences and at level 6 in another country when based on academic references.</p> <p>Core objectives: This project aims to test in a lifelong learning perspective the level 5 and level 6 of the European Qualification Framework on 25-30 professional diplomas provided by Higher education institutions (average of 2 to 3 per institution) to identify potential confusions in the classification of the qualifications at levels 5 and 6 of the EQF framework in different institutions or countries; Identify nature and source of the distortions in the classification in levels 5 and 6 (conflict with other frameworks: National qualification framework, sectoral framework, local employment constraints...) and to propose guidelines to ensure a better presentation of the qualifications.</p> <p>Outputs, results and/or products: The project will produce: a) a comparative analysis of professional qualifications at EQF level 5 and 6 in different higher education institutions in 10 different countries; b) discussion workshops with stakeholders (policy makers, social partners, training institutions and HEIs); c) a conference to consult policy/decision makers and managers at institutional, regional, national and European level on the interim results of the review, d) guidelines for the level 5 and 6 of the EQF, e) dissemination materials including website targeting policy makers, managers, ULLL practitioners at European, national and institutional level.</p> <p>Impact: The project will promote the use of the EQF in Higher Education institutions and improve the contribution of the ULLL community to the formulation of European EQF guidelines for HEIs. In the longer term it will improve the access to and both increase and widen the participation of adults in learning opportunities and European Mobility.</p>			

A5 Lifelong Learning Objectives and Priorities addressed

Please copy these tables as often as necessary

Please identify in the box below, which of the **Objectives of the Lifelong Learning Programme** this application addresses (See Decision Article 1.3 and **Table 2** of the **Instructions** for Completing the Application Form)

CODE		Description
LLP	Obj b	to support the realisation of a European area for lifelong learning;
LLP	Obj c	to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
LLP	Obj f	to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
LLP	Obj j	to promote co-operation in quality assurance in all sectors of education and training in Europe;
LLP	Obj k	to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

The **EQF PRO** project directly addresses the objectives identified as above by: (a) testing the EQF use of descriptors with or without a national qualification framework (b) helping European universities and other stakeholders to read and use the EQF framework, (c) disseminating and valorising best practice through the provision of workshops, seminars including European Higher Education associations, social partners, Higher Education rectors and LLL managers, (d) propose EQF guidelines to ensure clear understanding of the EQF framework.

Please explain how your proposal meets the objectives of the EQF Call.

Description

The **EQF PRO** project directly addresses the objectives of the EQF call by a) helping stakeholders to clarify at national level the articulation with national qualification framework; b) Identify the conditions for acceptance of the approach among the various interested parties and the difficulties that might arise; c) create, develop a guide the relationship between NQF and EQF; d) construct a guidelines for reading the EQF at level 5 and 6.

A6 Budget summary

Total cost	187 027 Euros	Grant requested	140 235 Euros	% funding requested	74,98%
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A7 Profile of Consortium

Countries involved in the proposal (See Table 4 of the Instructions for completing the Application Form)									
	All partners from eligible countries					OTHER participants involved in the proposal			
	MS	ACC	AC	OCT	TOTAL				
N° participants	10				11	1			
N° countries	9				10	1			
Organisation Types (See Table 3 of the Instructions for completing the Application Form)									
EDU	PUB	EMT	CONS	ASS	RES	NFP	OTH	SP	TOTAL
10				1					11

Overview of partners

Please provide information on all partners using the table below. Indicate the applicant organisation (for consistency with Section B) as P1, the coordinating organisation (if applicable) as P2, and then the other partners in alphabetical order of country code (see Table 4 of the Instructions for completing the Application Form for country codes).

No.	Country code	Name of organisation/institution in national language	Contact person		Telephone E-mail
			Name	M/F	
P1	BE	European University Continuing Education Network (EUCEN)	Michel Feutrie	M	Michel.feutrie@univ-lille1.fr
P2	DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	Ina Grieb	F	Ina.grieb@uni-oldenburg.de
P3	PT	Universidade do Porto	Alfredo Soeiro	M	avsoeiro@fe.up.pt
P4	SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER	ŽIVANA MARČETA	F	Zivana.Marceta@fm-kp.si
P5	BE	Université de Liège	Jean-Marie DUJARDIN	M	Jean-Marie.Dujardin@ulg.ac.be
P6	FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)	Francis ROGARD	M	francis.rogard@education.gouv.fr
P7	PL	Zachodniopomorska Szkoła Biznesu	Stanisław Jerzy Rozwadowski	M	jpiekutowski@zpsb.szczecin.pl
P8	RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD, ROMANIA	DORIN HERLO	M	dorinherlo@yahoo.com
P9	LT	Klaipėdos universiteto	Tadas Teresevicius	M	Tadas.teresevicius@ku.lt
P10	UK	University of Bradford	Peter Lassey	M	p.lassey@bradford.ac.uk
P11	RU	Chelyabinsk State University	Alexandre KAZANTSEV	M	kazantsv@csu.ru

Expand table for more partners if required.

Section D: Project Description and Justification

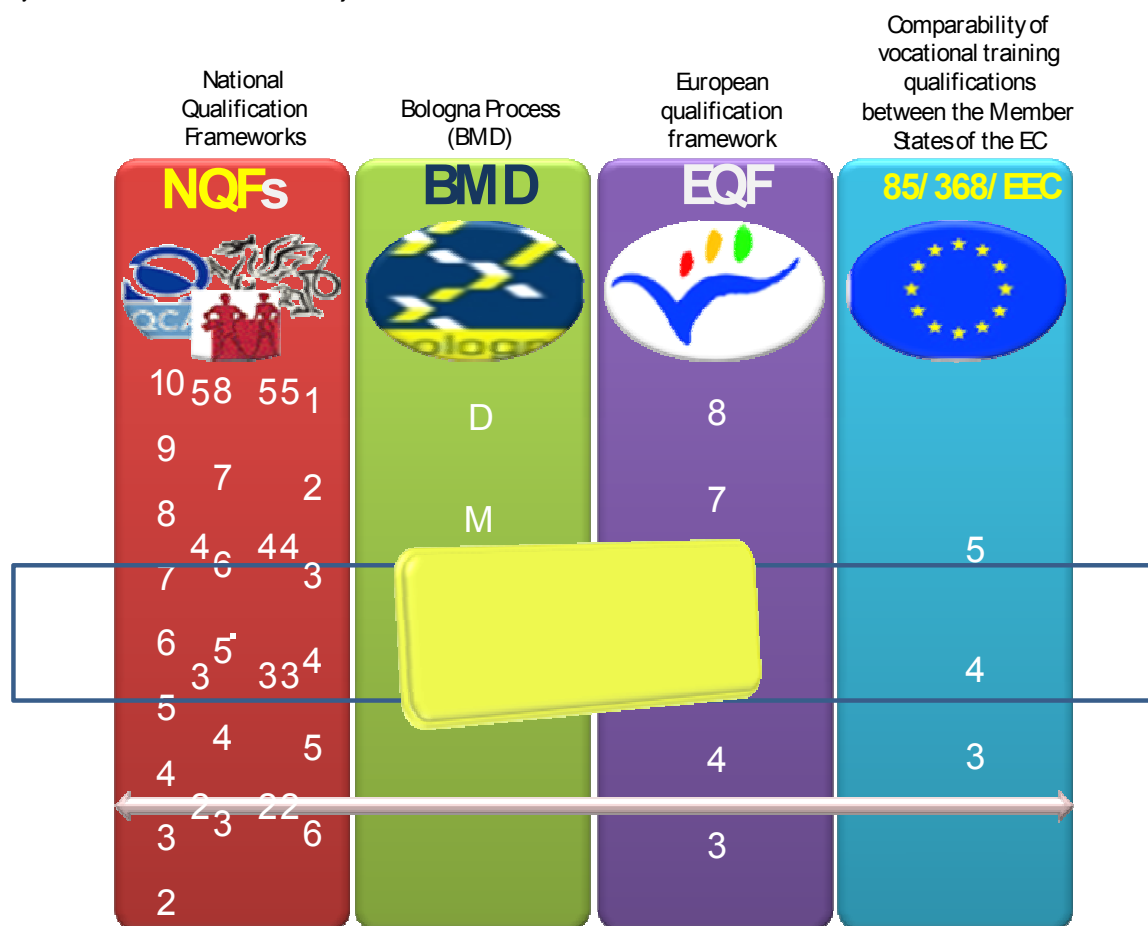
D.1 Rationale and background

Limit: 30 lines

- Explain the rationale of and background to the project by defining the needs or constraints that it seeks to address (current situation in the countries involved, previous or preparatory work in the domain, the results of any needs analysis undertaken, methodologies selected, target languages etc.)
- Outline the main (published) indicators that illustrate these needs.
- Include references to any declared national or international political priority in this area.

Higher Education provides, through the diversity of its institutions, of its programmes, simultaneously vocational and general qualifications. The 16 July 1985 decision of the Council (85/368/EEC) has shared the HE qualifications on two levels (levels 4 and 5) without distinction between vocational and general qualifications. EQF proposes an “eight-level system” based on learning outcomes and does not establish distinction between vocational and general qualifications. But the diversity of national systems or frameworks when existing creates differences in articulations, transitions, mobility between institutions offering vocational or general programmes, principally between the levels 4 and 5 of 85/368/EEC and now between the levels 5 and 6 of EQF. As EQF wishes to develop new opportunities for mobility within and between countries, between education and training systems, between formal, non formal and informal learning, it becomes particularly important to overcome the difficulties which seems appear at these levels when we try experiment EQF between HEIs willing to collaborate.

The following figure focus on a zone where difficulties, as we understand from contacts with our members, could potentially appear in the next years when HEIs will start using EQF as a real translation device. If we want to promote EQF as a European tool, we have to reduce the zones of uncertainty, of confusion in order to avoid rejections from HEIs.



This proposal seeks to explore the current picture with regard to these processes of articulation, barriers that exist and how they might be overcome, and ways to extend opportunities for the use of the EQF as a link between vocational and general approaches.

The project will increase understanding of issues associated with the use of the different qualification frameworks, and the ways in which these can be better supported in Higher education, including the key role the EQF can play in this domain. The project will involve the test of 30 qualifications in Bank/Insurance and IT identified as level 5 and 6 in 9 different European Higher institutions, universities. The qualifications will be discussed with Institution Representative and the relevant stakeholders (social partners, professional bodies...), in order to describe the qualifications using the EQF. The 30 descriptions will be analysed to identify potential diversity of reading of the EQF; discussion workshops with all partners will be organised to identify the sources of the different readings. A conference will be organised on the findings to encourage discussions between policy makers, social partners, training institutions and HEIs and define guidelines for HEIs.

D.2 Aims and objectives

Our aim as University Lifelong Learning Network is to help universities to provide more opportunities for adult learners, including recognition of formal, non-formal and informal learning. EQF offers a real opportunity to facilitate access and participation of people wishing to increase their level of qualification along their professional and personal life. So we want to promote this tool and, first of all, overcome difficulties and obstacles for its implementation and use.

Our key purpose is to test in a lifelong learning perspective 25 to 30 qualifications (2 or 3 by institution), in two sectors Bank/Insurance and IT, classified by HEIs at level 5 or 6. The objective is to identify potential distortions in classification between countries, to clarify the reasons why this situation exists and to reflect with responsible in universities and stakeholders, including representatives of professional sectors and social partners, on possible solutions, e.g. more precisions in current descriptors, complementary descriptors, creation of sub-levels,...

Finally we expect to define guidelines to ensure better presentation of qualifications at these levels 5 and 6 and more fluid transition in particular between vocational and general sector.

Concretely, the project is seeking to:

- 1 Test the EQF level 5 and 6 in 25 to 30 qualifications in Bank/insurance and IT to explore potential diversity in classification in EQF
- 2 Investigate the sources of diversity between EQF, national qualifications systems or frameworks, existing national legislation and regulations,...
- 3 Explore with decision makers in HEIs or in ministries, with representatives from professional bodies, with social partners what could be the solutions
- 4 Discuss with the partners involved the solutions identified and locate the sources of potential resistance or difficulties at local, national and European level
5. Elaborate a set of propositions or guidelines and promote it to decision markers, European networks and stakeholders..

D.3 Detailed description

This proposal seeks to **address the problem** that the existence of several qualification frameworks using different reading grids can create confusion in using EQF as a translation device and implementing a NQF where there is not yet one or revising the existing one.

The **target groups** of this project are the Higher Education institutions, social partners (professional associations, trade unions and enterprises), the representatives of the Ministries responsible for higher education and members of the European Commission. The secondary target groups are HEI managers (heads and senior managers of universities), directors of ULLL, ULL operational staff. The **long-term beneficiaries** are learners seeking new access routes into and new pathways through universities for lifelong learning, by removing barriers to lifelong learning, developing bridges between learning and training systems

The **impact** of this project: the project will encourage and facilitate the use of EQF in HEIs and improve the contribution of the ULLL community to the formulation of European EQF guidelines for HEIs. In the longer term it will improve the access to and both increase and widen the participation of adults in learning opportunities and European Mobility

Outcomes of the project:

The project will be undertaken in 3 phases.

First phase – Jan 08 to July 08:

The first phase will :

- Identification in partner institutions of the qualifications at EQF level 5 or 6 (2 or 3 by institution) in Bank/insurance and IT sectors useful for the project
- Organise working groups at institutional level to analysis the chosen qualifications
- Elaborate with representatives of these universities the grid that will be used in the countries involved in the partnership
- Analysis the chosen qualifications on the basis of the grid
- Gather the results

This phase will pay special attention to the analysis of the principles, the methodology to define the grid.

Second phase - August 08 to Nov. 08

The second phase will:

- Compare the results, identify possible distortions, analyse and explain these distortions. This phase will pay special attention to the issues raised that might constitute obstacles in the EQF implementation. It will be important to identify the conditions for feasibility put forward and the 'spaces' left open, alongside the barriers that represent limits that may not be crossed..
- Consult on findings with the institution partners (or working groups) and draft report at EUCEN autumn event, Nov 2008 : Question to explore: what is the source and nature of the identified gaps in the EQF descriptions?
- On the basis of the conclusions of this analysis meetings with decision makers, professional bodies, social partners at local, national and European level to work on possible solutions
- Work on feasibility and on possible action plans

Third phase – Nov. 08 to June 09

The third phase will:

- Elaborate report on the conflict identified in the EQF levels 5 and 6 with proposition of precision and guidelines for the level 5 and 6 of the EQF
- Consult in the EUCEN conference in March 2009 on findings with representatives of HEIs, social partners, professional bodies

- Write the final report to the European Commission
- Disseminate the results

This phase will provide extensive dissemination.

The **18 month time frame** for this project is justified by the fact that the project is divided into three main stages that requires of equal length

The **key indicators of progress** in the project will be the quality of the descriptions collected the number of participants at the dissemination events and conference. These will be monitored by the Project Director supported by the Management Group and the External Evaluator.

All the **outputs will be relevant to all the target groups**. However, the workshops and conferences will be open events but particularly relevant to actors at institutional level (Higher Education associations, heads of universities, deans, directors of ULLL, social partners); the full report will be particularly relevant to the members of the European Commission; the set of dissemination tools will be targeted at a range of different groups at institutional, national and European level and will target also ULLL operational staff

D.4 Quality of the consortium

Limit 50 lines (one A4 page)

- Explain how the consortium has been set up.

The co-ordinator of the consortium is EUCEN (the not-for-profit association for ULLL registered in Belgium) which has over 200 members, mostly universities but also other higher education institutions interested in ULLL, and 22 regional/national networks for ULLL. It is therefore ideally placed to deliver the results of this project. The universities included in the partnerships are all well established members of EUCEN with strong links into the national networks in their respective countries and with wide experience of ULLL. Several partners (P2, P6 and P10..) have been involved in testing or implementing qualification framework projects and played an important and effective role in delivering results and are therefore well placed to perform a similar role in the EQF Pro project. In addition, some other partners (P4, P7 and P11) from different countries also bring different country/cultural perspectives to the EQF PRO project and provide links into new national networks and even for P11 expand the dissemination around the EQF outside the border of the European community.

- Explain the rationale behind the distribution of the activities and how the contribution to the participants to each of the activities are designed to achieve the goals in the most effective and efficient way.

EUCEN will undertake the project management, coordination and administration based on its successful track record in this role in a number of very large EU projects. It will also be responsible for the dissemination tools, the dissemination activities, the organisation of the workshop/seminars, the conference and the training events using its web-observatory for ULLL, its newsletter, and its large database of members, other interested actors in universities and other stakeholder organisations which are in the key target groups of the project. It will also draw on its membership to identify additional experts and expertise for specific activities if appropriate. It will liaise with the evaluator and produce the reports of results. All the other partners will test two to three qualifications in Bank/Insurance and IT in their own institution and cultural context with the regional partners: They will also bring their specific expertise (see below) to workshop/seminars focussing on to chair discussion groups at the conference. They are all experienced adult educators as well as managers in their institutions and will therefore be well placed to fulfill these tasks. Each partner will be represented in the Management Group (see below) and will bring their experience and knowledge of the field to the overall implementation of the project.

- Please present the collective experience of the participants, and describe the structure, functioning and experience of the consortium in transnational co-operation.

EUCEN has members in 40 countries across Europe and the other partners represent 9 countries in different parts of Europe, from 'old' and 'new' Member States, and different kinds of higher education institution, with very different institutional cultures and traditions. Collectively they therefore bring to the project a very wide range of experience of different level of experience of qualification framework. Each has wide experience of ULLL in its own country as well as others. Each is a leading member of regional and national networks and P2 is represented by an elected officer of their national networks. They are all therefore well placed for dissemination and valorisation of the project results at national level. Each also has expertise in a specific area: P5 – validation of prior learning (RPL)... All the partners are experienced in transnational projects and intercultural working.

- Please specify how cooperation and communication will be ensured between partner institutions. What will be working languages?

The working language of the project will be English but partners will be matched with the dominant language of the workshops and discussion groups wherever possible; all partners being fluent in more than one language. All the partners will be represented in a Management Group (MG) which will meet five times during the project. Each meeting of the MG will receive reports on progress from the Project Director, Administrator and Evaluator. Between the meetings the partners will communicate via a private area on the website and by e-mail.

- Identify where relevant, the allocation of tasks to third parties (external to the consortium itself) and explain why these tasks cannot be undertaken within the consortium.

The coordinating partner will engage an **External Evaluator** to undertake formative and final evaluation. The External Evaluator is an expert in promoting ULL development and managing international projects. The independence of the evaluator will contribute to the requirement for accountability and enable project achievements and difficulties to be independently identified and assessed.

D.5 European added value

Limit 50 lines (one A4 page) Describe the benefits anticipated from the implementation of the proposal at a European level rather than at a national or regional one.

Our proposal leads on the anticipation of possible problems or difficulties in using EQF as a translation device in the next months. Presently it is less the result of concrete experimentation or of well-founded analysis than the fear that difficulties can appear on the basis of knowledge of experts or of actors in universities who have started reflections on the way they will use EQF in the next future. Simultaneously the necessity for HEIs to provide more opportunities for lifelong learning allowing employed or unemployed people to develop progressive pathways, including regularly returns to Higher Education, valuing what they have learnt at work or elsewhere, obliges HEIs and universities in particular to make programmes and curricula more legible and understandable at national and European level. The levels 5 and 6 of EQF have been identified by several experts in universities as a potential zone of confusion, of possible tensions between institutions and countries and they are strategic for the economic development of Europe. For that reason, we have decided to concentrate our efforts on qualifications awarded in different countries at these levels in two sectors (Bank/Insurance and IT).

The European added value that we expect from this project is:

- The analysis of potential tensions between real level of competences acquired and classification in one country between institutions and between countries and of the origins of these tensions. We can identify in some European preparatory documents from groups of experts anticipations of such difficulties but this has not been deeply analysed.
- The test of a methodology, elaborated in common at European level, in order to better understand the problem, to understand its origin and its components, to build solutions or propositions involving stakeholders and not only academics.
- The elaboration of a set of guidelines in order to enrich EQF.

We will try during the different phases of this project to involve decision markers at European level: European Commission, European networks, European social partners, ECOSOC,... The objective is to heighten their awareness of the problem and to invite them to contribute to the improvement of EQF.

To improve the tool offers better guarantees for its acceptance notably by HEIs which are not necessarily convinced by it and by its usefulness.

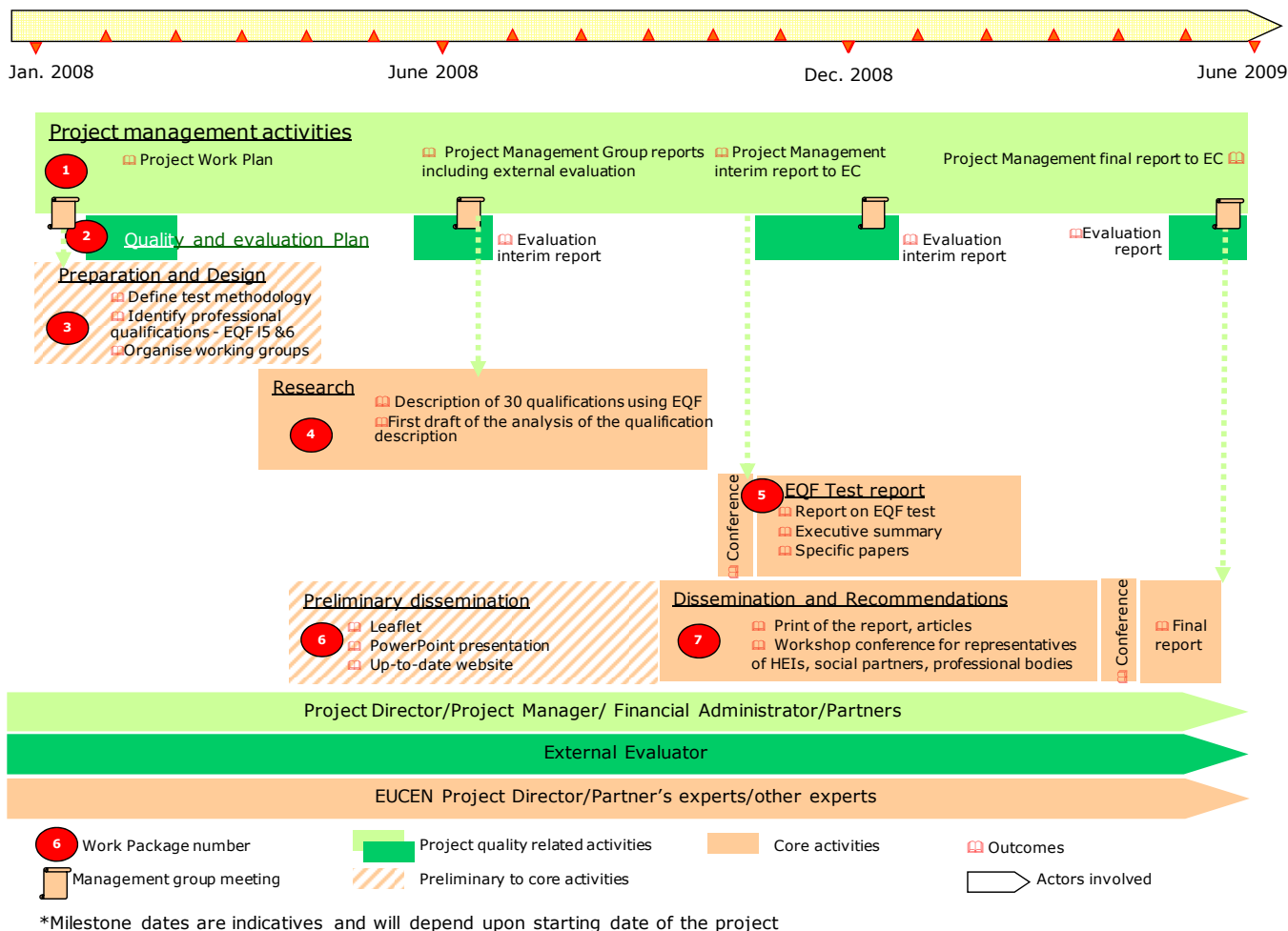
The other added value that the EQF PRO projects brings to the European higher education community can be surmised from the consideration of the following points:

1. Benefits for the collection of data and the quality of the data collected: the necessity of operating at European level for the collection of the data: the test has a multi-national input so that the description grid make sense in the different cultural contexts.
2. Benefits for analysis and interpretation of the data: different perspectives on how to 'read' and interpret the findings.
3. Benefit for the impact of the results: A European test has less credibility in the field of policy makers and practitioners if it does take into account the national or regional level.
4. Benefits for dissemination: The dissemination of the results requires a European strategy and database.
5. Benefits for evolution: The project represents an original effort to establish a link among higher education institutions, in view of the implementation of EQF. Countries with different level of advancement in the use of qualification frameworks will compared what they consider to be similar qualifications.
6. Benefits for valorisation: The sharing of different readings and the results of the project across national boundaries to learn from the experience of other countries and other cultures and to stimulate new reflexion is best done by professionals from other countries who have status and reputation in the field but are not involved in local politics and local debates
7. Benefit for sharing views: The project will offer the necessary channels for the easy and direct communication and exchange of views between ULLL policy makers and ULLL operational staff in Europe. Thus a mechanism for a European interaction is provided, in contrast and in complement, to the up-to-now existing national mechanisms.
8. Benefit for an operational approach: It will help the accumulation of experience in the matter and will offer to the operational staff the means for accessing it in an open way, thus profiting from the interaction.

Section E: WORKPACKAGES

E1 Definition of workpackage Complete one for each workpackage

The following figure provides an overview of the organisation of the work packages described below:



start	01/08	duration	18 months	Workpackage Type and Reference (See Table 9)	MGT
Title of workpackage	1. Project Management activities				
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.					
The Project management activities Work package will be assured by the following relevant roles and Project Bodies: a) Project Director and/or Project Manager (Coordinating Partner), b) The Project Management Group (MG) composed of all partners and c) the external evaluator (see Work package 2 for project evaluation activities). The Project Director/project manager will chair the MG. The mandate of the MG is to define the detailed work plan and fieldwork programme for the achievement of the substantive outputs, to represent the Project, to approve reports to the Commission, to monitor overall performance of the project, to ensure accomplishment of the technical objectives, to promote project visibility, to promote dissemination of project results in the relevant European forums, to promote acceptance the project results, to oversee administration project resources and to monitor project spending. The meetings will discuss the test approach and method in each partner institution, the emerging analysis of the tested qualifications and the planning of workshops, the conference and the dissemination events. The Coordinating Partner will be responsible to prepare the work plan, the European Commission project interim and final management reports, the interim and final financial reports and to liaise with other partners for payment. The main milestones are the periodic meetings, at month 1, 6, 12 and 18.					

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	17		12	6
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	2			
P3		PT	Universidade do Porto	2			
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER	2			
P5		BE	Université de Liège	2			
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)	2			
P7		PL	Zachodniopomorska Szkoła Biznesu	2			
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,	2			
P9		LT	Klaipėdos universiteto	2			
P10		UK	University of Bradford	2			
P11		RU	Chelyabinsk State University	Not eligible			
All partners				35		12	6

start	01/08	duration	18 months	Workpackage Type and Reference (Table 16)	QPLN
Title of workpackage		2. Quality and Evaluation Plan			
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.					
<p>This work package will provide an external evaluation of the project to ensure full accountability of the project achievements and difficulties. An external evaluator will undertake formative and final evaluation. A formative evaluation report will be delivered at each sub-group meeting with a concise written report at six monthly intervals. The formative evaluation will include three distinct areas:</p> <ol style="list-style-type: none"> 1) an initial context evaluation to confirm the original specification in terms of needs and direction, 2) a process evaluation throughout the running of the work packages, involving internal reports, 3) a final evaluation of the process input and outcomes in terms of meeting the original aims and assumptions of the project. <p>The main milestones are the evaluation reports at month 6, 12 and 18. The coordinating partner will ensure inclusion of the external evaluator conclusions within interim and final EC reports.</p>					

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P(1)	Belgium	EUCEN	2			2
All partners				2			2

start	01/08	duration	months	Workpackage Type and Reference (See Table 9)	PR EA
Title of workpackage		3. Preparation and Design (Preliminary activities)			
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.					
<p>The Preparation and Design Work package will provide the testing methodology, the identification in partner institutions of the professional qualifications that correspond to the EQF levels 5 and 6 (1 to 3 diplomas per institution) and the organisation of the working groups at institutional level with Institution Representative and the relevant stakeholders (social partners, professional bodies...).</p> <p>All partners will be involved in the design of the testing methodology. In the addition each partner will identify the qualifications to include in the tests and organise working groups to discuss the use of the EQF to describe the selected qualifications. The coordinating partner will provide the final delivery of the testing methodology. The main milestones are delivery of the methodology at month 1, the list of qualifications, the complete list of each working group at month 4 and a first agenda and planning of the conference at month 6.</p>					

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	9			4
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	7			
P3		PT	Universidade do Porto	7			
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER	7			
P5		BE	Université de Liège	7			
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)	7			
P7		PL	Zachodniopomorska Szkoła Biznesu	7			
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,	7			
P9		LT	Klaipėdos universiteto	7			
P10		UK	University of Bradford	7			
P11		RU	Chelyabinsk State University	Not eligible			
All partners				72			4

start	04/08	duration	3 months	Workpackage Type and Reference (Table 16)	RES
Title of workpackage		4. Research (EQF level 5 – 6 description analysis)			
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.					
The Research work package will provide the core elements of the project, respectively the description of 30 qualifications at level 5 and 6 from partner's institutions; and a first draft analysis of the 30 descriptions.					
All partners will be involved in writing the description of the qualifications 5 and 6 in Bank/insurance and IT sectors. The coordinating partner will gather all the descriptions, ensure that descriptions are produced according to defined standards and will provide a first analysis of the EQF description results. The milestones are the project management meeting at month 6 and the delivery of the monitoring tools at month 11.					

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	27			11
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	18			
P3		PT	Universidade do Porto	18			
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER	18			
P5		BE	Université de Liège	18			
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)	18			
P7		PL	Zachodniopomorska Szkoła Biznesu	18			
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,	18			
P9		LT	Klaipėdos universiteto	18			
P10		UK	University of Bradford	18			
P11		RU	Chelyabinsk State University	Not eligible			
All partners				189			11

start	11/08	duration	5 months	Workpackage Type and Reference (Table 16)	PR EA
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Title of workpackage 5. EQF Test Report

Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:

Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.

The coordinating partner will organise a conference workshop in the fall 2008 focussing on the EQF test at EQF level 5 and 6. The workshop programme will include a presentation of the draft report, group discussions animated by partners on various aspects of it and on recommendations for editing the draft report and thus the validation of the results and recommendations.

The coordinating partner will produce the full report from participants and invited speaker's contributions on the test of the EQF level 5 and 6 in ank/Insurance and IT that has been verified by partner institutions. It will include an executive summary and a full report. The coordinating partners will also develop a set of short papers based on extracts from the report to be used for staff and institutional development activities after the end of the project. The main milestones are the conference in month 11 and the final delivery in month 15.

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	14			13
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	4			
P3		PT	Universidade do Porto	4			
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER	4			
P5		BE	Université de Liège	4			
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)	4			
P7		PL	Zachodniopomorska Szkoła Biznesu	4			
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,	4			
P9		LT	Klaipėdos universiteto	4			
P10		UK	University of Bradford	4			
P11		RU	Chelyabinsk State University	Not eligible			
All partners				50			13

start	04/08	duration	5 months	Workpackage Type and Reference (Table 16)	DISS
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Title of workpackage 6. Preliminary dissemination

Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:

Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.

This work package aims at disseminating information on the project activities and anticipated outcomes. The coordinating partner will produce a power point presentation and publicity leaflets. All partners will distribute leaflets at a wide range of events including regional and national network meetings and will organise poster sessions. The coordinating partner will create and maintain a web space of the project on EUCEN Observatory containing the project proposal, work plan, the EQF descriptions, programme of activities and events, interim and final reports, the dissemination tools, a contact point for feedback and comments, weblinks to other relevant sites, projects and resources; and a closed working space for co-ordination, monitoring and evaluation by the Project Management Group and the project expert team. The dissemination activities will be on-going during the 5 months of the work package and dissemination progress will be reviewed during Management Group meeting at month 6 and 11.

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	3			12
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG				
P3		PT	Universidade do Porto				
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER				
P5		BE	Université de Liège				
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)				
P7		PL	Zachodniopomorska Szkoła Biznesu				
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,				
P9		LT	Klaipėdos universiteto				
P10		UK	University of Bradford				
P11		RU	Chelyabinsk State University	Not eligible			
All partners				3			12

start	09/08	duration	9 months	Workpackage Type and Reference (Table 16)	DISS
Title of workpackage		7. Dissemination and recommendations			
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					
Please describe the activities covered in this workpackage and explain as necessary how the work of the partners involved is coordinated and monitored. The information in this section should be coherent with the information provided for each partner in Section B of the application form and in the Staff Costs table of the provisional budget.					
The coordinating partner will disseminate the full report on the test of EQFlevel 5 and 6 in IT and Bank /nsurance. A printed copy of this report and the executive summary will be sent to the European Commission. Printed copies of the executive summary will be distributed to other key actors. A set of short papers based on extracts from the report will be diffused to ULLL managers and operational staff. All these reports and papers will be available on the project website. In addition, 50 copies of the full report will be printed for key actors in the ETUC, the Committee of the Regions, EUA, UNICE, the European Parliament. The partners will also disseminate the results at the EUCEN conference in Leuven in March 09.					
Two articles on the reports will be published in specific magazines.					

Partners involved (copy table as often as necessary)

Partner number		Country	Short-name	Approximate number of staff days			
				Category 1	Category 2	Category 3	Category 4
Lead partner	P1	BE	European University Continuing Education Network (EUCEN)	8			4
P2		DE	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG				
P3		PT	Universidade do Porto				
P4		SI	UNIVERZA NA PRIMORSKEM, FAKULTETA ZA MANAGEMENT KOPER				
P5		BE	Université de Liège				
P6		FR	UNIVERSITE DE VERSAILLES - SAINT QUENTIN EN YVELINES (UVSQ)				
P7		PL	Zachodniopomorska Szkoła Biznesu				
P8		RO	UNIVERSITATEA "AUREL VLAICU" DIN ARAD,				
P9		LT	Klaipėdos universiteto				
P10		UK	University of Bradford				
P11		RU	Chelyabinsk State University	Not eligible			
All partners				8			4

E2.1 Description of outcomes and users

<p>Detailed description of each planned outcome (Limit 5 lines) Description of 30 qualifications in Bank/Insurance in 10 institutions from 10 European countries using the EQF.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) - To identify potential diversity of understanding of the level 5 and 6 of the EQF</p>
<p>Detailed description of each planned outcome (Limit 5 lines) An interim report on the test of 30 qualifications in Bank/Insurance in 10 institutions from 10 European countries includes the identification of diversity of interpretation of the level 5 and 6 of the EQF framework, a first analysis of the sources of confusion.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) - To consult managers at institutional, regional, national and European level on the interim findings to identify the source of diversity of understanding of the EQF - To serve as a dissemination and valorisation event for the project</p>
<p>Detailed description (Limit 5 lines) A conference in workshop in November 2008 focussing on ULLL. The conference programme will include: a presentation of the draft report, group discussions on various aspects of it and on recommendations for editing/modifying the draft report and thus the validation of the results and the recommendations. It will also serve as a dissemination and valorisation event for the project</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) - To consult policy/decision makers and managers at institutional, regional, national and European level on the interim findings to identify the source of diversity of understanding of the EQF - To serve as a dissemination and valorisation event for the project</p>
<p>Detailed description (Limit 5 lines) EUCEN is developing an Observatory for ULLL and the website for this project will form part of that; it will include an open public space containing the project proposal, work plan, the tools (description methodology and template, 30 descriptions of qualification...), the programme of activities and events, interim and final reports, the dissemination tools, a contact point for feedback and comments, weblinks to other relevant sites, projects and resources; and a closed working space for co-ordination, monitoring and evaluation by the Project Management Group and the project expert team. The project will also produce a power point presentation, publicity leaflets and a regular newsletter for the project.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) To disseminate the project activities and results</p>
<p>Detailed description (Limit 5 lines) A full report on based on the test of 30 qualifications in Bank/Insurance and IT sector at level 5 and 6 of the EQF that has been verified by institutions active in the field. It will include an executive summary, a full report of the exercise and the description of the 30 qualifications. 50 copies of this report with the executive summary, 1000 copies of the Executive summary and 200 of several sets of short papers based on extracts from the report will be printed for dissemination events.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) To disseminate the project activities and results</p>
<p>Detailed description (Limit 5 lines) Executive summary of the full report on Test of the EQF level 5 and 6 in IT and Bank/Insurance qualifications and the proposed guidelines for EQF.. Test of the EQF level 5 and 6 in IT and Bank/Insurance qualifications</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) To disseminate the project activities and results</p>
<p>Detailed description (Limit 5 lines) Short papers based on extracts from the report such as the divergence of understanding of the EQF through 2 qualifications in two different countries as for dissemination events.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) To disseminate the project activities and results</p>
<p>Detailed description (Limit 5 lines) Two articles on the report for dissemination.</p>
<p>Aims (for the end-users / target groups) (Limit 5 lines) To disseminate the project activities and results</p>

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	Description of 30 qualifications		
Media	Electronic and paper	Users (Learners, institutions, sectors)	Partners institutions
Short description	Description of 30 qualifications in Bank/Insurance in 10 institutions from 10 European countries using the EQF.		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
Partners	08/08	10	EN
Other Stakeholders	08/08	100	EN
Workshop participants	08/08	20	EN

Other information: This report will be available on the project website. The report will be discussed during the November conference workshop (see next output)

Electronic or paper-based products/ output / results

Title	Interim Report on the EQF level 5 and 6		
Media	Electronic and paper	Users (Learners, institutions, sectors)	See Publications below
Short description	An interim report on the test of 30 qualifications in Bank/Insurance in 10 institutions from 10 European countries includes the identification of diversity of interpretation of the level 5 and 6 of the EQF framework, a first analysis of the sources of confusion.		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
Partners	10/08	10	EN
Other Stakeholders	10/08	100	EN
Workshop participants	10/08	20	EN

Other information: This report will be available on the project website. The report will be discussed during the November conference workshop (see next output)

Conference products/ output / results

Title	Conference workshop on the interim results (description of the 25-30 qualifications)		
Media	Conference	Users (Learners, institutions, sectors)	Policy makers, HEI, ULL managers and operational staff
Short description	The conference workshop in November 2008 will focus on identifying the sources of diversity of understanding of the EQF among the 10 institutions on the 25-30 qualifications described. The conference programme will include: a presentation of the draft report, group discussions on various aspects of it and on recommendations for editing/modifying the draft report and thus the validation of the results and the recommendations. It will also serve as a dissemination and valorisation event for the project.		

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Language (Table 1)
To be defined (probably NL)	11/08	3 days	100	EN

Other information: Other stakeholders (policy makers, social partners, training institutions and HEIs) will also be invited to attend the conference.

Electronic or paper-based products/ output / results

Title	Full Report on the EQF level 5 and 6		
Media	Electronic and paper	Users (Learners, institutions, sectors)	See Publications below
Short description	A full report on the test of 30 qualifications in Bank/Insurance in 10 institutions from 10 European countries includes the identification of diversity of interpretation of the level 5 and 6 of the EQF framework, the identification of the sources of confusion, proposal to reduce confusion including a guidelines to read EQF at level 5 and 6.		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
Selected members of the EC	06/09	10	EN
ETUC	06/09	1	EN
Committee of the Regions	06/09	1	EN
EUA	06/09	1	EN
UNICE	06/09	1	EN
European Parliament	06/09	6	EN

Other information: This report will be available on the project website.

Printed copies of the executive summary (see next output) will be distributed to other key actors. Short topic papers (see further output) from the report will be printed for dissemination events.

Electronic or paper-based products/ output / results

Title	Executive summary – Test of the EQF level 5 and 6 in IT and Bank/Insurance qualifications		
Media	Electronic and paper	Users (Learners, institutions, sectors)	See publications below
Short description	Executive summary of the full report on Test of the EQF level 5 and 6 in IT and Bank/Insurance qualifications and the proposed guidelines for EQF.		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
EC, National actors	06/09	50	EN
ULL managers		100	EN
other key actors		200	EN

Other information: The executive summary will be available on the project website.

Electronic or paper-based products/ output / results

Title	Short topic papers on the test of level 5 and 6 in professional qualification		
Media	Electronic and paper	Users (Learners, institutions, sectors)	See publications below
Short description	Short papers based on extracts from the report such as the divergence of understanding of the EQF through 2 qualifications in two different countries as for dissemination events..		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
Policy makers and decision-makers at European, national and institutional level	06/09	100	EN
ULL managers and operational staff	06/09	100	EN

Other information: The short topic papers will be available on the project website.

Electronic or paper-based products/ output / results

Title	Articles on the test of level 5 and 6 in professional qualification		
Media	Electronic and paper	Users (Learners, institutions, sectors)	See publications below
Short description	Short papers from the full report on Test of the EQF level 5 and 6 in IT and Bank/Insurance qualifications and the proposed guidelines for EQF.		

For publications: Versions and numbers

Users (Learners, institutions, sectors)	When ready	Nr Copies	Language (Table 1)
Policy makers and decision-makers at European, national and institutional level	06/09	10	EN
ULL managers and operational staff	06/09	10	EN

Other information: The short topic papers will be available on the project website.

Section F: Impact and sustainability

F.1 Explanation of short-term and long-term impact

Limit 25 lines

Please explain:

What is the expected impact of the project, in the short and in the long term, as regards: target group(s), target sector(s), potential user(s) of the project results, and education and training systems or practices?

How will the project's final results be integrated and used inside training systems?

What is planned to ensure the expected impact of the project results at the end of Community funding?

To what extent are the results transferable to other groups, sectors, geographical contexts, etc.? Please explain the actions considered for this purpose.

Explain also how the participants in the consortium will work to achieve these targets during and after the funding period, and to ensure the continued visibility of the outcomes in the long-term.

The short and medium expected impacts of the project are:

- To make EQF a high quality tool which becomes better as far it is used and problems or difficulties are solved.
- To avoid rejections from different categories of actors, and first from HEIs.
- To stimulate cooperation with social partners and reinforce the collaboration between universities and professional sectors in designing, organising and classifying programmes and qualifications.
- Indirectly, to encourage HEIs to use EQF in a right and fruitful way.
- To offer better opportunities for individuals to develop personal and professional pathways including mobility.
- To develop more accessible and flexible learning opportunities in HEIs.
- The process initiated with levels 5 and 6, the methodology which will be developed could usefully mobilise at another levels if similar tensions or difficulties in articulation between institutions and countries would appear.

The contribution of the partners during and after the funding period according to three complementary strategies:

- Exploitation by the partners in promoting the use of the EQF in the developing more accessible and flexible learning opportunities in universities; the project will allow the achievement of the following benefits:
 - stimulate further progress of LLL by providing HEI with concrete example of EQF description focussing on the content and practical applications of the EQF for the description of the institution diplomas
 - Exploitation by the directors of ULLL, NQF or EQF co-ordinators in HE institutions and at national level (around 1000 institutions), ULL operational staff in getting a better knowledge of available instruments and partnership strategies relating to ULL, models of best practice and examples of practical applications of the EQF to ULLL
 - Exploitation by the European Commission. The exploitation activity of the project will aim at leveraging upon the best practice to extend the development of Lifelong learning in Europe providing new access routes into and new pathways through universities for lifelong learning to learners. The partners will exploit the results of the projects after the funding period through their respective activities. The co-ordinator of the consortium, EUCEN, is an association with over 200 members, mostly universities but also other higher education institutions interested in ULLL, and 22 regional/national networks for ULLL. It is therefore ideally placed to disseminate the results of this project. The universities included in the partnerships are all well established members of EUCEN with strong links into the national networks in their respective countries and with wide experience of ULLL. Most of the partners provide links into new national networks to disseminate the results of the project and promote further understanding of the EQF.

F.2 Target groups

This section should provide details relating to the impact that your consortium would hope to have beyond the end of the funding period. This should take into account any "cascade effect" anticipated as a result of, for example, the training of trainers and educators, conferences and seminars, policy papers and studies, the development of new curricula and methodologies. The long-term targets may therefore have a different profile from the short-term targets.

Learner Types (Table 10)	Level (Table 11)	Field (Table 12)	Occupation (Table 13)	Institution Types (Table 14)	Economic sector (Table 15)	Expected numbers
TCH-STAFF	ISCED 5-6	147	ISCO-231	EDU- UNIV	P85.4	1000