EUROPEAN QUALIFICATIONS FRAMEWORK

AN ADDITIONAL INCENTIVE FOR IMPROVING QUALIFICATIONS
AND THE NQF – ROLE OF STAKEHOLDERS

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SKOPJE, 18/03/2015

CONTENT

- State-of-play of EQF implementation

- Critical dimensions in EQF Referencing

- Inventory and analysis of qualifications for inclusion in the NQF

- Stakeholders' involvement

SEPTEMBER 2009- JANUARY 2015

- 27 countries have presented referencing reports, 3 of these are still being discussed at AG EQF

- 11 countries have still to present their report to the EQF AG

- The first stage of the EQF referencing process is reaching its final stage…new ohase in preparation, improvements in the criteria

- The first stage provides a starting point for a continuous strengthening of the referencing

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European Qualifications Framework
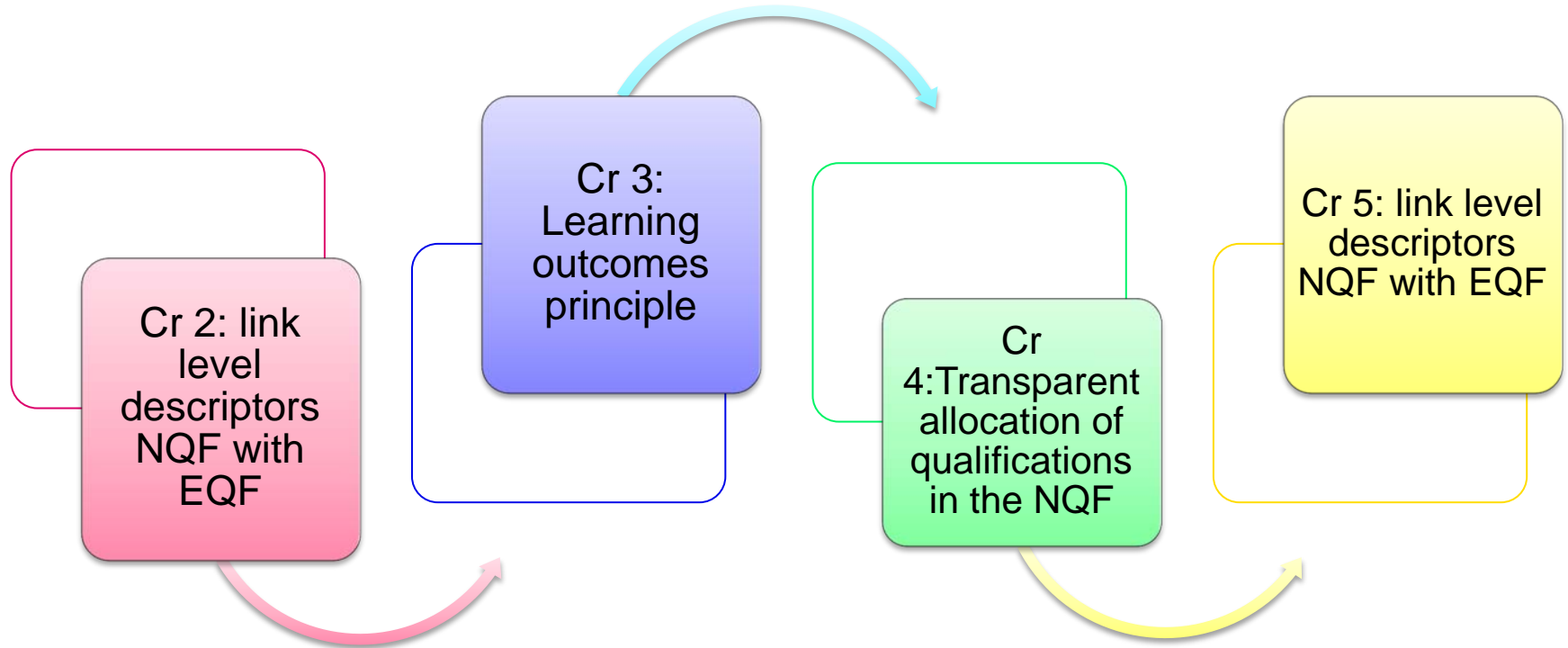
EQF REFERENCING- THE OVERALL EXPERIENCE

Achievements

- Countries are actively seeking to meet the EQF objectives
- Triggered development of NQFs
- Referencing provides a comprehensive overview of Education and training
- The peer review approach contributes to create mutual trust

Challenges

- Some essential information linked (in particular) to criteria 2, 3 and 4 is (too often) missing
- Not clear which qualifications are included or not
- Not clear how different referencing criteria link and influence each other

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Framework

Critical criteria in EQF referencing

Cr 2: link level descriptors NQF with EQF

Cr 3: Learning outcomes principle

Cr 4:Transparent allocation of qualifications in the NQF

Cr 5: link level descriptors NQF with EQF

NATIONAL QUALIFICATIONS FRAMEWORKS – A PRE-CONDITION FOR REFERENCING

- Almost all countries (Italy is the exception) have referenced to the EQF on the basis of a NQF;

- Apart from Ireland, France and the UK, all countries have developed and introduced NQFs after the introduction of the EQF

- The influence of the EQF on the terminological and conceptual basis of the NQF is strong and visible

- The close relationship between EQF and NQF developments is a strength as well as a weakness

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European Qualifications Framework

POPULATING NQF

How to ensure that qualifications in an NQF are meaningful?

- Good understanding of purposes / role of Types of qualifications

- Agreement about criteria for the Quality of qualifications

- Agreement about which qualifications to include in the NQF

- USE THE NQF for improvement of qualifications

- Levelling qualifications

- EQF Referencing

Trust

Transparency

Recognition

Employability

Mobility

HOW TO ENSURE THAT QUALIFICATIONS ARE MEANINGFUL?

EMPLOYERS	INDIVIDUALS	SOCIETY
RECRUITMENT	GAINFUL EMPLOYMENT	EDUCATED AND ACTIVE CITIZENS
RELEVANCE	MOBILITY	BASIC NUMERACY, LITERACY
SPECIFICITY	PROGRESSION	CULTURAL IDENTITY
COMPETENCE	PORTABILITY	ACCOUNTABILITY
ADAPTABILITY	BREADTH	PROGRESSION
ACCOUNTABILITY	CAREER DEVELOPMENT	QUALIFIED WORKFORCE
RETURN ON INVESTMENT	INDIVIDUAL DEVELOPMENT	EMPLOYABILITY
PRODUCT QUALITY	RECOGNITION	MOBILITY
LEGAL OBLIGATIONS	REWARD	

Inventory & analysis Qualifications (MK)

Pilot – to be expanded, + stakeholders

1. Inventory

ALL

Analysis 1
(Content - LO)

CASES

Analysis 2
(Quality - intrinsic)

CASES

Synthesis report with pointers for levelling

Objectives Inventory + analysis Qualifications

Obj 1
- Take stock of all qualifications and their documentation
- Put all together in one space / file

Obj 2
- Analyse documentation: 1) "content"
- Compare LO to level descriptors
- Analyse documentation: 2) "quality"

Obj 3
- Transparent info for levelling to NQF
- Recommendations for levelling to NQF

Republic of Macedonia

- NQF legislation adopted 2013; entry into force 09/2015 – activities underway; NQF WG
- NQF institutional setting in construction: dedicated unit in MES, NQF Board, Sector committees
- 58% upper secondary students in VET
- Growth participation in HE
- Strong dynamism *non-formal* training programmes (incl. – "verified" programmes)

Type: Education Level Qualification		Type: Professional Qualification	
Qualifications acquired through successful completion of:	Number	Qualifications acquired through successful completion of:	Number
Primary education	2	Verified AE training programmes	58
General secondary education	9	Civil aviation	22
Secondary arts education	29	Master of crafts exam	1
2-years VET	1		
3-years VET	64		
4-years VET	55		
Higher education (all cycles) (1,147+43)	1,190		

MK: pointers from analysis 1

	Use of LO, based on standards	Analysis 1: Comparison with Level descriptors
VET 4	Lists – no Key LO; no indication level complexity, context; educ standards	Difficult - Conditional inclusion
VET 3 new	LO better; Occup + Q stand	Approx. clear
NF-Q	Occup stand	Level descriptors vs type – further clarification needed

NQF Law: requirements "Qualification"

Requirement	State play
1. Title of the qualification,	All
2. Type	-
3. Level or sub-level	HE
4. Code	-
5. Credit value	HE
6. Description of the qualification ("measurable indicators of learning outcomes relating to acquired knowledge, skills and competencies")	Approx. - new VET-3, NF, HE
7. Contents of the qualification (entry requirements, number of mandatory and optional subjects (modules), method of verification and criteria for verification of the learning outcomes).	Some

Can we join forces to Undertake this work in 2015 on a significant sample of Q? A WG!

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IMPRESSIONS AND ISSUES OUT OF THE EXERCISE OF INVENTORY

TENTATIVE SYNTHESIS ON VARYING STAKEHOLDERS' PROPOSALS ON "LEVELLING"

Q from formal VET programmes are inserted without further scrutiny

Q from Non formal domain: require scrutiny (quality, level vs type)

Analyse and compare on a documentary basis (OS, QS, curricula, assessment criteria, standards)

Analyse Q documentation + practise + Q behaviour in LM

Morocco

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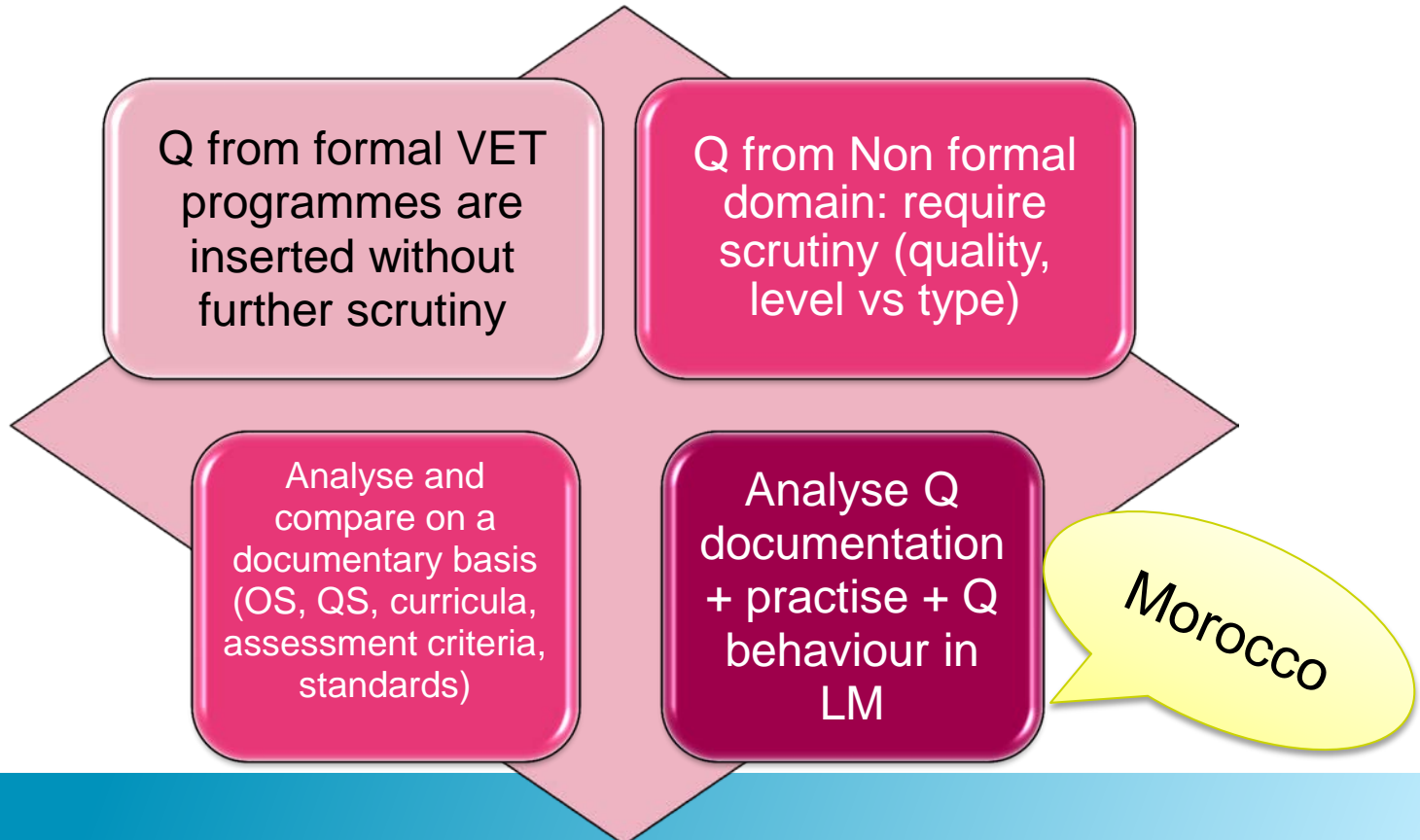
STAKEHOLDERS IN EQF REFERENCING: QUOTES FROM DEBATE OF 16-17/MARCH/2015 – EQF PLA

- Making the stakeholders from LM the real authors of the NQF
- Levelling of Q in NQF is more trustworthy if the Level Descriptors have been conceived with the stakeholders

- Stakeholder engagement from early stages and throughout process
- Professional and sectoral expertise might not be enough – training, support
- Engaging, democratic and honest at national level defines the transparency at EU level
- Democratic participation is essential, long-term
- Opinions, interests, data, research

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STAKEHOLDERS IN EQF REFERENCING: QUOTES FROM DEBATE OF 16-17/MARCH/2015 – EQF PLA

- Stakeholders: more explicit reference to their involvement in the EQF referencing (a new CRITERION?)

- Stakeholders = entities and organisations of the public and private sectors; professionals, economic branches, unions…

QUALIFICATIONS PLATFORM

- **Visit & Register the QP**

  www.qualificationsplatform.net

- **Follow us on Twitte**

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