



HKQF Conference

Qualifications Across Boundaries: Perspectives of Hong Kong Qualifications Framework and European Qualifications Framework

26 November 2014

Conference Hall, Central Government Offices, Tamar, Hong Kong

Promoting Mobility between Higher Education and Vocational Education and Training

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Perspectives of Hong Kong Qualifications Framework and European Qualifications Framework
Hong Kong, 26 November 2014

Challenges for individuals and society:

- **Technological development:**
 - new knowledge
 - new skills
 - competitiveness



Need to adapt

How ?

- **Promoting citizens' mobility**
- **Facilitating lifelong learning**
- **Quality assurance**
- **?**

EU initiatives in E & T sector

- Key Competences for LLL
- EQAVET, ECVET, ECTS
- EQF, QF-EHEA
- ESCO
- “*New Skills for New Jobs*”
- “*EU Skills Panorama*”
- Recognition of non-formal and informal learning
- Modernisation PhDs – for knowledge-based enterprise economy



NQFs with EQF (including QF-EHEA) – often as mechanisms for implementation of all above

National Qualifications Framework (NQF) – as in the EQF Recommendation:

- Means an instrument for the **classification** of qualifications according to a set of criteria for specified levels of learning achieved, which **aims**:
 - to **integrate** and **coordinate** national qualifications subsystems, and
 - to **improve**:
 - the transparency, access, progression, and quality of qualifications in relation to the labour market and civil society

**(implicitly: awarding/certification, assessment and recognition – included)*

**Trust in Learning outcomes achieved
leading to mobility between HE and VET**

Permeability – within and between sectors – needs Quality Assurance and Trust

- ▶ **Quality assurance** - is essential for permeability:
 - ▶ Within HE – different HEIs (universities and universities; universities and other HEIs)
 - ▶ Within VET – different schools/centres
 - ▶ Between VET and HE in a country
 - ▶ Between different countries and regions

Joint actions needed

- ▶ **Similar challenges in different countries and sectors lead to**
 - **cooperation and agreements:**
 - ▶ E&T – EU 2020 Strategy
 - ▶ Bologna process
 - ▶ Copenhagen process
 - ▶ LLL and Erasmus +
 - ▶ NQF with QA mechanisms
 - ▶ Etc.

**Quality and relevance of achieved
qualifications
→ Mutual trust**

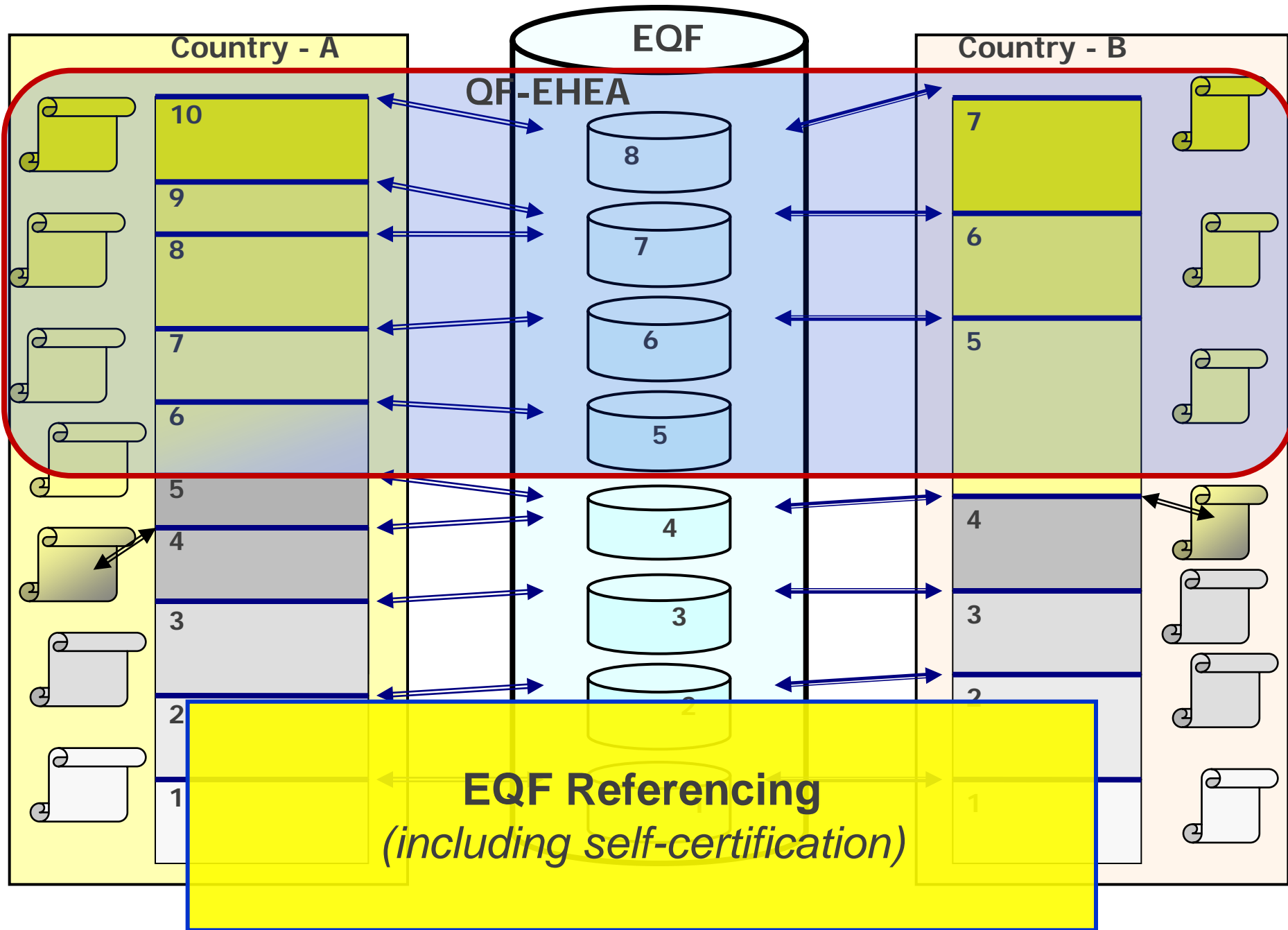
NQFs in Europe – implementation of two meta-frameworks:

- **EQF** – The European Qualifications Framework for Lifelong Learning



- **QF-EHEA** – The Qualifications Framework of the European Higher Education Area

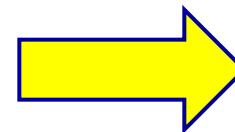




EQF Referencing (including Self-certification to the QF-EHEA)



- Fulfilment of referencing criteria and procedures:
 - **EQF criteria and procedures (10)**
 - **Criterion 5** – includes Common principles for QA (9)
 - *Precondition:*
 - *QF-EHEA criteria (7) and procedures (6)*



***“Mutual
Trust”***

Irish Presidency on QA in QFs, Dublin, March 2013:

QFs can facilitate the comparison and recognition of qualifications on the basis of mutual trust (QFs supported by strong QA systems):

1. To facilitate greater dialogue between VET and HE on QA and QFs. To strengthen the Common principles of QA to be applied across HE and VET
2. **VET and HE** – urged to make their QA mutually intelligible, to **share good practices across sectors and to learn** about each other's approaches to **implementing LO**
3. **ESG-QA in HE** – should incorporate reference to NQFs based on LO
4. **EQAVET** – similar in VET
5. European level **QA instruments** to national E&T providers
6. LLL of teachers, use of LO paradigm
7. Employers should express their skills needs
8. Feedback from employers and other social partners
9. QA qualifications outside formal; international qualifications
10. Wide-international aspect
11. Follow-up

Quality Assurance Systems in HE and VET

QA in HE

- ▶ **The standards and Guidelines for QA in the EHEA (ESG), developed by main stakeholders in QA in HE:**
 - ▶ EUA (Universities),
 - ▶ EURASHE (non-university HEIs),
 - ▶ ESU (students) and
 - ▶ ENQA (QA agencies)
- ▶ **QA in HE – is combination of:**
 - ▶ enhancement-oriented and
 - ▶ accountability-gearred aspects

EQAR (The Register for HE)

- ▶ **Founded in 2008 by ENQA, ESU, EUS, EURASHE (following London Communique, 2007)**
 - ▶ Mission – further the development a coherent and flexible QA system for the EHEA
 - ▶ Provides – information on trustworthy and credible QA agencies operating in Europe by managing a register of those agencies that comply substantially with the ESG (independent external review)
- ▶ **EQAR aims:**
 - ▶ Promote trust in QA by registered agencies
 - ▶ Enhance recognition of agencies' results and decisions
 - ▶ Provide a means for governments to allow HEIs to use any registered agency for accreditation/audit
 - ▶ Support recognition of HEIs and programmes accredited/audited/evaluated by registered QA agencies (trust within LIFE)

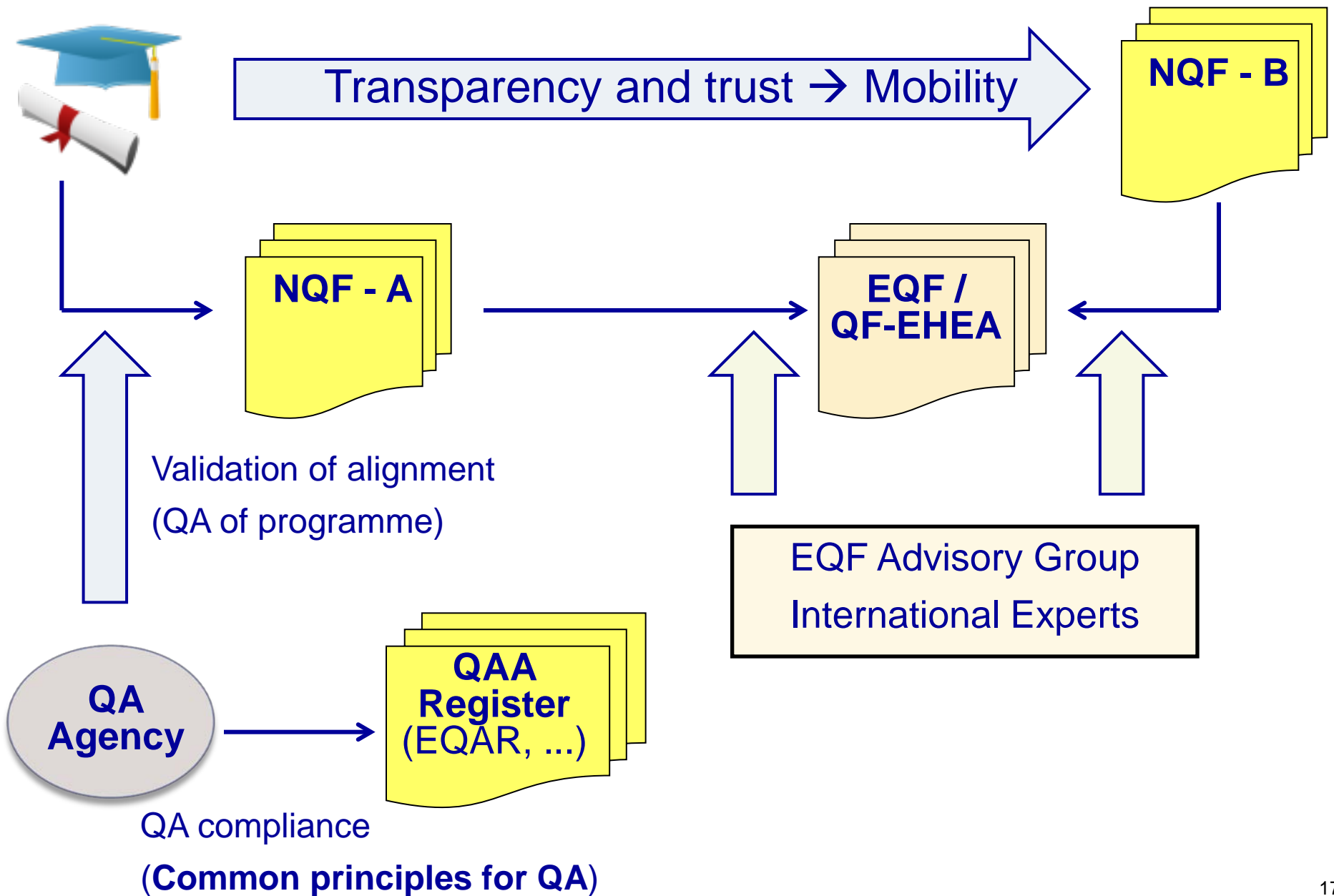
ESG: QA in HE

- ▶ ESG are standards for QA systems and process
- ▶ ESG define relevant dimensions of quality (student assessment, teaching staff, support service and resources)
- ▶ ESG do not define standards for qualifications
- ▶ QF-EHEA and EQF are complementary to the ESG
 - ▶ Can be seen as formulating standards for qualifications in terms of learning outcomes
- ▶ **New ESG – inline with the EQF Common principles for QA**

Trust between HE and VET

- ▶ **European tools** – stress the importance of QA – underpinning qualifications frameworks in creating – trust
- ▶ The real interaction takes place at the level of HEIs, QA agencies, NQFs and QF-EHEA/EQF
- ▶ Internal and external QA in line to the Common principles for QA, NQF (referenced to the QF-EHEA and EQF) – can create a “transparency and trust chain” – that enhance recognition and mobility of learners
- ▶ **Trust chain:**
 - ▶ QA → NQF → relevant referencing / self-certification process to QF-EHEA / EQF
 - ▶ VET ↔ HE

Transparency and Trust – basis for recognition



**Relevance of achieved competences;
Validation of NF and IF learning**

Relevance of achieved competences

- ▶ Cross-sectoral competences – basic for all
- ▶ Excellence in VET
- ▶ Labour market needs; stakeholders involvement
- ▶ LLL
- ▶ Non-formal and informal learning
- ▶ QA and NQF implementation
 - ▶ involvement of LM actors and E&T providers and their contribution
 - ▶ Roles and responsibilities of different social partners
- ▶ ESCO (European Skills/Competence, qualifications, Occupations taxonomy) potentials

Validation of NF and IF learning

- ▶ Different practices; different policies; different rationale
- ▶ Common understanding of the process
- ▶ Recommendation:
 - ▶ Identification; documentation; assessment; certification);
- ▶ NQF – risks and barriers
- ▶ QA and Validation of NF and IF learning
- ▶ Principles concerning:
 - ▶ Individuals
 - ▶ Stakeholders
 - ▶ QA
 - ▶ Validation and assessment
 - ▶ Formal system
 - ▶ NQF

THANK YOU FOR YOUR KIND ATTENTION !



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