

Tempus



# Students' Role and Benefit from the Qualifications Frameworks Implementation

Students in the Center of Reform of Higher Education

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# EU initiatives



European  
Qualifications  
Framework



- ▶ Key Competences for LLL;
- ▶ EQAVET, ECVET, ECTS;
- ▶ ESCO;
- ▶ New Skills for New Jobs;
- ▶ EU Skills Panorama;
- ▶ EU 2020 (...; cross-sectoral competencies; teaching professions and school leaders; RPL; self-assessment; ...)
- ▶ **EQF for LLL & QF-EHEA;**
- ▶ Set of initiatives/projects at national/regional level:
  - ▶ Knowledge and skills forecasting;
  - ▶ PhDs – for active citizenship, democratic society, and modern, knowledge-based enterprise economy;
  - ▶ **NQF** – often as mechanism to implement all above;



**EQAVET**  
European Quality Assurance  
in Vocational Education and Training

# Qualifications frameworks

## ▶ **Regional or meta-frameworks**

▶ European Qualifications Framework;



▶ Qualifications Framework of the European Higher Education Area (Bologna Process); ...



## ▶ **National**

▶ Ireland, Australia, France, Germany, ...



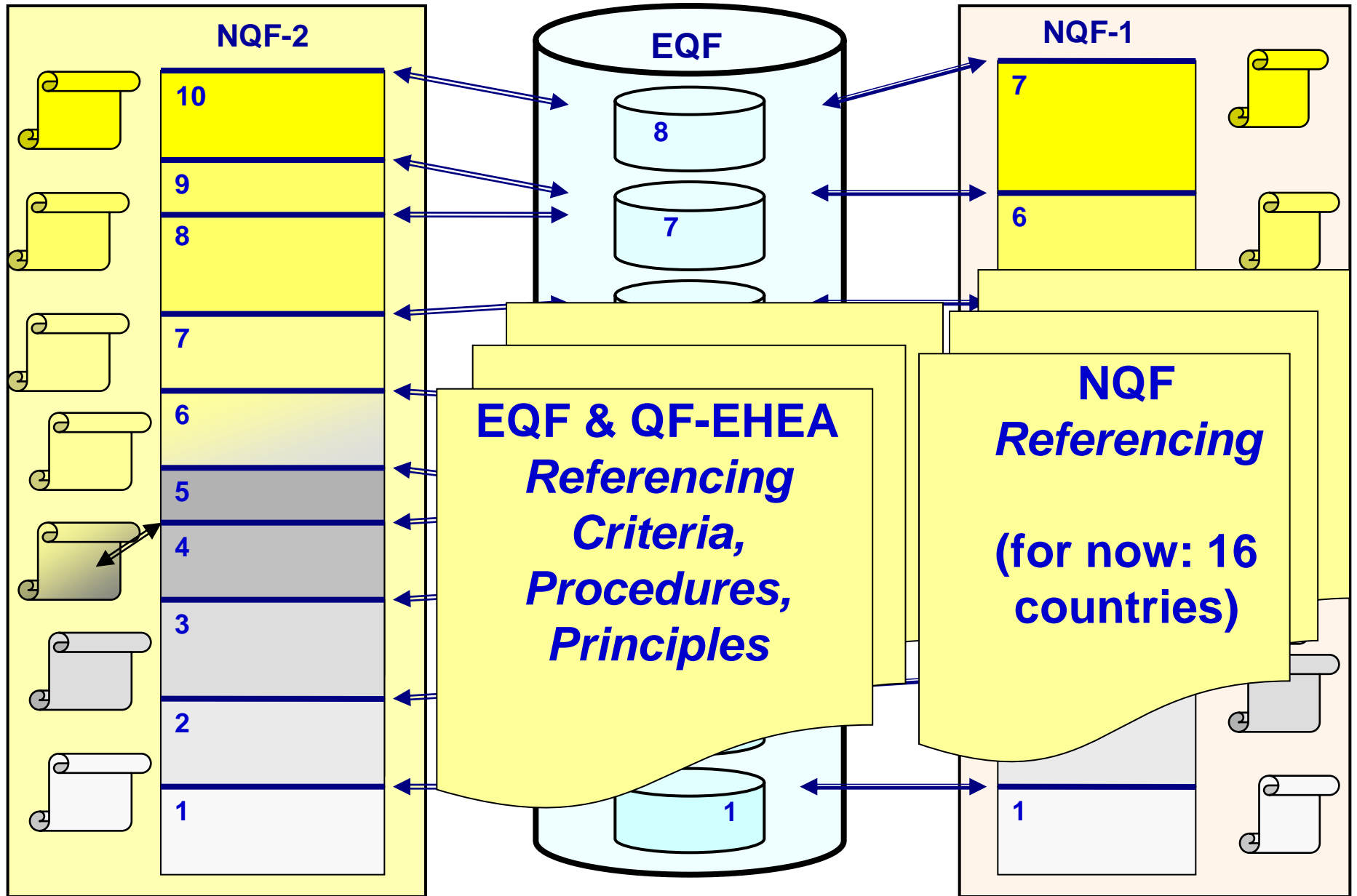
## ▶ **Sectoral (economic sector)**

▶ QF in Marketing, Sales and Communications Management

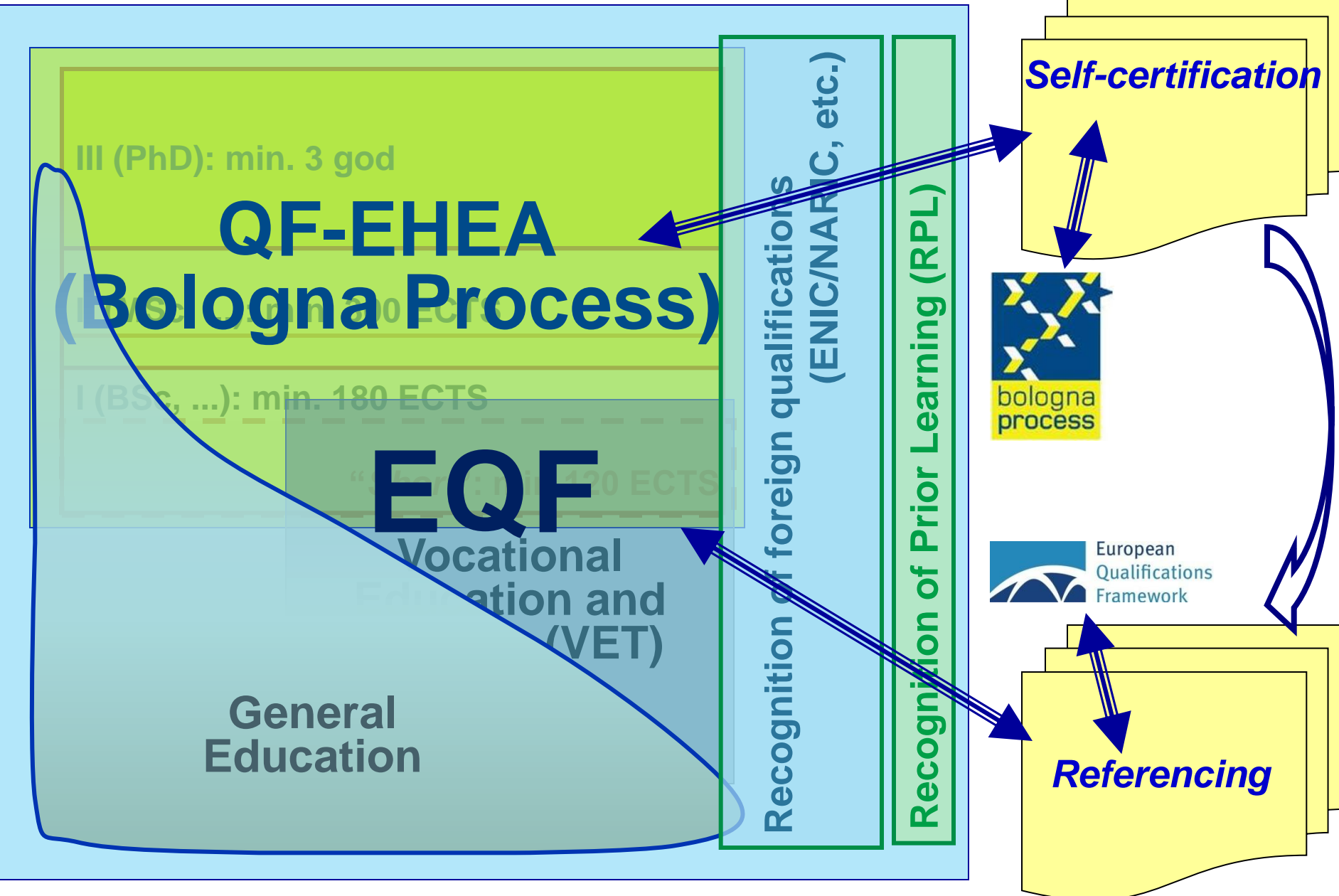
## ▶ **Sectoral (education sector)**

▶ QF for Higher Education in Nederland, ...

# Linking NQFs to each other



# Linking NQFs to: EQF & QF-EHEA (Bologna Process)



# National Qualifications Frameworks

- ▶ **Facilitate:** recognition, mobility and employability, through: transparency, comparability and transferability.
- ▶ **Aim:**
  - ▶ **Reflecting** educational system in a country;
  - ▶ **Integrating** and **communicating** with stakeholders;
  - ▶ **Reforming** the system: LO, QA, RPL; relevant to the needs of society.
- ▶ **Include:**
  - ▶ **some/all** types of qualifications: HE, VET, etc;
  - ▶ **some/all** classes of qualifications: full; partial (additional; supplementary; special purpose; ...);
  - ▶ **some/all** types of learning: formal; non-formal; informal – with **equal/non-equal value**;
  - ▶ **new/all** qualifications.

# From EQF/QF-EHEA to education

QF-EHEA and EQF-LLL



- QF-EHEA and EQF-LLL criteria and procedures
- Common principles for QA



NQFs



**Modernised HEIs** (and entire educational system):

- QA – Mutual trust on international and national level;
- Partnership with relevant stakeholders (LM, ...);
- Expected and achieved learning outcomes;
- Fit to purpose; Assessment and certification;
- Recognition of prior learning;
- Relevant PhDs (new jobs by research and innovation).

# Benefits from NQF implementation (1)

## ▶ **For employers:**

- ▶ Study programmes linked to LM needs (standards);
- ▶ Better understanding of qualifications;
- ▶ Competent work force; New technology to new jobs;

## ▶ **For HEIs:**

- ▶ Coherent education system;
- ▶ Guidelines for credit transfer, articulation and RPL;
- ▶ Competent teachers and assessors, institutions;
- ▶ Ensures consistency and protection of qualification titles;

## ▶ **For employees:**

- ▶ Promotion and LLL; RPL;

## ▶ **For society as a whole:**

- ▶ A learning nation with the ability to adapt to change; social inclusion;

## ▶ **For students:** ... (*next page*).



## Benefits from NQF implementation (2)

### ▶ **For students:**

- ▶ Helps to understand where their qualifications fit in relation to their purpose;
- ▶ Encourages LLL and assists students to plan their careers, and learning at whatever stage;
- ▶ To start learning at the level that suits students and build up their qualifications as their needs and interests develop and change over time;
- ▶ Transparent access to HE and progression;
- ▶ Quality and relevance of their learning (occupational standards);
- ▶ Better understanding of qualifications level and title/name;
- ▶ Internationally and nationally recognised qualifications – for jobs and further education;

# What is the base for the QF-EHEA/EQF/NQF implementation ?

## ▶ Student centred:

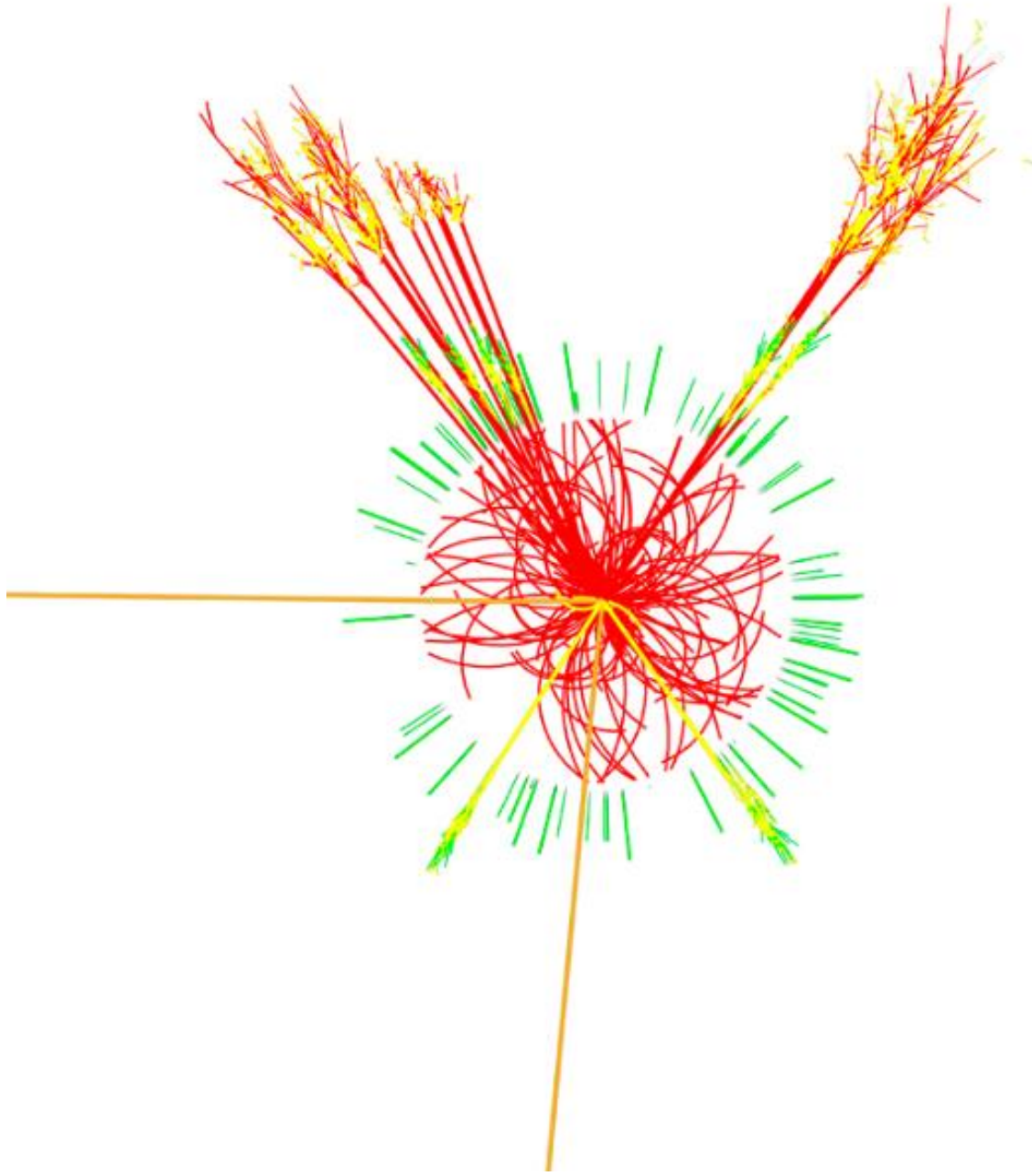
- ▶ Use of learning outcomes; Key competences for LLL;
- ▶ Quality Assurance (*EQF label*)



## Role in the QF-EHEA/EQF/NQF implementation:

- NQF Authority;
- Policies and guidelines for E&T providers;
- NQF Register (LO, occupations, qualifications, providers (issue, accreditation), QA);
- Development of standards of each qualification;
- Program designed;
- Institutional governance;
- QA (fit to purpose, teaching, assessment, certification);
- ...; LLL; RPL; PhDs; Funds and Incubators; ...

# Instead of conclusions – some examples



**THANK YOU FOR YOUR ATTENTION !**

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