



Ministry of Science
Technology and Innovation

Learning Outcomes and Qualifications Framework for Higher Education

Edinburgh

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Qualifications Framework Outline

- I Qualifications framework, what and why
- II National frameworks of qualifications, different ways
- III Framework for qualifications for EHEA



Qualifications Framework: Berlin communiqué

- Member States to elaborate a Framework of comparable and compatible qualifications for their higher education systems.....
- Elaborate an overarching framework of qualifications for the EHEA
-Shorter higher education.....
- Perspective of LLL



Qualifications Framework

Steven Adam:

- A national qualifications framework is simply a systematic description of an education system's qualifications where all learning achievements are measured and related to each other.



Qualifications Framework

- Systematic description
- Learning outcomes
- Clear learning paths



Learning outcomes

- Shift of attention from entry requirements and curriculum to the result of the learning process
- “Was kannst du”
- Focus on employability



Qualifications Framework

- Education systems: A total description
- Qualifications framework: Main features



Generic and specific

	HUM	SCIEN CE	SOC.	HEALT H	TECH.	Etc.
1. cycle						
2. cycle						
3. cycle						



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Qualifications Frameworks

- UK
- Scotland
- Ireland
- Denmark



Berlin on national qualifications frameworks

- Workload
- Level
- Learning outcome
- Competences
- profiles



Danish problems (in HE)

- No systematic description of qualifications for different awards
- No clear concept of levels and progression
- No attention to learning outcomes, qualifications and employability



Workload

- Workload measurement in ECTS credits was already introduced in 2000



Levels and awards-types

Each award type was referred to a level

- Bachelor level:
 - Academic bachelor
 - Professional bachelor
 - Diploma in adult education



Systematic description of qualifications

- Formal aspects
- Competency profile for a particular degree
- Competency goals in form of tangible expectations



Competency goals

- Intellectual competencies
- Professional and academic competencies
- Practical competencies



BA intellectual competencies

A bachelor should be able to:

- Describe, formulate and communicate complex issues and results
- Conduct analyses using scientific methods
- Structure own learning



BA professional and academic competencies

A bachelor should be able to:

- Evaluate methods within his own academic discipline
- Demonstrate insight into central disciplines, theories and concepts



BA practical competencies

A bachelor should be able to:

- Analyse practical complex issues in a professional context
- Make and justify decisions on the basis of his academic discipline



Division of work

- A framework at the national level
- Broad descriptions of award in national statutes (administrative orders)
- Specific description of learning outcome and qualifications at programme level



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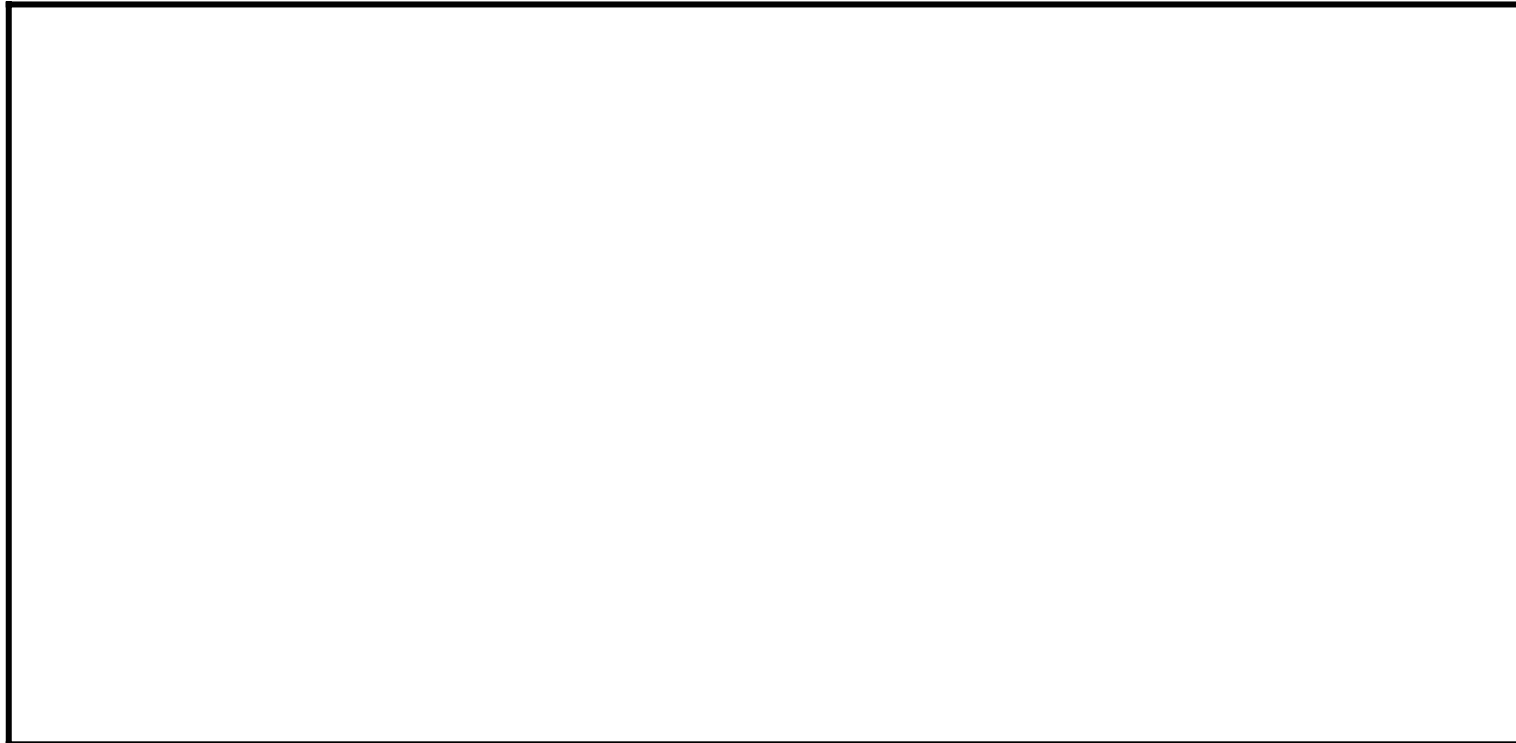
Frameworks at different levels

- National frameworks of qualifications
- European framework for qualifications
- Is the European framework just a national framework at a higher level or something different?



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A single European framework





Qualifications

- Qualifications are national following national legislation
- European qualifications don't exist as EU legislation on education is not permitted in the treaty
- A European framework is different from a national framework



Purpose of national frameworks

- Transparency for learners
- Linkage to the labour market in general
- Transparency of other stakeholders



Purpose of European framework

- Knitting national frameworks together
- Transparency for mobility students
- Transparency for mobility graduates (recognition of diplomas)
- Facilitate European co-operation in programme provision
- A single European labour market



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Elements of European framework 1

- Cycle descriptors ?
- Intermediate levels ?
- Credits ?



Elements of European framework 2

Cycle descriptors

- learning outcomes of 1., 2. and 3. Cycle
- Dublin descriptors
- Helsinki seminars 1 and 2
- EUA seminar on doctoral studies



Elements of European framework 3

Level descriptors

- Intermediate levels within Cycles
- Short cycle HE within 1. cycle
- "MBA"
- LLL



Elements of European framework 4

Credits

- ECTS-credits as THE overarching accumulation system (Berlin communiqué)
- Many countries will start by credits and move towards learning outcomes
- Credits a necessity for constructing joint programmes
- Credits a necessity when moving to other continents



Bologna Project

- Helsinki seminars 1 + 2
- Copenhagen seminar on QF
- National experiences
- JQI (Dublin descriptors)
- UK seminar on learning outcomes
- EUA seminar on doctoral studies
- Etc.



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Project - Report

1. Purpose of QF
2. Elements of national QF
3. National experiences
4. European framework (meta framework)
5. Documentation of qualifications in Europe



Copenhagen Seminar II

- 13-14 January 2005
- Venue: Copenhagen
- Rapporteur General: Sjur Bergan (CoE)
- Representatives from all member-countries and advisory organisations



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Higher Education and other areas of education

- Higher Education (Bologna Process)
- Vocational Education and Training (Copenhagen Process)
- LLL (Education and Training 2010)



Frameworks and individual diplomas

European framework

- National Framework
 - Award-Types (such as bachelor degree)
 - Named Awards (BA in English)
 - Individual Diploma (for NN as BA in English)