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Development of a National Qualifications Framework NQF

(a survey of the Rectors' Conference of the Swiss Universities, 02.05.2006)

Country	Has your country started to develop a NQF?		Will your NQF follow the structure of the EQF for EHEA? (main reasons / differences)	Which authorities are involved?	
	Year of commencement	Year of completion		Authority in charge	Authorities involved in the project
Georgia	2006	2008	The EQF for EHEA gives a clear guidance on the structure and methodology for developing the NQF. Also, we believe that if a country develops NQF in line with the EQF for EHEA, it will be flexible enough to compare local qualifications with the EQF for EHEA.	Ministry of Education and Science of Georgia	It is planned to involve all the major stakeholders in the project (HEIs, social partners; international community etc).
Germany	2004	2005	Compatibility with EHEA structures Promotion of the Bologna process	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) in cooperation with the German Rectors' conference (HRK)	KMK, HRK, BMBF
Greece	2006	2008	Main reasons: We have the intention to be compatible with EQF. The main reason is that we are members of the EU	Ministry of National Education and Religious Affairs, Secretariat for Higher Education	Ministry of National Education..., Hellenic NARIC, Hellenic Quality Assurance

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					Agency, higher education institutions, students, and social partners
Iceland	2005	2006	Yes, for the most parts. We have also looked into the Irish NQF, Danish and the Scottish.	Ministry of Education, Science and Culture	Higher Education Institutions
Latvia	End of 2004	State level: QF principles incl. level descriptors are already prepared Institutional level (restructuring programs making them outcomes-based): No precise answer – a new law is about to be submitted for adoption, actions at HEIs will start after adoption of law and issuing appropriate regulations	Yes (international transparency / comparability)	Theoretically – the ministry, actual leading role – Rectors' conference	Ministry, Rectors' Conference, Student association, Higher Education Council, ENIC/NARIC, Quality assurance centre, ECTS coordinator, HEIs
Liechtenstein	2006	2007	Yes, as much as possible	Schulamt (authority in charge of education)	Schulamt, higher education institutions
Lithuania	2005	2008/09	Yes To implement LLL principles To ensure connections and links between NQF and	Ministry of Social Security and Labour together with Ministry of Education and Science	Lithuanian Confederation of Industrialists, Lithuanian Business Employers' Confederation,

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			EQF for EHEA		Lithuanian Trade Union Confederation, HEIs, Centre for Quality Assessment in Higher Education
Montenegro	2004/05	2006/07	We adopted by Law on Higher Educations NQF in line with EQF for EHEA	Ministry of Higher Education, University of Montenegro, BFUG representative	<=
Netherlands	June 2005	May 2007	NL shall follow the framework with the "Dublin descriptors", the general shared descriptors, as adapted by Ministers in Bergen. We also implement the descriptor for "short higher education"	Ministry in cooperation with quality assurance agency, universities, students, employers, employees	<=
Norway	Working group appointed 2005, first meeting January 2006	Draft to be ready by end of 2006	Reasons of transparency, compatibility and mobility The national qualifications framework which is being developed will cover higher education only as a first stage. A decision as to whether to extend it to all levels of the education system will be taken when the work on the European Qualifications Framework for Lifelong Learning which is being developed by the European Commission has progressed further.	Ministry of Education and Research	Norwegian Association for Higher Education Institutions, student organisations. These are represented in the working group. Wider range of stakeholders will be represented in a reference group
Russia	2006	2007	The Bologna countries are expected to follow the overarching qualifications framework	Ministry of Education and Research	Universities and University Associations
Slovakia	2007	2010	Yes, the EQF structure corresponds with ISCED ranking therefore it is easy to follow when elaborating NQF	Ministry of Education	State Vocational Education Institute; State Pedagogical Institute; Ministry of Labour, Social Affairs and Family

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Switzerland	2005	2008	Yes, but simultaneously keeping a close watch on the development of the EQF for LLL	State Secretariat for Education and Research SER	Rectors' Conferences (universities, FH/HES, PH/HEP), Center of Accreditation and Quality Assurance, Federal Office for Professional Training and Technology, Swiss Conference of Cantonal Ministers of Education, student bodies
Ukraine	2005	2007	<p>It won't till 2007, but NQF of Ukraine will be adapted to EQF. Further on, after the new types of professional programs are introduced higher level of following will be reached.</p> <p>Main reasons: differences, caused by the national tradition of join professional and academic component of training Bachelor, Specialist (engineer), and Master.</p> <p>Some changes need to be introduced to the Law of Ukraine "On higher education".</p>	Ministry of education and science	Ministry of education and science, Ministry of Labor and Social Policy of Ukraine, Research Institute of Social-Labor Relations, Institute of Innovative Technologies and Content of Education
United Kingdom	<p>England, Northern Ireland, Wales: England, Northern Ireland and Wales have a National Qualifications Framework that commenced in 1995. This encompasses pre-HE qualifications. In addition, a Framework for Higher Education Qualifications (FHEQ) was introduced in 2001. This sits</p>		<p>The NQF is already established. Both the NQF and the CQFW have 8 levels plus entry level. One of the main purposes of the FHEQ is to maintain the international comparability of qualifications, especially in the European context. The framework fits reasonably well with the EQF for EHEA structure. It does not currently accommodate credits - this is still subject to national consultation.</p> <p>The SCQF fits closely with the structure of the</p>	<p>The FHEQ is administered by the Quality Assurance Agency on behalf of the HE sector. The England, Wales and Northern Ireland National Qualifications Framework is regulated by the Qualifications and Curriculum Authority (England), ACCAC (Qualifications, Curriculum</p>	<p>The SCQF was developed by the QAA (now known as QAA Scotland), in partnership with Scotland's higher education institutions and their representative body, Universities Scotland. The</p>

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	alongside the National Qualifications Framework (NQF).		EQF for the EHEA and is currently one of the two pilot projects for self-certification of NQFs within the Bologna Process. One of the four main purposes of the framework is “to maintain international comparability of standards, especially in the European context, to ensure international competitiveness and to facilitate student and graduate mobility”.	and Assessment Authority for Wales) and the CCEA (Council for the Curriculum Examinations and Assessment, Northern Ireland).	Framework was the subject of widespread consultation with all the key stakeholders and social partners. QAA Scotland is advised in relation to the future development of the HE section of the SCQF by the Scottish Advisory Committee on Credit and Access (SACCA), which is a body jointly owned by QAA Scotland and Universities Scotland. SACCA membership includes various stakeholders, including students, further education colleges and the Scottish Funding Council for Further
	<p>Scotland:</p> <p>There is a separate framework for qualifications of higher education institutions in Scotland. Work on developing the framework commenced in 1998. It was finalised and launched in January 2001 and the programmes and qualifications of all Scottish higher education institutions have been fully in line with the framework since 2003-04. The framework is an integral part of the wider Scottish Credit and Qualifications Framework (SCQF), which is a framework for lifelong learning, covering schools, further education, higher education and vocational (work based) qualifications. SCQF is being expanded to cover all other types of learning, including qualifications of employers, professional bodies and informal learning.</p>				

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	<p>Wales: In Wales there is also a broader Credit and Qualifications Framework for Wales (CQFW) which began implementation in 2003. This embraces all post-16 and higher education in Wales and is being established jointly by the Welsh Assembly Government and the Higher Education Funding Council for Wales (HEFCW). It is in the process of being populated.</p>				and Higher Education.

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