

# **QA in HE and VET in the context of QFs: promoting trust between sectors**

## **Introduction to the Seminar**

Prof. Dr. Mile Dželalija  
University of Split

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## Changes in society:

- **Average aging**
- **Technological development:**
  - new knowledge
  - new skills

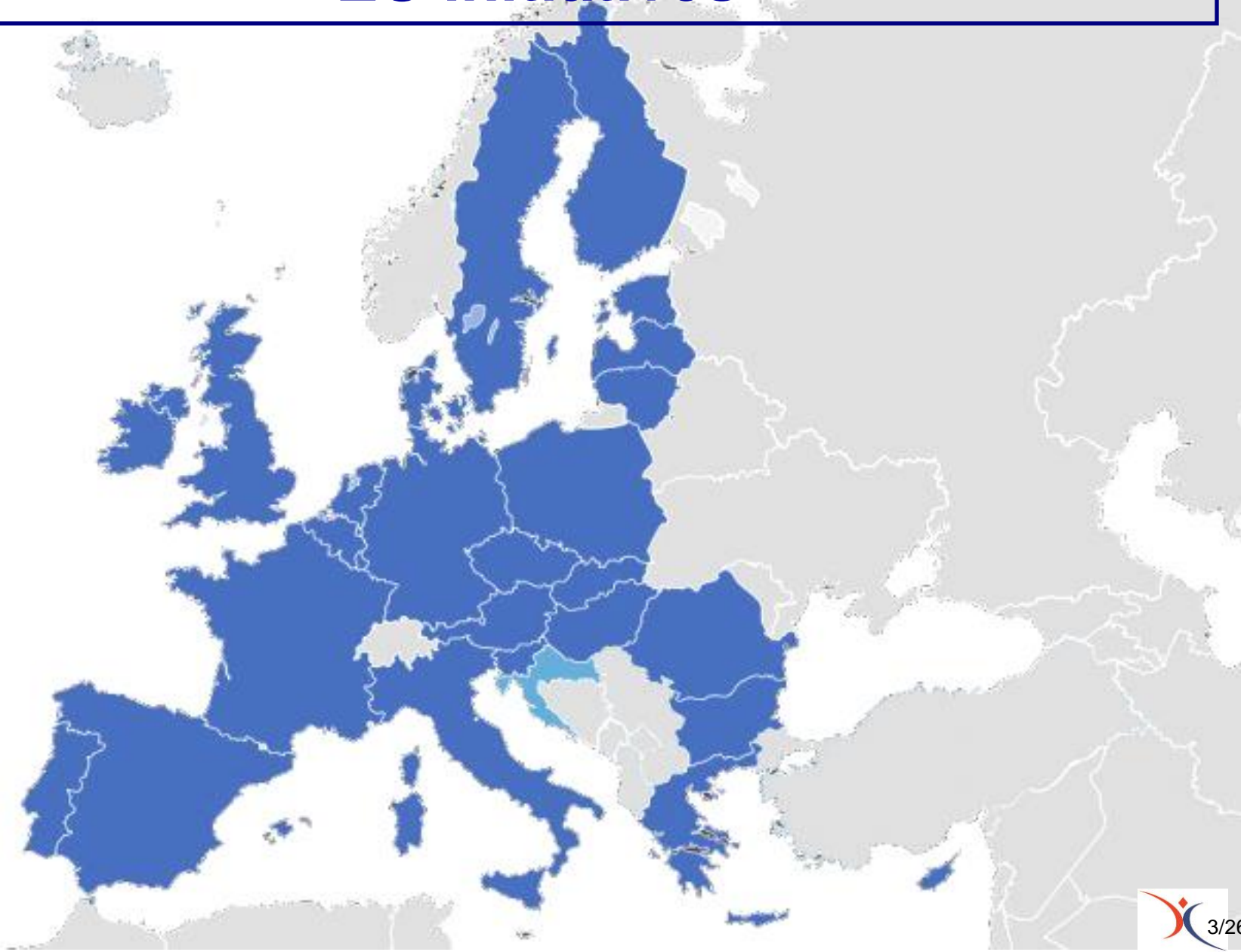
**Need to adapt to changes**



## How ?

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

# EU initiatives



# Strategy Europe 2020



## Priorities:

- ▶ **Smart growth** (developing an economy based on knowledge and innovation)
- ▶ **Sustainable growth** (promoting a more resource efficient, greener and more competitive economy)
- ▶ **Inclusive growth** (fostering a high-employment economy delivering social and territorial cohesion)

## Headline Targets:

- ▶ **Employment** (75 % of population aged 20-64)
- ▶ **R&D** (3 % EU GDP should be invested in R%D)
- ▶ **Climate/energy targets** (20/20/20) should be met
- ▶ **Education** (early school leavers <10 %, younger generation in HE >40 %)
- ▶ **Social cohesion** (20 million less should be at risk of poverty, i.e. 25 %)

# Strategy Europe 2020



## Flagship initiatives “Innovation Union”, within three priorities:

1. “***Innovation Union***” – innovative ideas into products and services, that creates growth and jobs;
2. “***Youth on the move***” – to enhance the performance of education systems and entry of young people to the LM;
3. “***A digital agenda for Europe***” – high-speed internet;
4. “***Resource efficient Europe***” – low carbon economy, renewable energy, modernise transport sector, promote energy efficiency
5. “***An industrial policy for the globalisation era***” – to improve business environment, development of industrial base;
6. “***An agenda for new skills and jobs***” – to modernise LM and empower people, LLL and mobility;
7. “***European platform against poverty***” – to ensure social and territorial cohesion

# Initiatives in E&T Sector

- ▶ Key Competences for LLL
- ▶ EQAVET, ECVET, ECTS
- ▶ **QF-EHEA**
- ▶ **EQF**
- ▶ **ESCO**
- ▶ “*New Skills for New Jobs*”
- ▶ “*EU Skills Panorama*”
- ▶ **Recognition of Prior Learning**
- ▶ **Modernised PhDs** – for active citizenship, democratic society, modern, knowledge-based enterprise economy
- ▶ **QFs: NQFs with EQF and QF-EHEA** – often as mechanism for implementation of all above
- ▶ etc.



# National Qualifications Framework (NQF):

- 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*)

# 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, credit system, QA, RPL; relevant to the needs of society.
- ▶ **Include**:
  - ▶ **Some / all** types of qualifications: HE, VET, etc;
  - ▶ **Some / all** classes of qualifications: full; partial (major; minor; additional; supplementary; special purpose; ...);
  - ▶ **Some / all** types of learning: formal; non-formal; informal – with **equal / non-equal value**;
  - ▶ **New / all** qualifications.

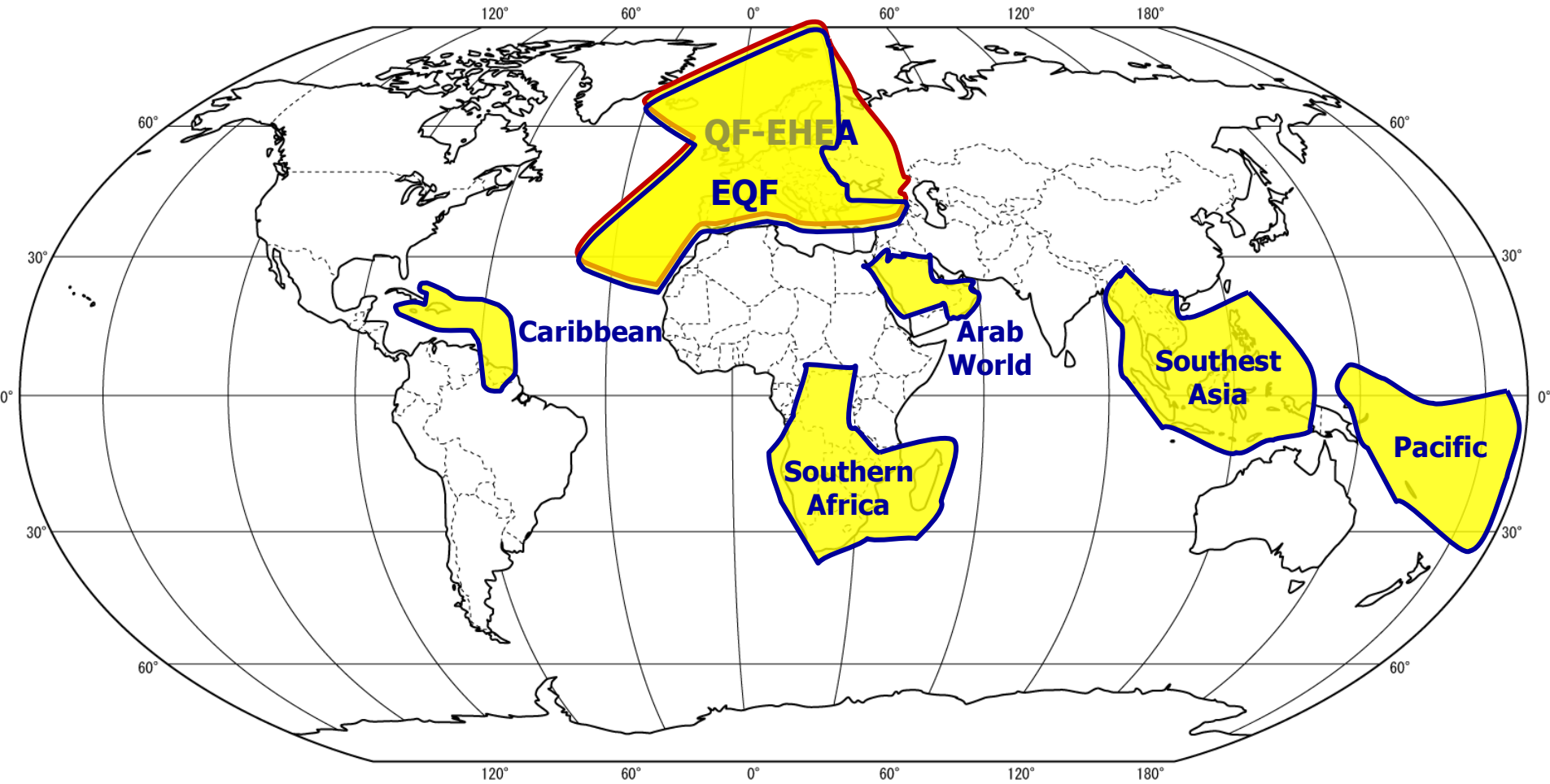


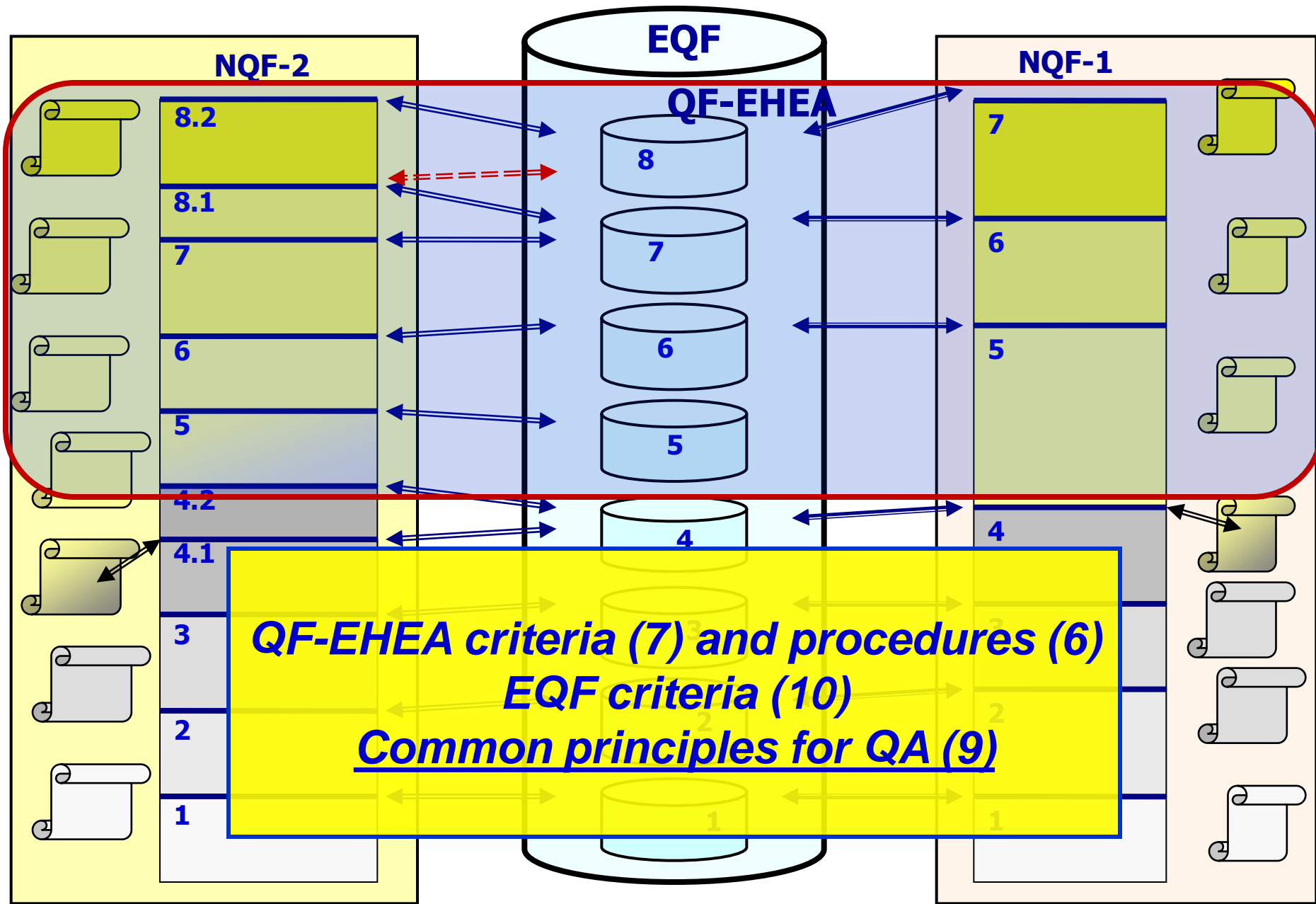
# NQFs – implementation of two regional or meta-frameworks:

- **The European Qualifications Framework for Lifelong Learning (EQF)**
- **The Qualifications Framework of the European Higher Education Area (QF-EHEA)**



# Regional frameworks





# Referencing and Self-certification processes

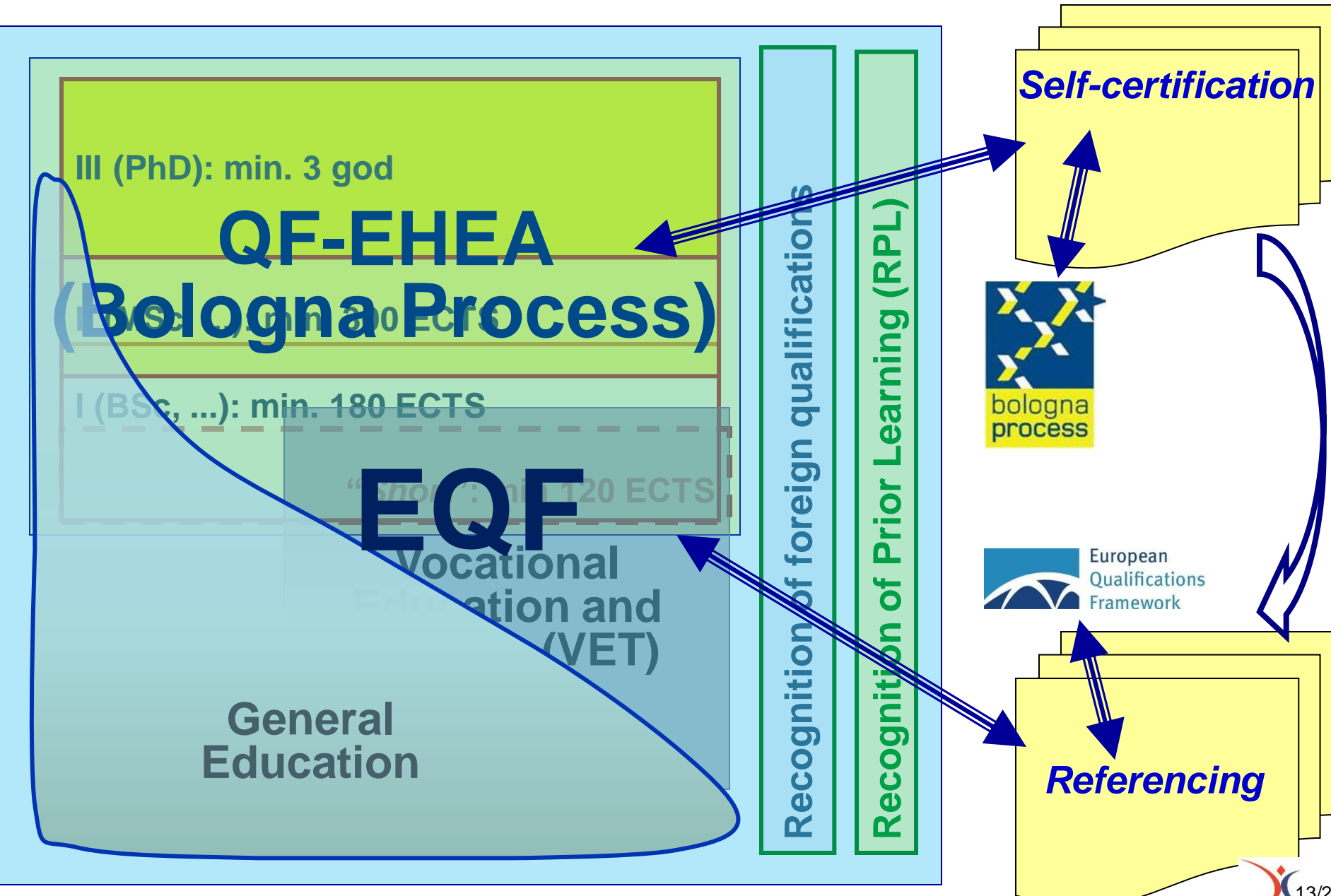
## Fulfilment of:

- QF-EHEA Criteria (7) and Procedures (6)
- EQF-LLL Criteria and procedures (10)
- **Common Principles for QA (9)**

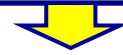


**Mutual trust**

# Linking NQFs to: EQF & QF-EHEA



Regional qualifications frameworks – *meta-frameworks*  
(QF-EHEA + EQF)

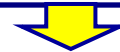


QF-EHEA and EQF-LLL **criteria** and **procedures**  
Common **principles** for QA

**National aspect:** stakeholders involvement – fit to local context



**NQFs**



**Modernised** HE, VET and the entire education system:

- QA – Mutual trust on international and national level
- Partnership with relevant stakeholders (LM, ...)
- Intended and achieved LO
- Fit to purpose (relevance), assessment, certification
- Recognition and validation of NF and IF learning, ...
- Relevant PhDs (new jobs by research and innovation)

# Referencing reports

**May 2013:**

**18 countries:** AT, BE-vl, CZ, DE, DK, EE, FR, HR, IE, IT, MT, LT, LU, LV, NL, PT, PL, UK

**Referencing reports – responded to:**

1. QF-EHEA criteria and procedures + EQF criteria + **Common principles for QA**
2. QF-EHEA criteria and procedures + EQF criteria

# 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



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

1. We encourage the Commission, the European Qualifications Framework (EQF) Advisory Group and the Bologna Follow Up Group (BFUG) to look at ways of facilitating greater dialogue between the main actors in Vocational Education and Training (VET) and Higher Education (HE) on the topic of quality assurance and qualifications frameworks. **The EQF Advisory Group and the BFUG working group** on structural reforms, in cooperation with **ENQA and EQAVET**, should review and make proposals to strengthen the common principles of quality assurance to be applied across HE and VET, such as found in Annexe 3 to the EQF Recommendation.
2. Providers in the **VET and HE** sectors and their respective public authorities are urged to make their quality assurance arrangements mutually intelligible, **to share good practices across sectors and to learn** about each other's approaches to **implementing learning outcomes**.

## Common Principles for QA in HE and VET in the context of the EQF

When implementing the EQF, QA – *which is necessary to ensure accountability and the improvement of HE and VET* – should be carried out in accordance with the following principles:

- QA policies and procedures should underpin all levels of the EQF.
- QA should be an integral part of the internal management of E&T institutions.
- QA should include regular evaluation of institutions, their programmes or their QA systems by external monitoring bodies or agencies.

- External monitoring bodies or agencies carrying out QA should be subject to regular review.
- QA should include context, input, process and output dimensions, while giving emphasis to outputs and LO.
- QA systems should include the following elements:
  - clear and measurable objectives and standards;
  - guidelines for implementation, including stakeholder involvement;
  - appropriate resources;
  - consistent evaluation methods, associating self-assessment and external review;
  - feedback mechanisms and procedures for improvement;
  - widely accessible evaluation results.

- QA initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis.
- QA should be a cooperative process across E&T levels and systems, involving all relevant stakeholders, within Member States and across the Community.
- QA orientations at Community level may provide reference points for evaluations and peer learning.

# The base for the QF-EHEA/EQF/NQF implementation

## Student centred:

- ▶ Use of LO; Key competences for LLL;
- ▶ QA and relevance



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

- NQF Authority; stakeholders;
- Policies and guidelines for E&T providers;
- NQF Register – QA, LO, occupations, qualifications, providers
- Development of all standards;
- Design of programmes;
- Institutional governance;
- QA (fit to purpose, teaching, assessment, certification);
- ...; LLL; RPL; PhDs; Funds and Incubators; ...

# 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 E&T providers:**

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

## ▶ **For employees:**

- ▶ Better employment; 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 education 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;

# Impact in Croatia – changes and benefits

- Involvement and effective communication among all relevant stakeholders
- Examples of good partnerships between E&T institutions and employers
- More and more individuals and institutions willing to reform the existing qualifications system – reform and modernisation started
- First phase:
  - Learning outcomes development and implementation
  - Development of occupational and qualifications standards
- Relevant QA Body in HE (AZVO) – in the EQAR
- Started development of RPL system
- etc.



# Conclusions

- ▶ **There are needs for QFs**
  - ▶ **Support QA systems**
  - ▶ **Better understanding**
  - ▶ **Integrate stakeholders, partnership**
  - ▶ **Mutual trust, based on criteria, procedurs, principles**
  - ▶ **Visible impacts in different countries**
  - ▶ **...**
- ▶ **Common principles for QA in HE and VET**
- ▶ **...**

**Thank you for your attention !**

Prof. Dr. Mile Dželalija  
mile@pmfst.hr

The background features several 3D white geometric shapes, including a semi-circular block at the top, a larger semi-circular block at the bottom left, and a long, curved, ribbon-like shape extending from the center towards the bottom right. These shapes are rendered with soft shadows, giving them a three-dimensional appearance.

# **QA and relevance in the CROQF**

# What is covered by the QA in the CROQF?

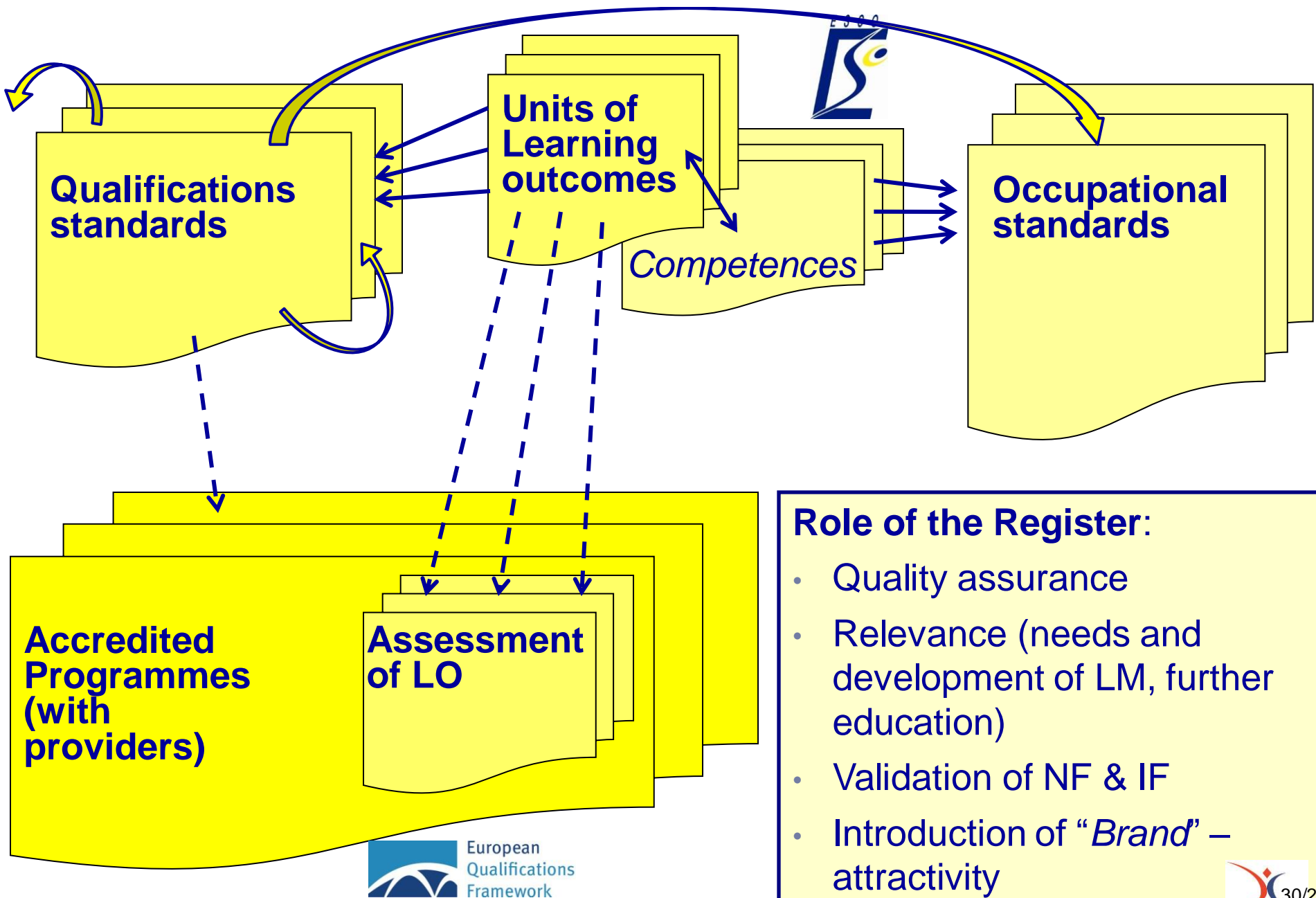
- **Work of accredited institutions:**
  - Education and training, assessment, certification
- **Learning outcomes, with standards:**
  - Validation and assessment
- **The process of accreditation and re-accreditation**
- **Relevance of qualifications and learning outcomes:**
  - In relation to LM and further education
- **The international reputation:**
  - individuals, institutions, qualification system, the whole society, state, ...

# How does QA work in the CROQF?

*(internal and external QA)*

- Development, validation and confirmation of **standards of occupations**
  - In accordance with the CROQF (level descriptors, LM, ...)
- Development, validation and confirmation of **standards of qualifications**
  - In accordance with the CROQF (entry requirements, level descriptors, credits, classification by type and class, assessment and awarding standards, ...)
- Validation and accreditation of **programmes and institutions**
  - In accordance with standards of qualification(s)
- Regularly evaluation of **the implementation of programmes and institutions (re-accreditation)**
  - In accordance with accredited programmes

# CROQF Register – Brand of quality



- ### Role of the Register:
- Quality assurance
  - Relevance (needs and development of LM, further education)
  - Validation of NF & IF
  - Introduction of “*Brand*” – attractiveness

# Actions to be taken in the future in the implementation

- Digital solution for the CROQF-Register
- Full LO implementation – development of all standards
- Full implementation of the QA system (according to the Common QA principles)
- Modernisation / reform of PhD study programmes, and the entire system
- Quality and relevance of students learning
- Development and implementation of the RPL system
- Modernisation of recognition of foreign qualifications
- Promotion of LLL
- etc.