

QUALIFICATIONS IN THE EHEA

- ▶ Two (later three) tier degree structure (1999, 2003)
- ▶ Role of the first degree in the labor market (1999)
- ▶ Recognition (LRC; 1998 and later)
- ▶ Mobility
- ▶ Employability
- ▶ Qualifications Frameworks mentioned for the first time:
 - Bologna conference in March 2003 in København
 - Berlin Communiqué 2003
- ▶ Some national frameworks in EHEA countries “before Bologna”

QUALIFICATIONS

- ▶ Level
- ▶ Workload
- ▶ Quality
- ▶ Profile
- ▶ Learning outcomes

EHEA MINISTERS

- ▶ We have an overarching framework (adopted in Bergen 2005) of three cycles with the possibility of intermediate qualifications in national frameworks
- ▶ We will develop national frameworks compatible with the EHEA framework and prepared for self certification by 2012 (*Leuven changed deadline*)
- ▶ This is a steep challenge, and we need continued coordination even if QFs are ultimately a national responsibility
- ▶ include short-cycle qualifications as a stand-alone qualification within the overarching framework of qualifications of the EHEA (QF-EHEA). Each country can decide whether and how to integrate short cycle qualifications within its own national framework (Paris 2018)

FRAMEWORKS AND FRAMEWORK

National framework

- ▶ closest to the operational reality
- ▶ owned by national system
- ▶ ultimately determines what qualifications learners will earn
- ▶ describe the qualifications within a given education system and how they interlink

Overarching framework

- ▶ facilitates movement between systems
- ▶ face of “Bologna qualifications” to the rest of the world
- ▶ provides the broad structure within which national qualifications frameworks will be developed (“outer limits” for diversity)

QUALIFICATIONS FRAMEWORKS IN EUROPE

▶ QF-EHEA

- Adopted 2005
- 49 countries
- Higher education only
- 3 levels with possibility for intermediate qualifications in national frameworks
- Short cycle included 2018
- Overseen by the BFUG
- National correspondents
- TPG5

▶ EQF

- Adopted 2008
- 39 countries
- All levels of education in a lifelong learning perspective
- 8 levels
- Overseen by EQF Advisory Board and the European Commission
- National Coordination Points



EHEA FIRST CYCLE

Qualifications that signify completion of **the first cycle** are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

- ▶ Typically include 180– 240 ECTS credits

EHEA SECOND CYCLE

Qualifications that signify completion of the **second cycle** are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Typically include 90 – 120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle



EHEA THIRD CYCLE

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.

ECTS credit range not specified; whether to ascribe ECTS credits to third cycle qualifications

is a controversial issue and practice varies

SELF CERTIFICATION/REFERENCING

- ▶ The “calling card” for your system
- ▶ Procedure and document by which you convince others that your QF is compatible with the overarching framework of your region
- ▶ Respond to the “check list” of criteria and procedures adopted for your region
- ▶ Include national stakeholders and foreign experts
- ▶ Being open about problematic issues strengthens credibility

SOME NATIONAL CHALLENGES

- ▶ Make the fairly general European frameworks concrete
- ▶ Define learning outcomes
- ▶ Design learning paths
- ▶ Communicate with
 - ▶ broader public
 - ▶ stakeholders
 - ▶ partners
- ▶ Ensure coherence
- ▶ Adapt to national reality – within the limits of the QF–EHEA (and EQF)
 - ▶ Country specific qualifications

QUALIFICATIONS FRAMEWORKS IN BRIEF



På hver sti drev det folk.