

HRK

PLA on Qualifications Frameworks

Berlin, 21 – 22 October 2019

Barbara Michalk

Programme

- QFs for higher education: the case of Germany, comparison with other examples
- The process of self-certification of a QF
- How to promote a QF among higher education institutions, academics and employers
- Subject-specific QFs

Main points of the discussions

- Characteristics of higher education
- Information on QF
- QF – quality assurance – recognition as a triangle
- Level 5 - short cycle programmes within or linked to the first cycle

Characteristics of higher education

- HE should not only impact the cognitive competences of graduates, but also their attitudes: develop an 'academic personality' as part of the educational process, democracy, freedom of teaching and research and the autonomy of universities. Graduates can apply their competences not only in academe/research, but also the labour market.
- Faculty need to be aware: using a QF for the constructive alignment of curricula does not restrict their freedom to teach. But using a QF allows to turn implicit assumptions on what students should learn into explicit expectations, for the benefit of all involved in T&L activities.
- Student centred learning means turning the role of the teacher into that of a coach who supports the students in realising their potentials.

Information on QF

- It is essential that information on QF, their use and their advantages is spread among the HE community (leaders and faculty).
- Student centred learning approach: concept of learning outcomes and performance as the measurable result of achieving competence (relevant for adequate assessment) needs to become well known and practised.
- To exchange information and discuss use of QF, a precise and coherent use of language is needed.
- Participants agreed that a glossary of agreed definitions would be helpful for transparency, especially if widely used terms have been adjusted to fit national usage.

QF – Quality Assurance – Recognition should form a triangle

- QF are no stand-alone transparency tools. They form part of a triangle that also includes quality assurance and recognition.
- Quality assurance needs to take the transfer of QF to the programme level into account, so that study programmes indeed address the degree level the students are to achieve.
- Similarly, the module descriptions need to be concise and learning outcome based to facilitate recognition of periods of study at other universities or in other countries as well as recognition of prior learning, qualitatively as well as quantitatively.

Level 5 - short cycle programmes within or linked to the first cycle

- In most of the countries represented at the PLA, short cycle programmes do not exist.
- In some cases, vocational training qualifications are located at level 5, acting as a bridge between higher education and vocational training
- In some cases their lack it is due to a political decision, taken when joining the Bologna Process, not to have short cycle programmes at all.

HRK

**Thank you
for your attention!**