

FRAMEWORK FOR QUALIFICATIONS OF THE EUROPEAN HIGHER EDUCATION AREA

København, January 13 – 14, 2005

Report by the General Rapporteur

Sjur Bergan

Council of Europe

WHY ARE WE HERE?

- København conference on Qualifications Structures in Europe 2003
- Development of new national qualifications frameworks
- Request by Ministers for “*overarching framework of qualifications for the European Higher Education Area*”
- Discuss report by the Working Group; advise BFUG



PREVIOUS BOLOGNA CONFERENCES

- Helsinki 2001 & 2003: Bachelor and Masters
 - Lisboa 2002: recognition
 - Zürich 2002: ECTS
 - Praha 2003: Lifelong Learning
 - Stockholm 2002 & 2004: joint degrees
 - Mantova 2003: integrated programs
 - Edinburgh 2004: learning outcomes
 - Rīga 2004: recognition
 - Strasbourg 2004: public responsibility
 - Other initiatives: Joint Quality Initiative, TUNING
-



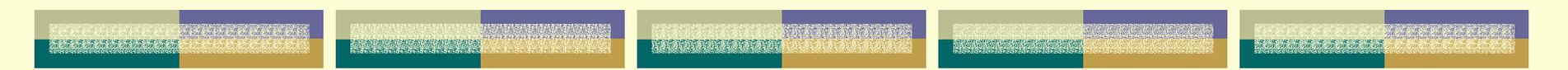
FRAMEWORKS AND FRAMEWORK

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

EHEA framework

- facilitate movement between systems
 - “face” of “Bologna qualifications” to the rest of the world
 - provides the broad structure within which future “new style” national qualifications frameworks will be built up
-



DEFINITION NATIONAL FRAMEWORK

The single description, at national level or level of an education system, which is internationally understood and through which all qualifications and other learning achievements in higher education may be described and related to each other in a coherent way and which defines the relationship between higher education qualifications





DEFINITION EHEA FRAMEWORK

An overarching framework that makes transparent the relationship between European national higher education frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks

WHY QUALIFICATIONS FRAMEWORKS?

- analysis, presentation and understanding of what constitutes a qualification
- shift focus from procedures to content
- logical consequence of:
 - mass HE
 - rapid development and outdating of knowledge
 - internationalization
 - EHEA itself
- make it easier for people to earn qualifications in a variety of ways
- expression and systematization of purposes of higher education

NATIONAL FRAMEWORKS I

- describe individual qualifications *as well as* the interaction and articulation between them
- describe possibilities for movement among qualifications in all directions
- focus on outcomes
- recognize that qualifications are complex : subject specific as well as generic skills and competences
- have implications for the relationship between institutions and public authorities

NATIONAL FRAMEWORKS II

- Learning outcomes
- Level
- Credits and workload
- Profile
- Quality assurance

OVERARCHING FRAMEWORK I

- same components as national frameworks, except profile
- description of each component less detailed
- have the different functions
- responsibility for quality assurance and qualifications will remain at national level
- Terminology
 - level vs. cycle
 - generic terms for qualifications

OVERARCHING FRAMEWORK II

Three cycles of higher education qualifications:

- First cycle (180 – 240 ECTS credits)
 - Short cycle, within first cycle (c. 120 ECTS credits)
- Second cycle (90 – 120 ECTS credits, minimum 60 credits at second cycle level)
- Third cycle (no ECTS credits assigned?)

QF AND QUALITY

- EHEA requires mutual trust
- Trust in the quality of HE in partner countries and institutions essential
- Work by ENQA and partners
- *“Externality” is increasingly recognized as an essential part of quality assurance, and so it should be within the development and application of new national qualifications frameworks.*

RESPONSIBILITY FOR FRAMEWORKS

- Ultimately competent public authorities, but:
 - role of stakeholders
 - adoption and implementation of national frameworks
 - adoption and implementation of EHEA framework
 - validating national frameworks as “EHEA compatible”

VALIDATION OF NATIONAL FRAMEWORKS

Self-certification must be:

- transparent and in conformity with EHEA criteria
- public (also supporting evidence)
- completed by 2010
- include adequate links to:
 - QA
 - international legal standards (Lisboa Convention, EU Directives)
 - transparency instruments (DS, ECTS, Europass)
- Issue: is this sufficient?

EHEA AND OTHER FRAMEWORKS

- all parts of the education system need transparent qualifications frameworks;
- these must be coherent;
- Ministers: HE contribute to making LLL a reality
- European Framework for Qualifications (EQF), building on “Bologna” and “København”
- Issue of access qualifications
- need for
 - transparency
 - involvement of all Bologna countries

OVERARCHING EHEA FRAMEWORK





OVERARCHING EHEA FRAMEWORK

 *e pluribus unum*

 out of many, one

