


QUALIFICATIONS FRAMEWORKS IN THE EHEA: A REAL CHANGE OF PARADIGM?

ECA CONFERENCE
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BACKGROUND

- Increased mobility
 - Increased emphasis on recognition of qualifications for mobility - and as an individual right
 - Transparency
 - Increasing diversity of HE?
 - Emphasis on learning outcomes – what you know, understand and can do
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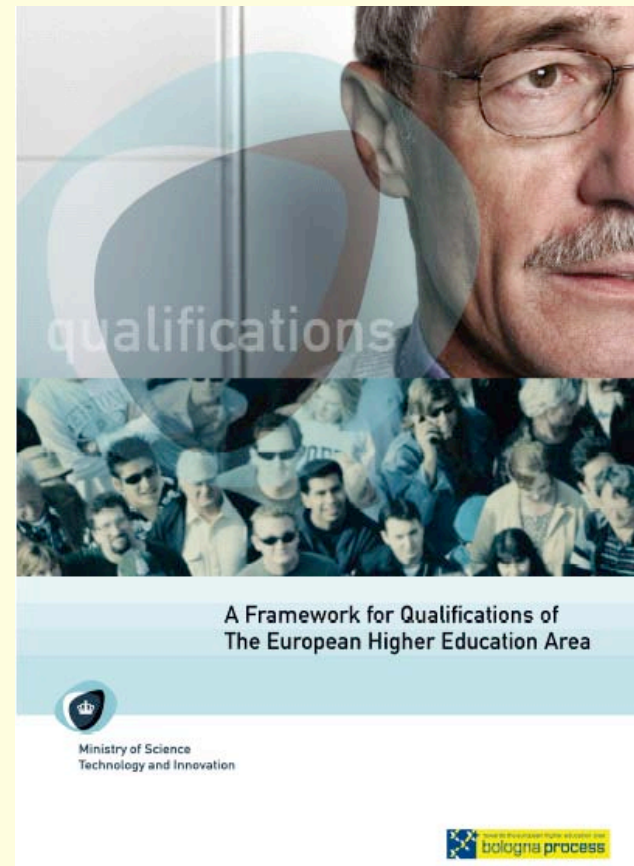
QF AND BOLOGNA

- National qualifications frameworks in place in some countries before 2003
 - Request by Ministers in Berlin 2003 for “*overarching framework of qualifications for the European Higher Education Area*”
 - Bologna Working Group
 - Ministers adopted overarching EHEA framework in 2005 and committed to work on national QFs
 - Complete national frameworks by 2010
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Report of the European Framework group


● Link:

● http://www.bologna-bergen2005.no/Documents/00-Main_doc/050218_QF_EHEA.pdf






BERGEN COMMUNIQUE

- “We [i.e. Ministers] adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles.
 - We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007”.
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LONDON COMMUNIQUE

- QFs important instruments for comparability within the EHEA and facilitating movement within, as well as between, HE systems;
 - some initial progress made towards the implementation of national QFs, but much more effort is required
 - ask the Council of Europe to support the sharing of experience in the elaboration of national qualifications framework
 - National QFs compatible with the EHEA framework will also be compatible with the EQF
 - EHEA framework central element of the promotion of European higher education in a global context.
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QUALIFICATIONS FRAMEWORKS

KEY FUNCTIONS

- Description of all qualifications in a given (higher) education system
 - Description of how these qualifications articulate
 - Description of how learners can move between qualifications within a system
 - Description understandable to informed foreigners
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QUALIFICATION MADE UP OF

- quality
 - workload
 - level
 - profile
 - learning outcomes
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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 “new style” national qualifications frameworks will be built up
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OVERARCHING AND NATIONAL FRAMEWORKS

- EHEA framework described the “outer limits” within which national frameworks should be situated;
 - Allows for diversity within those limits;
 - Ensures compatibility between national frameworks
 - Presents “common face” (important in a global setting)
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SOME CHALLENGES

- Meet the deadline
 - Help developments in all EHEA countries
 - Make QFs a frame for making sense of diversity rather than bureaucratic straightjacket
 - Divert attention from systems and procedures to content and outcomes
 - Make rational use of QFs: HEIs, program design, QA, recognition
 - Work with other regions of the world
 - Avoid confusion EHEA Framework/EQF
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OVERARCHING EHEA FRAMEWORK

