



LEARNING OUTCOMES and EUROPEAN & NATIONAL QFs

Lucien Bollaert

Independent international QA expert

Seminar: LO: tools & approaches for improving
qualifications frameworks in (Uzbek) HE

14 November 2017

Tashkent

- Definitions
- Qualifications Framework of EHEA
- EQF for LLL
- Comparison QF-EHEA and EQF
- National Qualifications Frameworks
- Linking programme LOs to NQF
- Conclusions: recommendations (2)



LEARNING OUTCOMES & QFs definitions

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- **Qualification(s) (HE):** any degree, diploma or other certificate issued by a competent authority attesting that particular learning outcomes have been achieved, normally following the successful completion of a recognised (HE) programme of study.
- **Qualifications framework:** encompasses all the qualifications in a HE system or in an entire education system. It shows what a learner knows, understands and is able to do, i.e. the intended or expected learning outcome, on the basis of a given qualification.

- **National framework of qualifications (HE):** 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 HE) are described and related to each other in a coherent way and which defines the relationship between (HE) qualifications.
- **International qualifications framework:** overarching framework that makes transparent the relationship between several national (HE) qualifications frameworks and the qualifications they contain. They are articulation mechanisms between national QFs.

- **Learning outcomes:** statements of what a learner is expected to know, understand and be able to do at the end of a period of learning.
- **Qualification descriptors:** generic statements of the outcomes of study providing clear points of reference describing the main outcomes of a qualification



LEARNING OUTCOMES & QFs Qualifications Framework of EHEA

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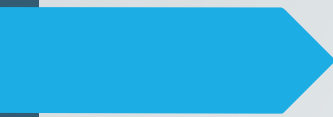
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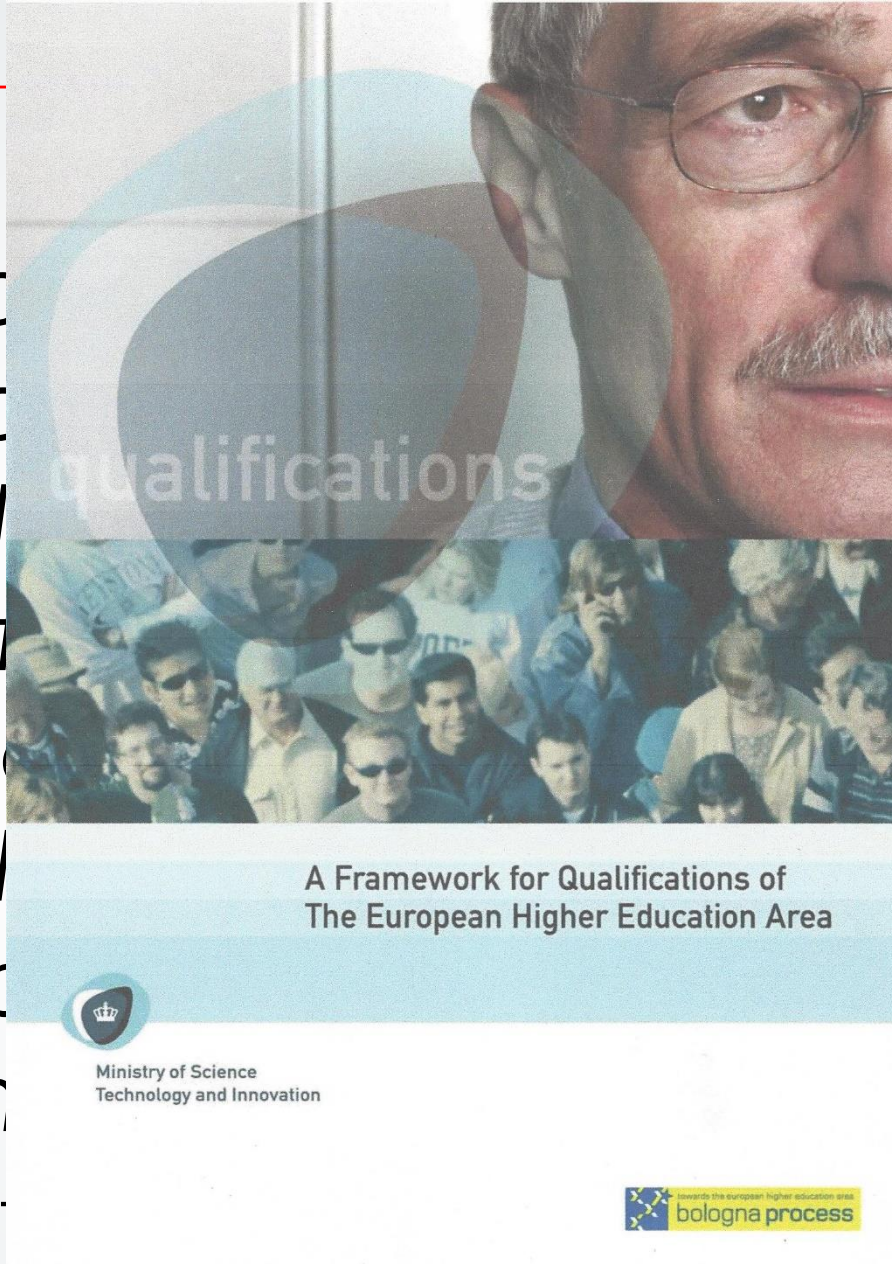
Tashkent

“We 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.”

Bergen ministerial communiqué, May 2005

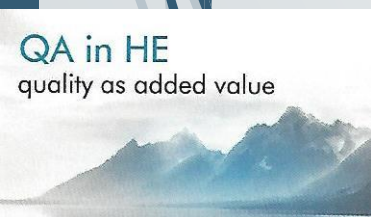


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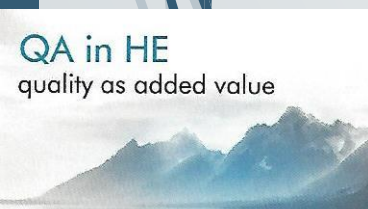
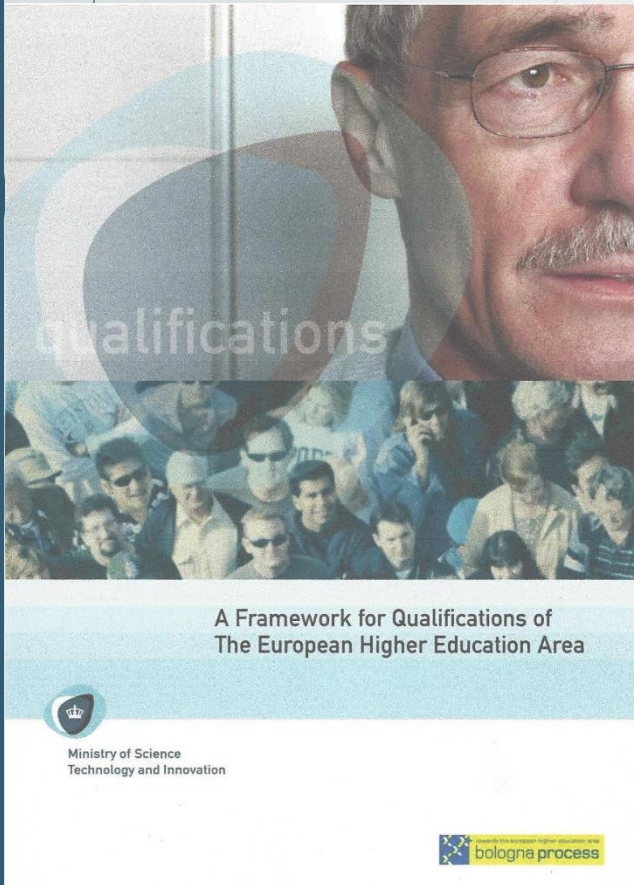
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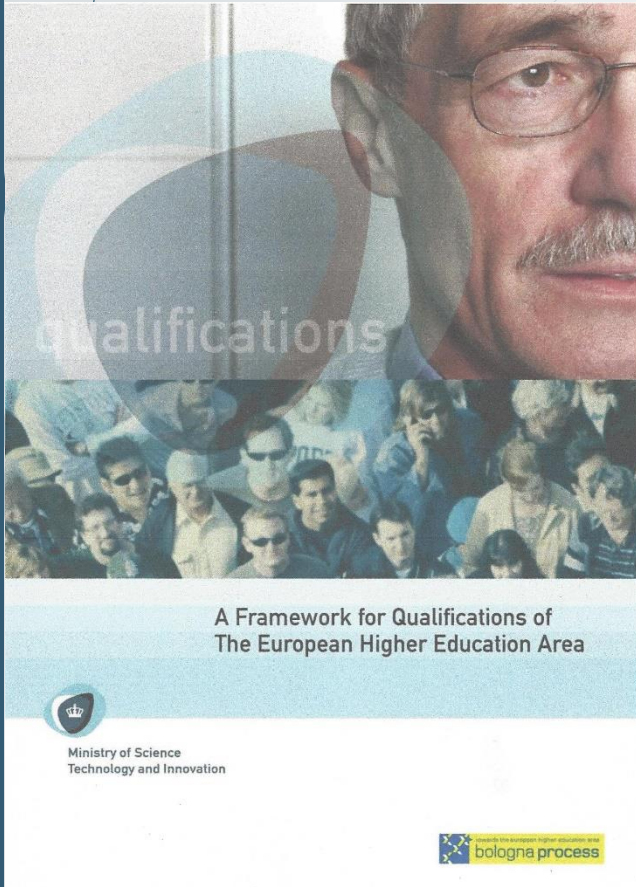
[https://media.ehea.info/file/WG Frameworks qualific
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ation/71/0/050218_QF_EHEA_580710.pdf)



Purposes & nature of QF-EHEA:

- ✓ International transparency: to ensure qualifications can be easily read and compared across borders
- ✓ International recognition for various reasons (continuing education, employment, etc) based on a common understanding of the learning outcomes, including competences, of qualifications rather than a mere comparability
- ✓ International mobility of learners and graduates





Short cycle (within or linked to the 1st cycle) qualification

outcomes

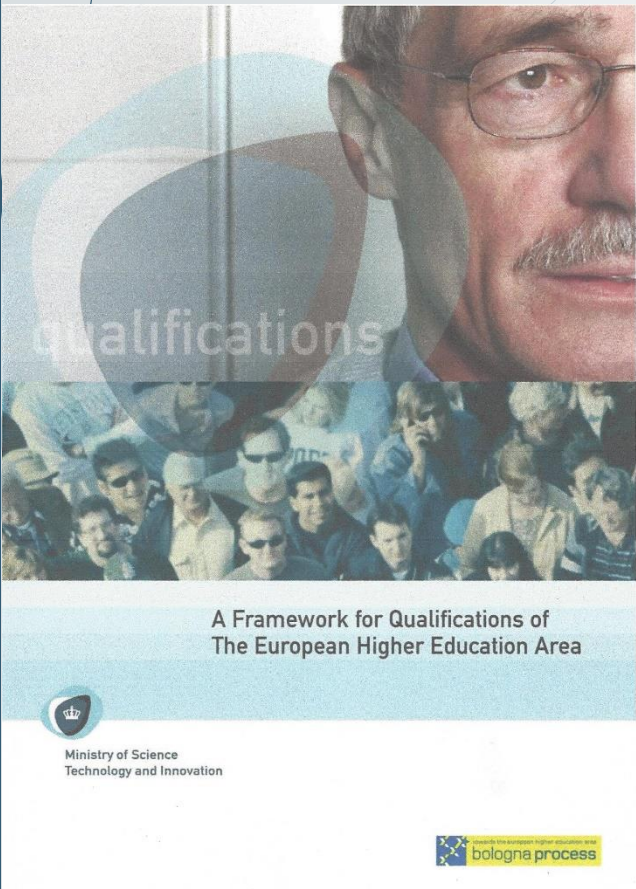
ECTS credits

Qualifications are awarded to students who

circa 120

- have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the 1st cycle;
- can apply their knowledge and understanding in occupational contexts;
- have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;
- can communicate about their understanding, skills and activities, with peers, supervisors and clients;
- have the learning skills to undertake further studies with some autonomy.





First cycle qualification (1)

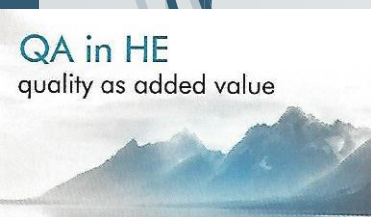
outcomes

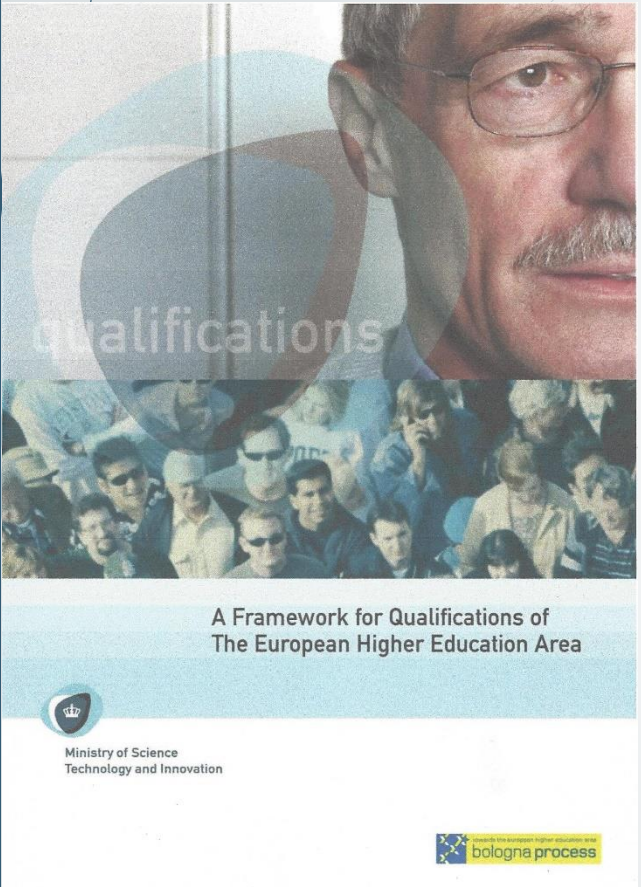
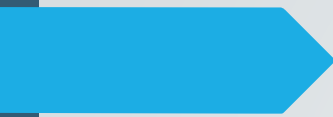
ECTS credits

Qualifications are awarded to students who

typically include 180-240 credits

- have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level that, while supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of a 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 judgements that include reflection on relevant social, scientific or ethical issues;





First cycle qualification (2)

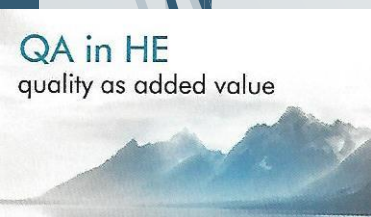
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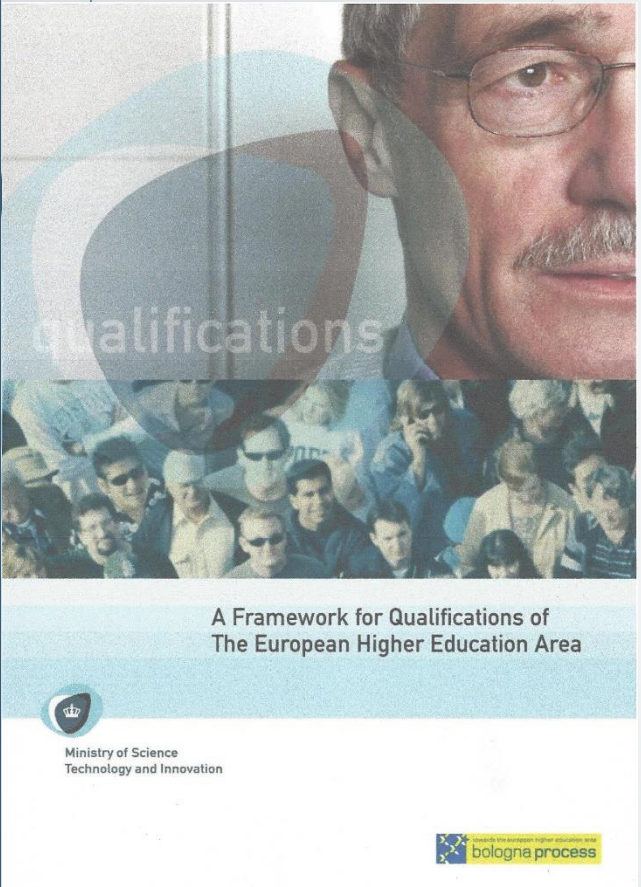
ECTS credits

Qualifications are awarded to students who

typically include 180-240 credits

- 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





Second cycle qualification (1)

outcomes

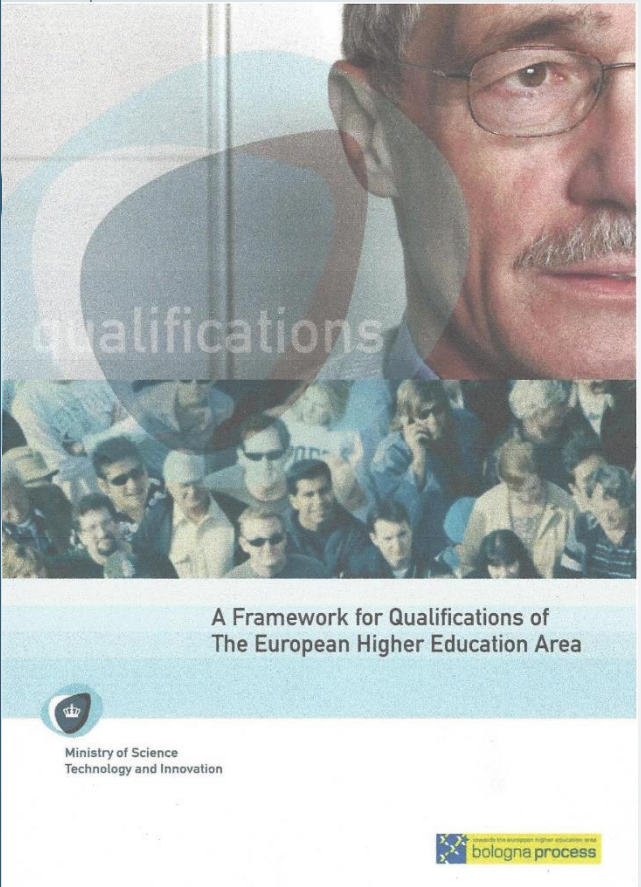
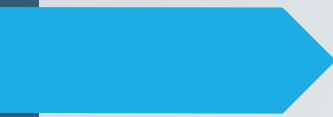
ECTS credits

Qualifications are awarded to students who

normally carry 90-120 credits - minimum 60 ECTS at 2nd cycle

- 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 judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;





Second cycle qualification (2)

outcomes

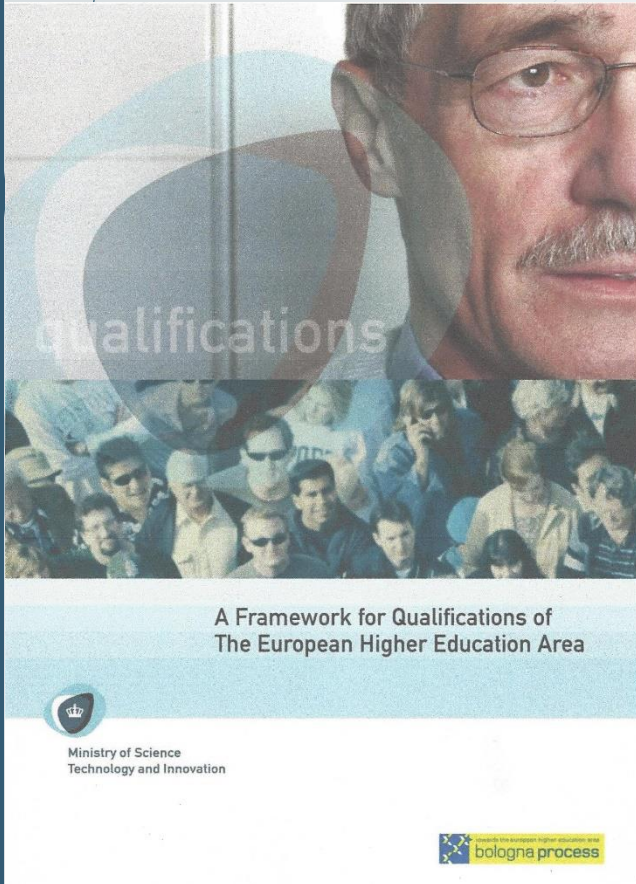
ECTS credits

Qualifications are awarded to students who

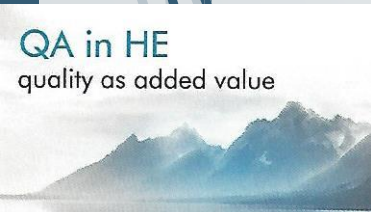
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialists and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

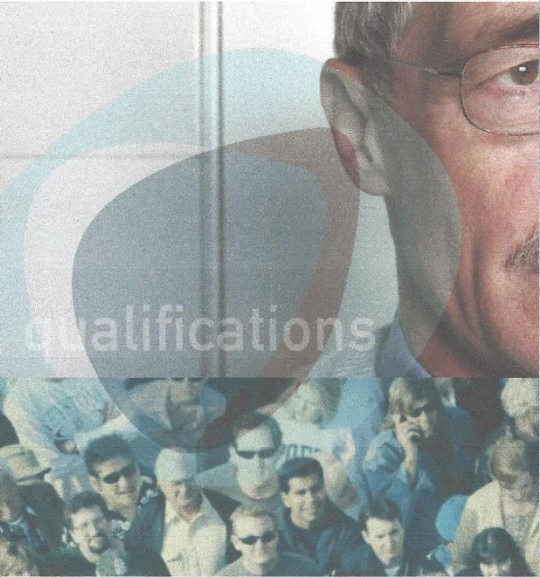
normally carry 90-120 credits - minimum 60 ECTS at 2nd cycle





- Anatomy of descriptors: (further) study, knowledge, understanding, application of knowledge, skills, reflection and judgement, communication, degree of autonomy in learning and context, problem solving, ethics
- 2007: London communiqué: NQFs fully implemented (in 10 steps) and certified against QF-EHEA by 2010
- 2007-2009: EC/EP workplan
- 2009: ECTS & DS labels

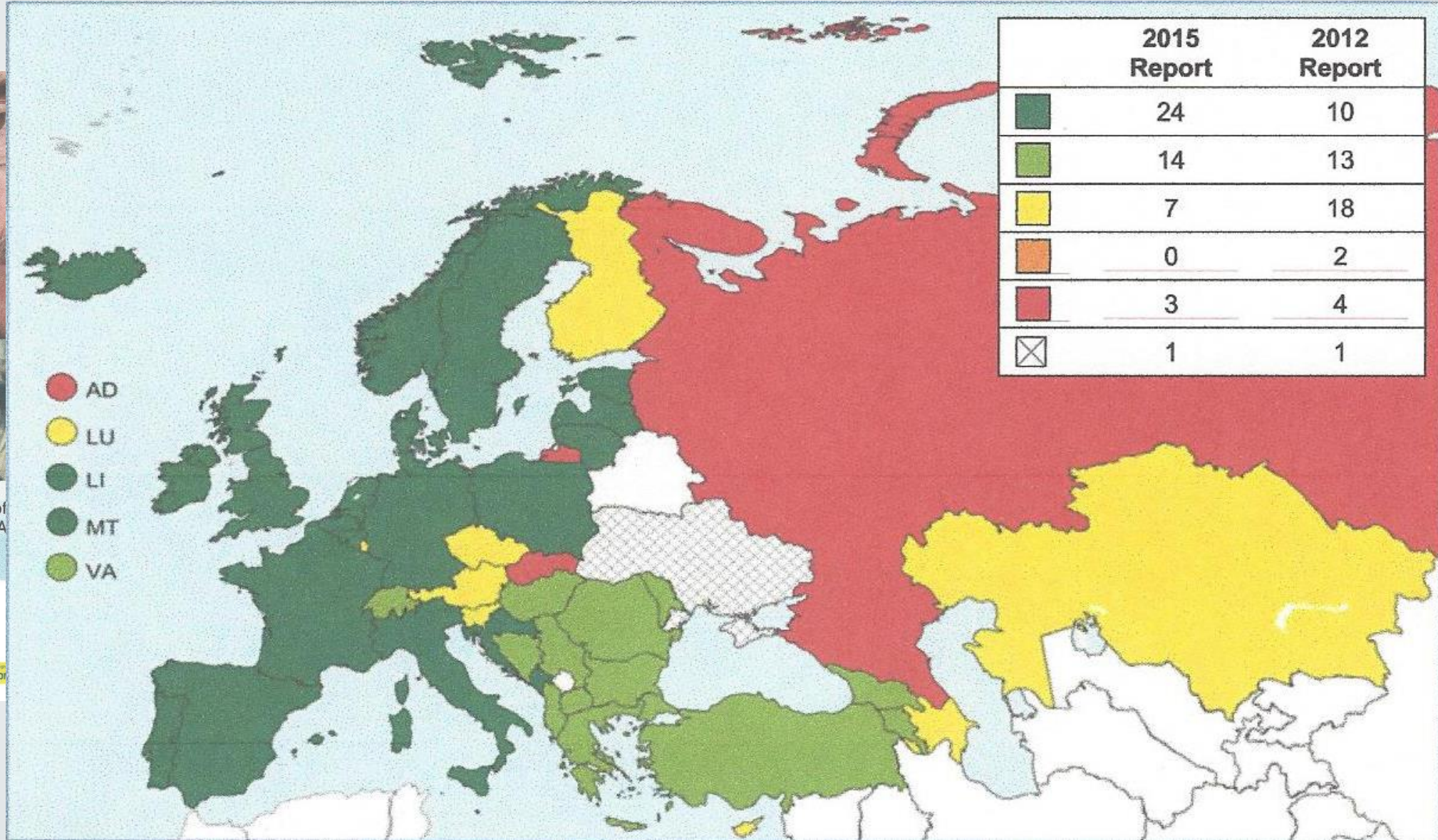


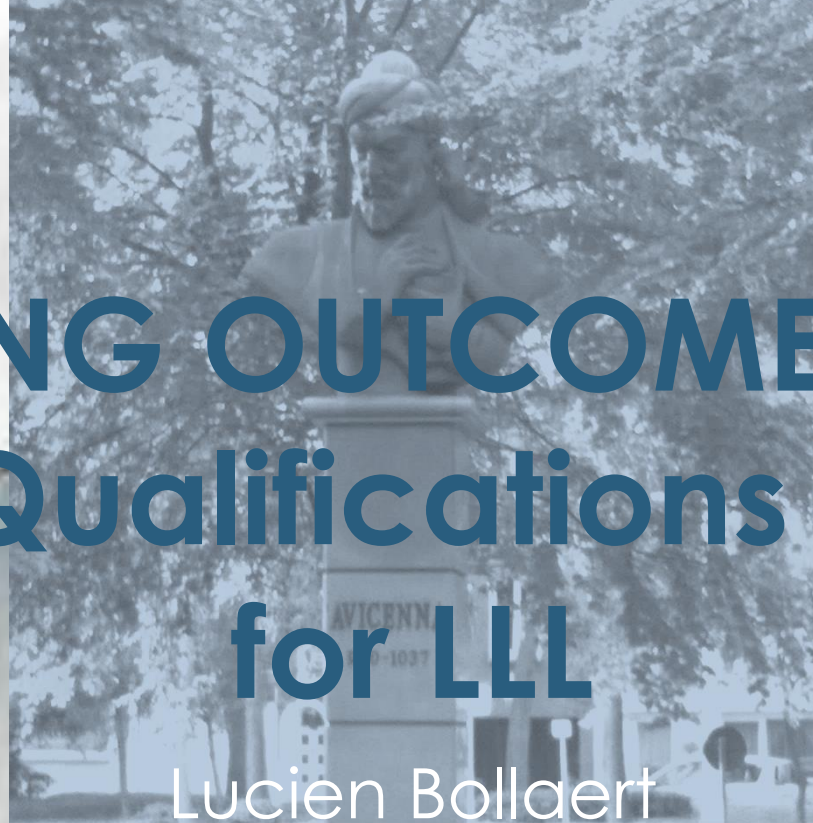


A Framework for Qualifications of
The European Higher Education A



Ministry of Science
Technology and Innovation





LEARNING OUTCOMES & QFs European Qualifications Framework for LLL

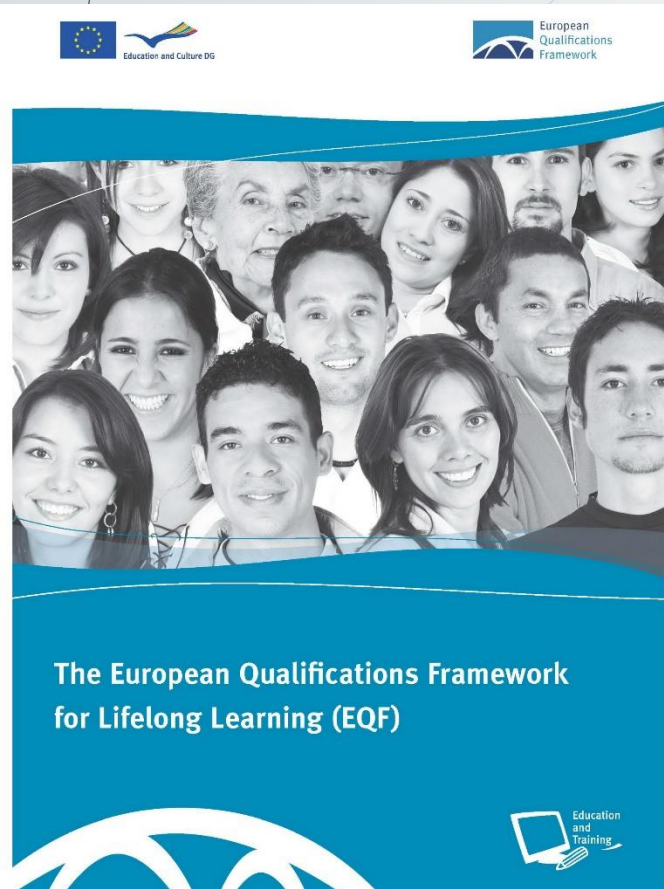
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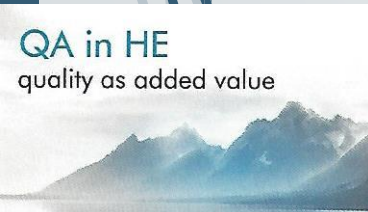
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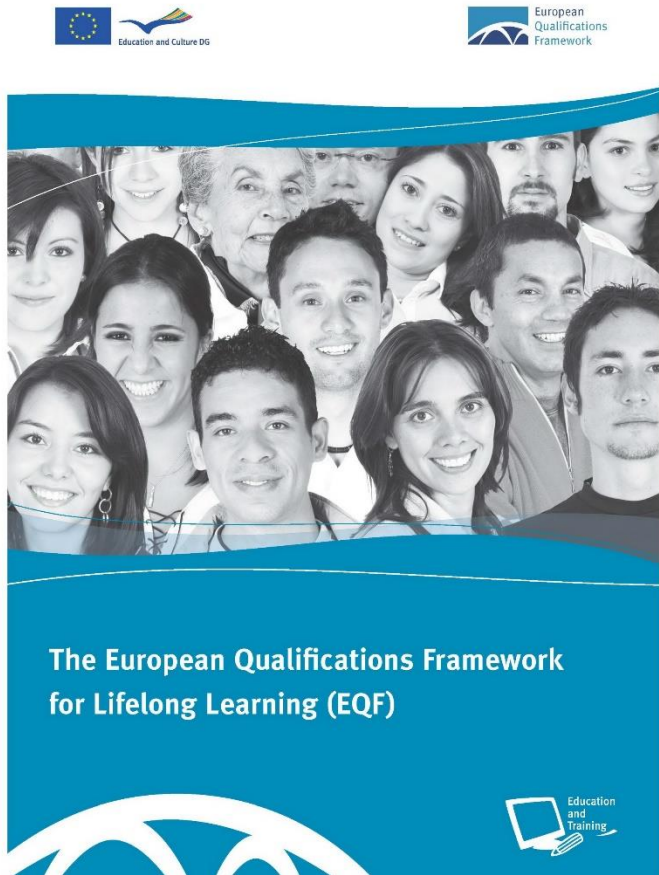
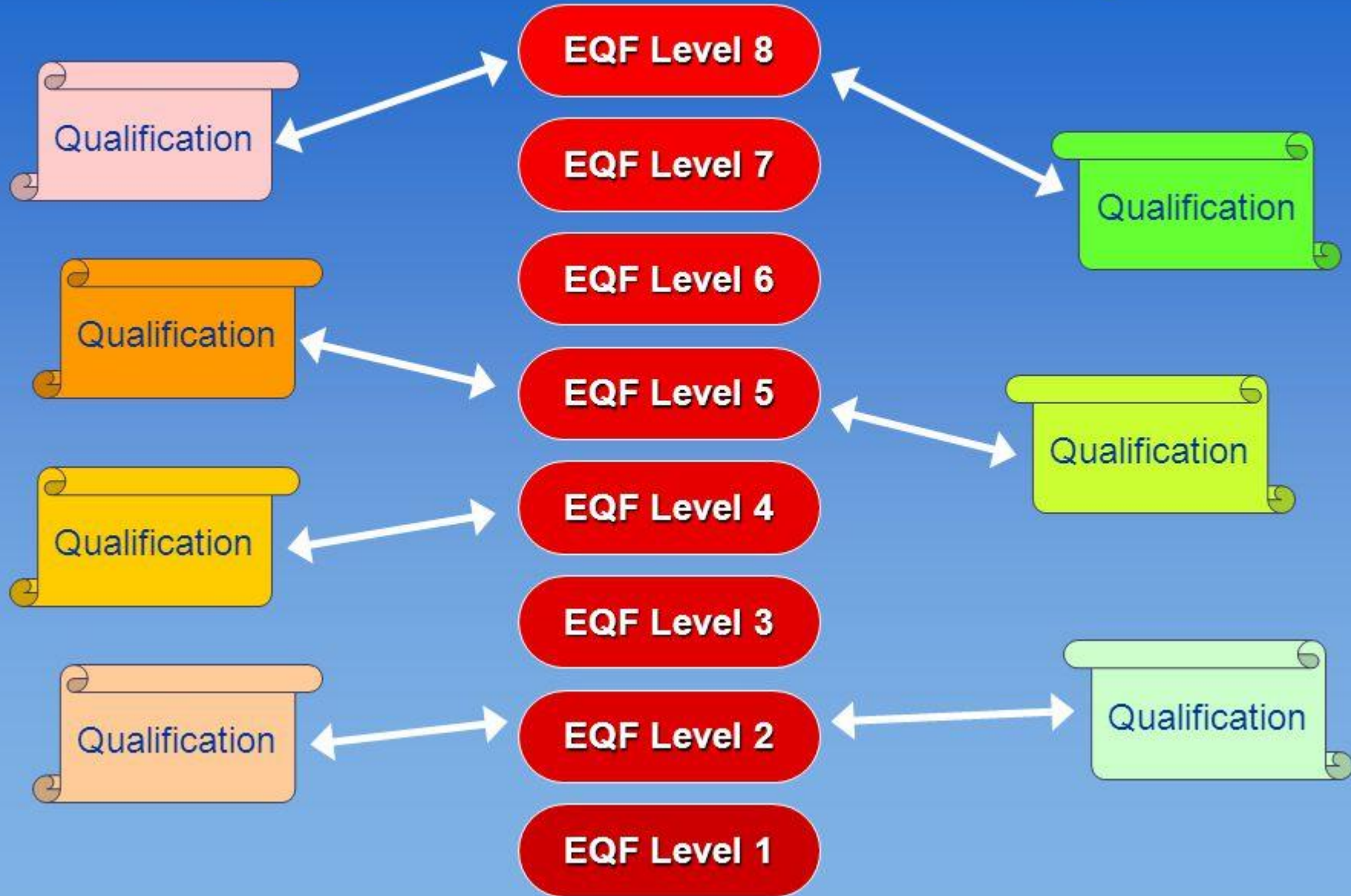
- Launched in 2006, EP & EC recommendation in 2008, new version in 2017
- An overarching European reference framework that links together the QFs of EU countries
- A “translation device” to make qualifications easier to compare and understand
- Including all learning (formal, informal, non-formal) on 8 levels described under the headings knowledge, skills and competence (in terms of distinguishing responsibility and autonomy)
- Brings together Bologna (EHEA) and Copenhagen (VET) processes
- EQF national coordination points and EQF advisory group are active in referencing NQFs to EQF





Country A

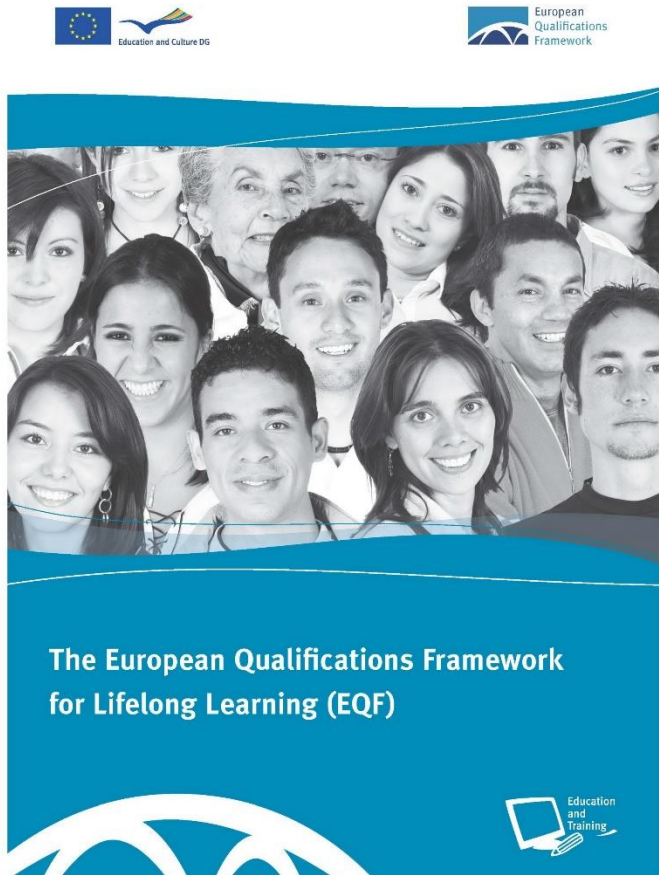
Country B

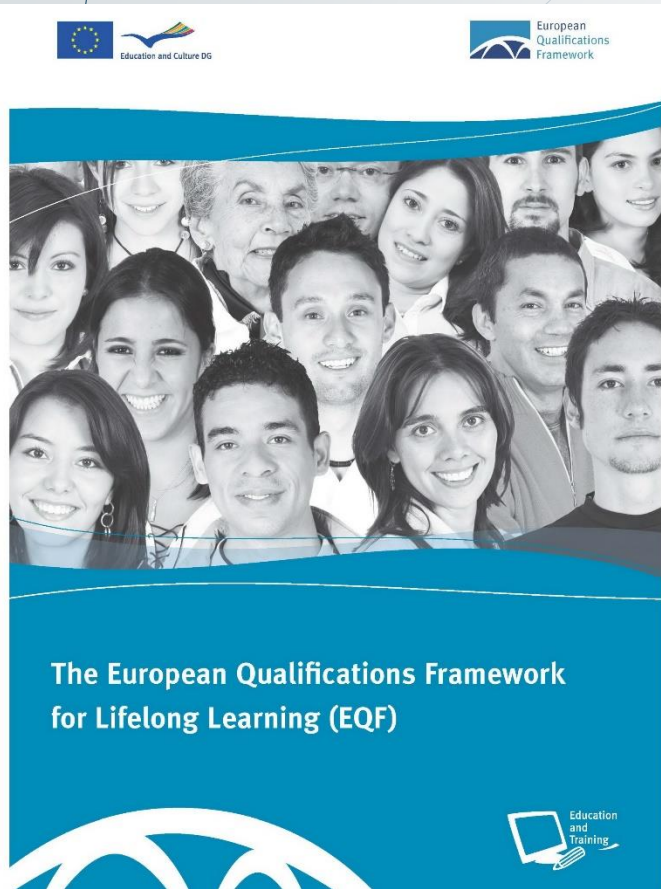




What EQF is NOT!

- EQF not about replacing national/sectoral frameworks
- EQF not about harmonisation
- EQF **CANNOT** define new qualifications





- **Learning outcome:** a statement regarding what a learner knows, understands and is able to do on the completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy
- **Competence:** a proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development

Learning outcome: a statement regarding

Level 5* The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Level 6** The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
Level 7*** The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8**** The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

development





LEARNING OUTCOMES & QFs

Comparison QF-EHEA and EQF for LLL

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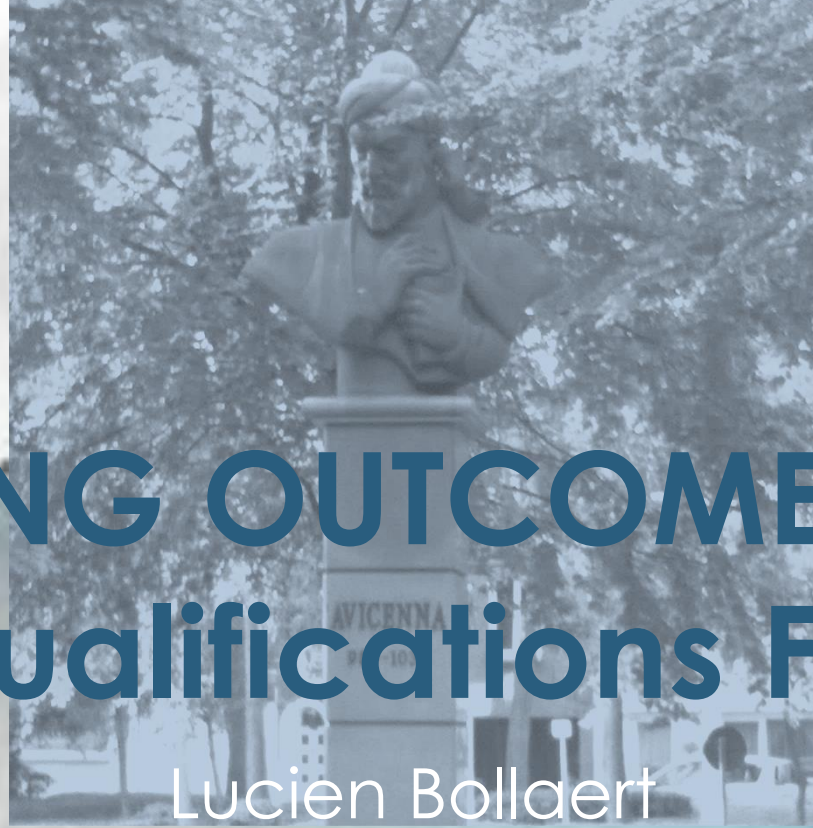
QF-EHEA

- QF-EHEA 3 (4) cycles only HE
- Bologna process
- Use of learning outcomes as cycle descriptors
- Refers to formal education (textbooks, former & further studies)
- Knowledge, understanding, applied in skills, problem-solving, communication, autonomy and structure of contexts and further learning
- More detailed outcome descriptions
- Linked to ECTS credits
- EQF not liked and referred to
- NQFs need to be certified
- Not really open to sectoral qualifications

EQF-LLL

- 8 levels covering all learning
- Bologna & Copenhagen processes
- Use of learning outcomes as cycle descriptors
- Includes formal, non-formal and informal learning
- Knowledge (theoretical & factual), skills (cognitive & practical) and competence (responsibility & autonomy and structure in contexts)
- More generic outcome descriptions
- No ECTS or ECVET credits
- Levels 5, 6, 7 and 8 said to be EHEA compatible
- NQFs can be referenced
- Open to sectoral qualifications





LEARNING OUTCOMES & QFs

National Qualifications Frameworks

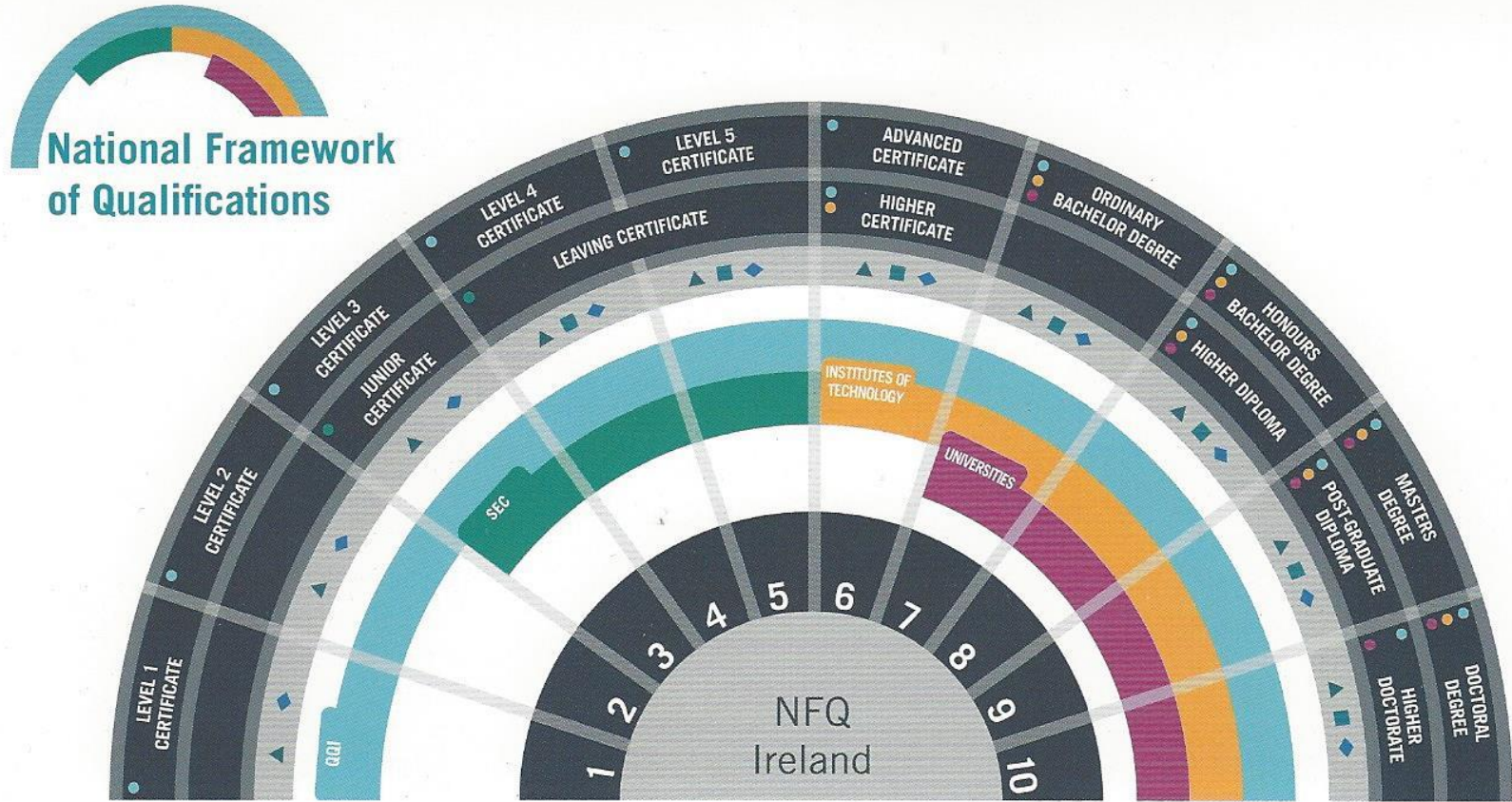
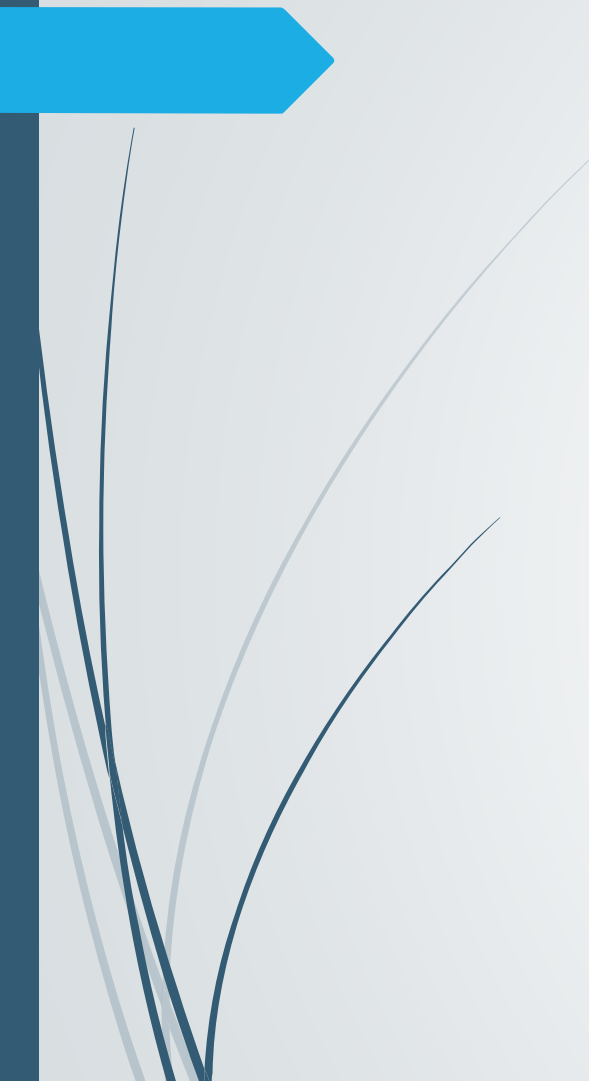
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AWARDING BODIES

- Quality and Qualifications Ireland (QQI) makes awards in further and higher education and training
- SEC - State Examinations Commission (Department of Education and Skills)
- Institutes of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:

- **Major Awards:** named in the outer rings, are the principal class of awards made at a level
- **Minor Awards:** are for partial completion of the outcomes for a Major Award
- **Supplemental Awards:** are for learning that is additional to a Major Award
- **Special Purpose Awards:** are for relatively narrow or purpose-specific achievement



Main stages of education/employment

Qualifications can be taken at any age in order to continue or return to education or training

National Framework of Qualifications for Ireland
www.QQI.ie

LEVEL

The Scottish Credit and Qualifications Framework
www.scqf.org.uk

LEVEL

Qualifications and Credit Framework/
National Qualifications Framework for
England and Northern Ireland
www.ofqual.gov.uk
www.ccea.org.uk

LEVEL

Credit and Qualifications Framework
for Wales
www.cqfw.net

LEVEL

Framework for higher education
qualifications in England, Wales and
Northern Ireland
www.qaa.ac.uk/
assuringstandardsandquality/qualifications

LEVEL

Professional or postgraduate education,
research or employment

Higher education
Advanced skills training

Entry to professional graduate employment

Specialised education and training

Qualified/Skilled worker
Entry to higher education
Completion of secondary education

Progression to skilled employment.
Continuation of secondary education.

Secondary education. Initial entry into
employment or further education

Qualifications can cross boundaries
- a rough guide to comparing qualifications in
the UK and Ireland, July 2013



10	Doctoral Degree, Higher Doctorate
9	Master's Degree, Post-graduate Diploma
8	Honours Bachelor Degree, Higher Diploma
7	Ordinary Bachelor Degree
6	Advanced Certificate, Higher Certificate
5	Level 5 Certificate, Leaving Certificate
4	Level 4 Certificate, Leaving Certificate
3	Level 3 Certificate, Junior Certificate
2	Level 2 Certificate
1	Level 1 Certificate

12	Professional Development Awards, Doctoral Degrees
11	SVQ Level 5, Professional Development Awards, Postgraduate Diplomas, Master's Degrees, Integrated Master's Degrees, Postgraduate Certificates
10	Bachelor's Degrees with Honours, Professional Development Awards, Graduate Diplomas, Graduate Certificates
9	Bachelor's/Ordinary Degrees, Professional Development Awards, SVQ Level 4, Graduate Diplomas, Graduate Certificates
8	Higher National Diplomas, SVQ Level 4, Professional Development Awards, Diplomas of Higher Education (DipHE)
7	Professional Development Awards, Higher National Certificates, Certificates of Higher Education (CertHE), SVQ Level 3, Scottish Baccalaureate, Advanced Highers
6	Highers, SVQ Level 3, Professional Development Awards, National Progression Awards, National Certificates
5	Intermediate 2, Credit Standard Grade, SVQ Level 2, National Progression Awards, National Certificates
4	Intermediate 1, General Standard Grade, SVQ Level 1, National Progression Awards, National Certificates
3	Access 3, Foundation Standard Grades, National Progression Awards, National Certificates
2	Access 2, National Progression Awards, National Certificates
1	Access 1

8	Vocational Qualifications Level 8
7	Vocational Qualifications Level 7
6	Vocational Qualifications Level 6
5	Vocational Qualifications Level 5, Higher National Diplomas (HND)
4	Vocational Qualifications Level 4, Higher National Certificates (HNC)
3	Vocational Qualifications Level 3, GCE AS and A Level, Advanced Diplomas (England)
2	Vocational Qualifications Level 2, GCSEs at grade A*-C, ESOL skills for life, Higher Diplomas (England), functional skills Level 2 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)
1	Vocational Qualifications Level 1, GCSEs at grade D-G, ESOL skills for life, Foundation Diplomas (England), functional skills Level 1 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)
Entry Level	Entry Level Certificates (sub levels 1-3), ESOL skills for life, functional skills Entry Level (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)

8	Doctoral Degrees
7	Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates
6	Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates
5	Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)
4	Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Essential Skills Wales (ESW), Wider Key Skills (WKS)
3	ESW, WKS, Vocational Qualifications Level 3, GCE AS and A Level, Welsh Baccalaureate Qualification Advanced
2	Vocational Qualifications Level 2, Welsh Baccalaureate Qualification Intermediate, GCSEs grade A*-C, ESW, WKS
1	ESW, WKS, Vocational Qualifications Level 1, GCSEs at grade D-G, Welsh Baccalaureate Qualification Foundation
Entry Level	Entry Level Qualifications, ESW

8	Doctoral Degrees
7	Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates
6	Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates
5	Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)
4	Higher National Certificates (HNC), Certificates of Higher Education (CertHE)

3 Access to HE Diploma*

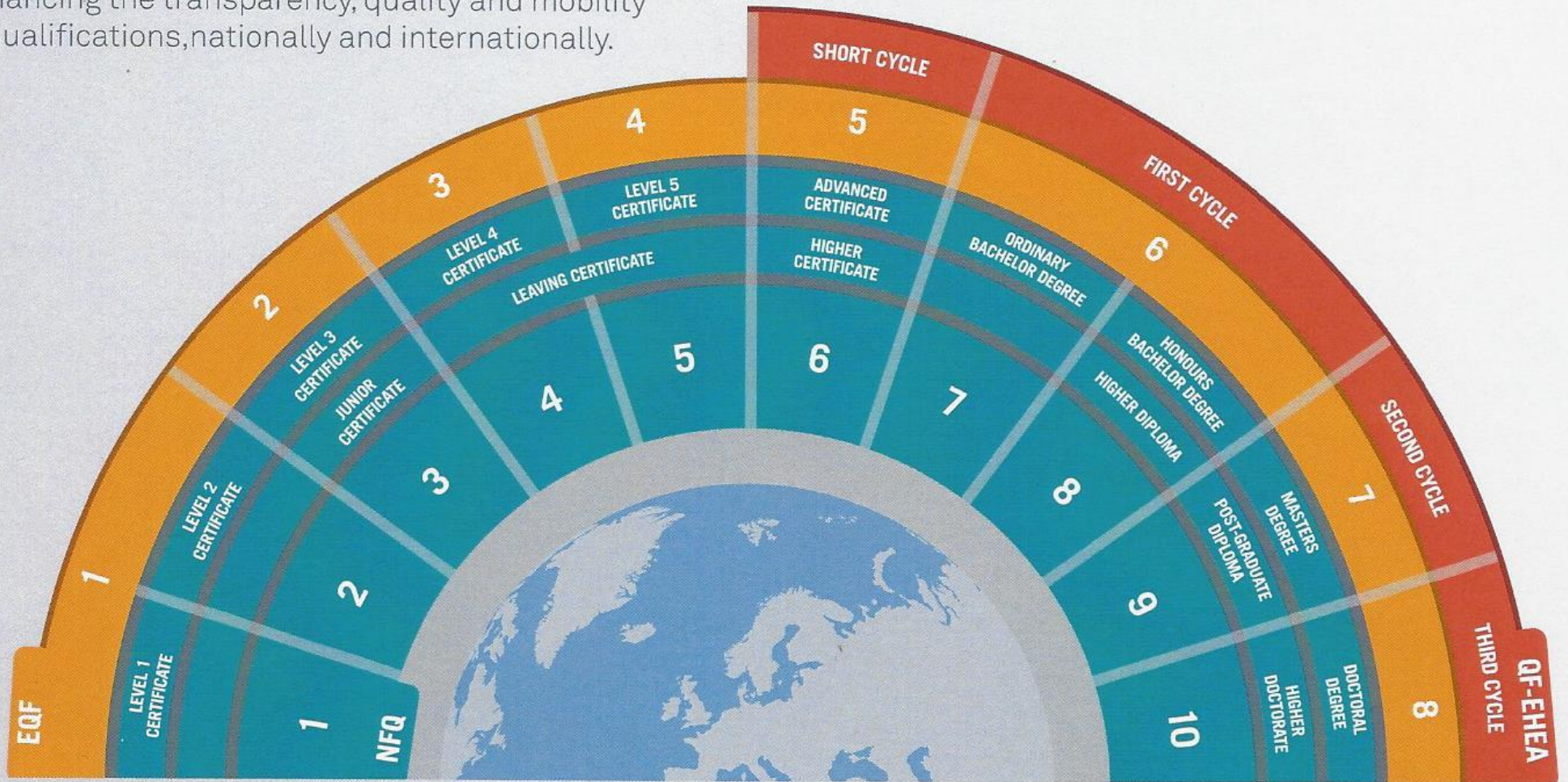
*The Access to HE Diploma is regulated by
QAA but is not part of the FHEQ

The table gives an indication of how you
can compare qualifications across national
boundaries. Examples of major qualifications
at each level are provided. For more detail
of the qualifications in another country, you
will need to consult the website given at the
head of each column.

This leaflet is designed to give some
information to help you begin this
process, for example, by telling you what
your qualification, or qualifications you
are interested in studying, are broadly
comparable to in other countries.

Qualifications Frameworks - Going Global

Enhancing the transparency, quality and mobility of qualifications, nationally and internationally.



- NFQ
- EQF
- QF-EHEA

Irish National Framework of Qualifications

European Qualifications Framework

Qualifications Framework for the European Higher Education Area

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Qualificat
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Criteria and procedures for referencing NQFs to EQF (annex III to EP recommendation 2017)

1. The responsibilities and/or legal competences of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.
2. There is a clear and demonstrable link between the qualifications levels in the NQFs or systems and the level descriptors of the EQF.
3. The NQFs and their qualifications are based on the principle and objective of LOs and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems.
4. The procedures for inclusion of qualifications in the NQFs or for describing the place of qualifications in the NQFs are transparent.
5. The national QA system(s) for education and training refer(s) to the NQFs and are consistent with the principles on QA in Annex IV.
6. The referencing process shall include the stated agreement of the relevant QA bodies that the referencing report is consistent with the national QA arrangements, provisions and practice.

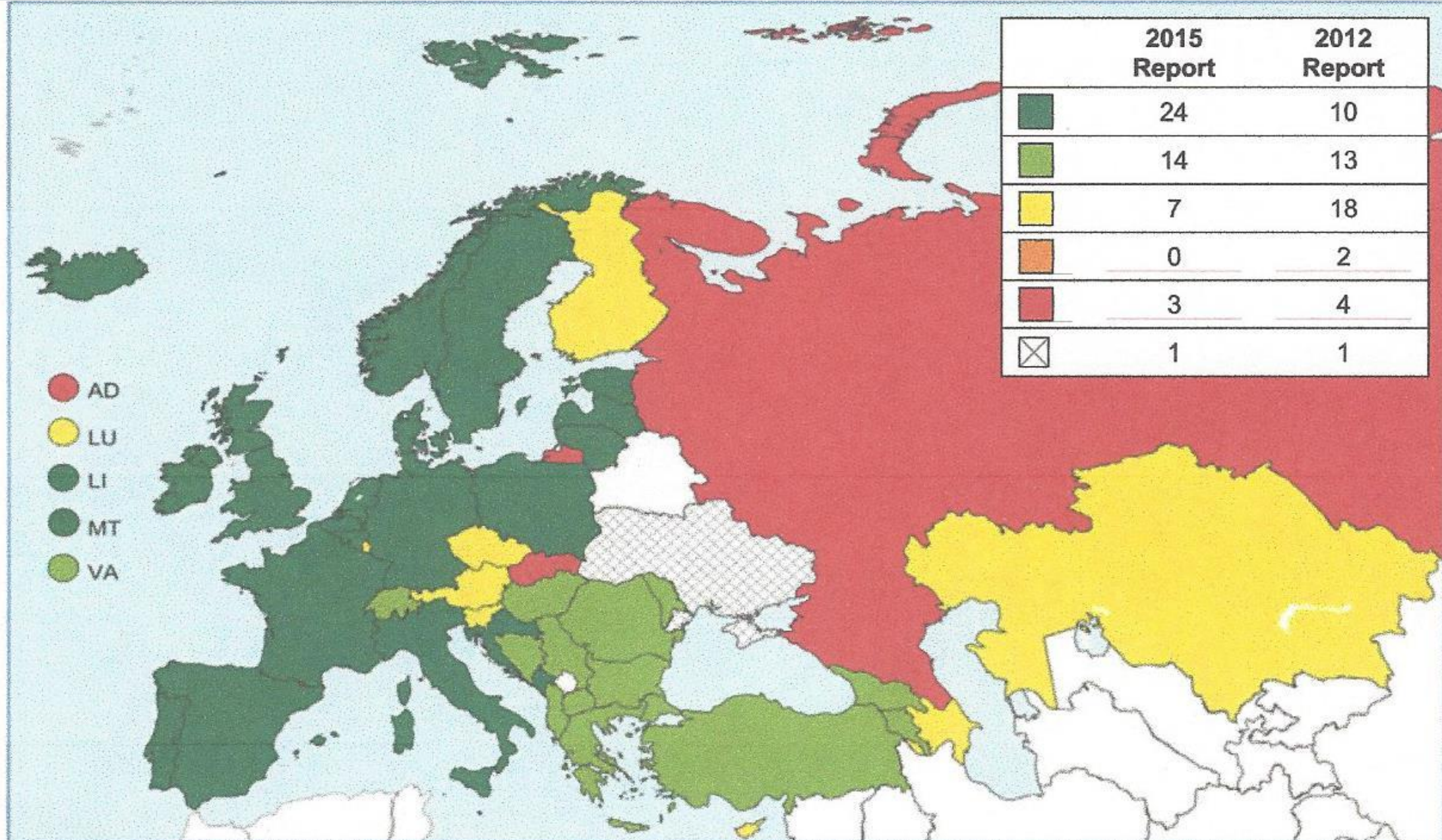
Criteria and procedures for referencing NQFs to EQF (annex III to EP recommendation 2017)

7. The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least 2 international experts from 2 different countries on the referencing process.
8. The competent authority/ies shall certify the referencing of the NQF with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the QF-EHEA.
9. Within 6 months Member States and other participating countries shall publish the referencing report and provide relevant information on the European portal.
10. All new documents related to qualifications of the NQF and/or qualification registers should contain a clear reference to the EQF level.

10 implementation steps of NQF as defined by EHEA QF working group

1. Decision to start developing a NQF has been taken by the national body responsible for HE and/or the minister;
2. The purpose(s) of the NQF have been agreed and outlined;
3. The process of developing the NQF has been set up, with stakeholders identified and committee(s) established;
4. The level structure, level descriptors (LO), and credit ranges have been agreed;
5. Consultation/national discussion has taken place and the design of the NQF has been agreed by stakeholders;
6. The NQF has been adopted in legislation or in other high level policy fora;
7. NQF implementation has started with agreement on the roles and responsibilities of HEIs, QAA(s) and other bodies;
8. Study programmes have been re-designed on the basis of LO included in the NQF;
9. Qualifications have been included in the NQF;
10. The NQF has self-certified its compatibility with the QF-EHEA.





- AD
- LU
- LI
- MT
- VA

QA in HE
quality as added value



LEARNING OUTCOMES & QFs

Linking programme LOs to NQF

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Standard I.2 : Design and Approval of Programmes

“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. The **qualification** resulting from a programme should be clearly specified and communicated, and **refer to the correct level of the national qualifications framework** for higher education and, consequently to the **Framework for Qualifications of the European Higher Education Area.**”

The image shows the cover of the 'ESG 2015' document. It features a colorful, abstract graphic of overlapping lines in blue, green, yellow, and red, resembling a stylized 'E' or a network. The text 'ESG 2015' is prominently displayed in the upper right corner. At the bottom left, there are logos for ENQA and the European Higher Education Area, along with the text 'Standards and Guidelines for Quality Assurance in the European Higher Education Area'. The website 'www.enqa.eu' is listed at the bottom.

ESG
2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

www.enqa.eu

The logo for 'QA in HE' features a background image of a mountain range under a blue sky. The text 'QA in HE' is in a bold, sans-serif font, with 'quality as added value' in a smaller font below it.

QA in HE
quality as added value

Standard I.2 : Design and Approval of Programmes

Guidelines:

“Study programmes are at the core of the higher education institutions’ teaching mission. They provide students with both **academic knowledge** and **skills** including those that are **transferable**, which may influence their **personal development** and may be applied in their **future careers**.”

Programmes

- are designed with overall programme objectives that are in line with the **institutional strategy** and have explicit **intended learning outcomes**;
- are designed by **involving students and other stakeholders** in the work;
- benefit from **external expertise and reference points**;
- reflect the four purposes of higher education of the Council of Europe;
- define the **expected student workload**, e.g. in **ECTS**; (...)”

[preparation for sustainable employment;

preparation for life as active citizens in democratic societies;

Personal development;

The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

https://www.coe.int/t/dg4/highereducation/PublicResponsibility/Explanatory%20Memorandum%20public%20responsibility_EN.asp]

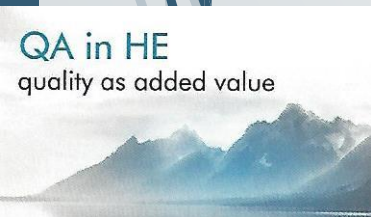
ESG
2015

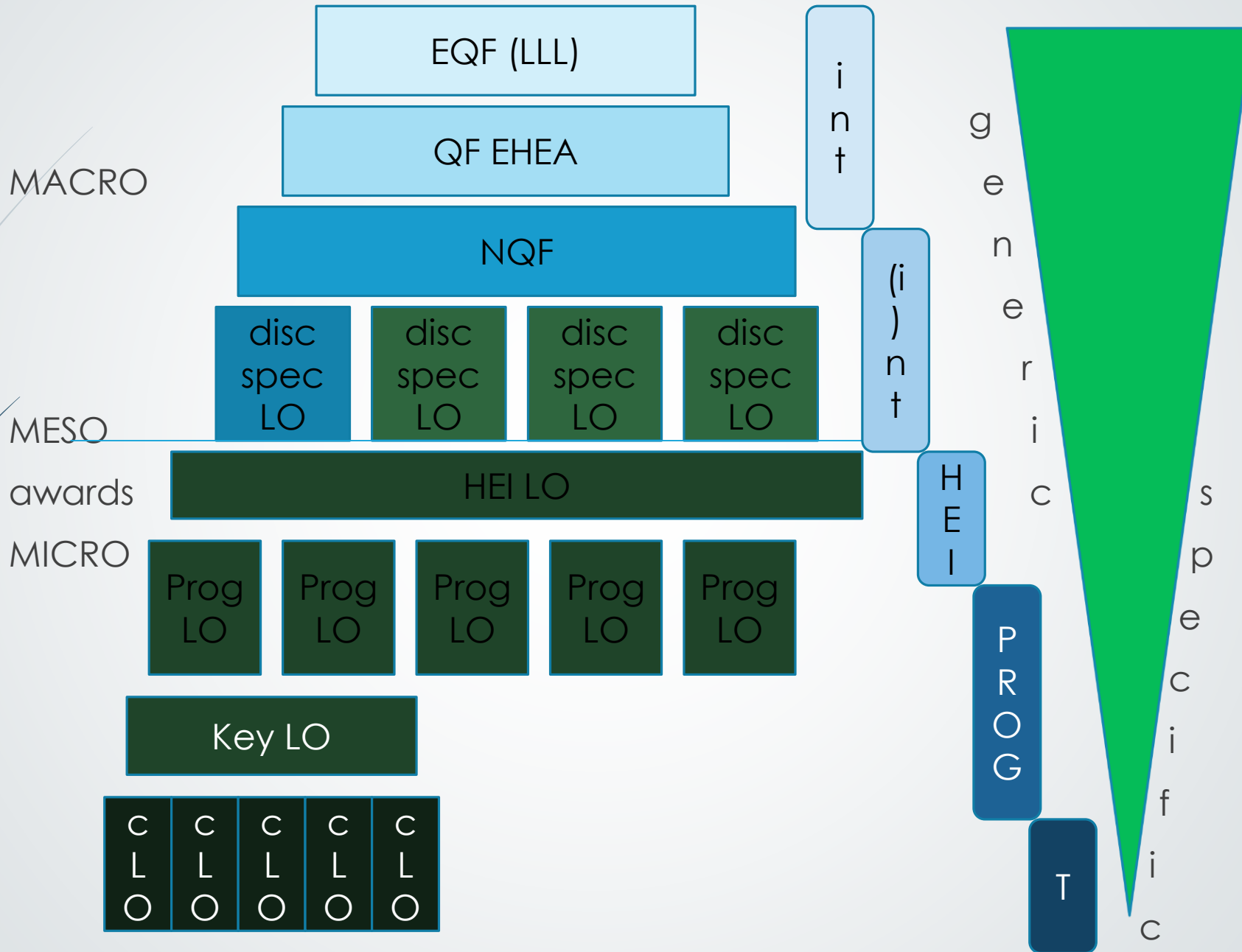
Standards and Guidelines for Quality Assurance
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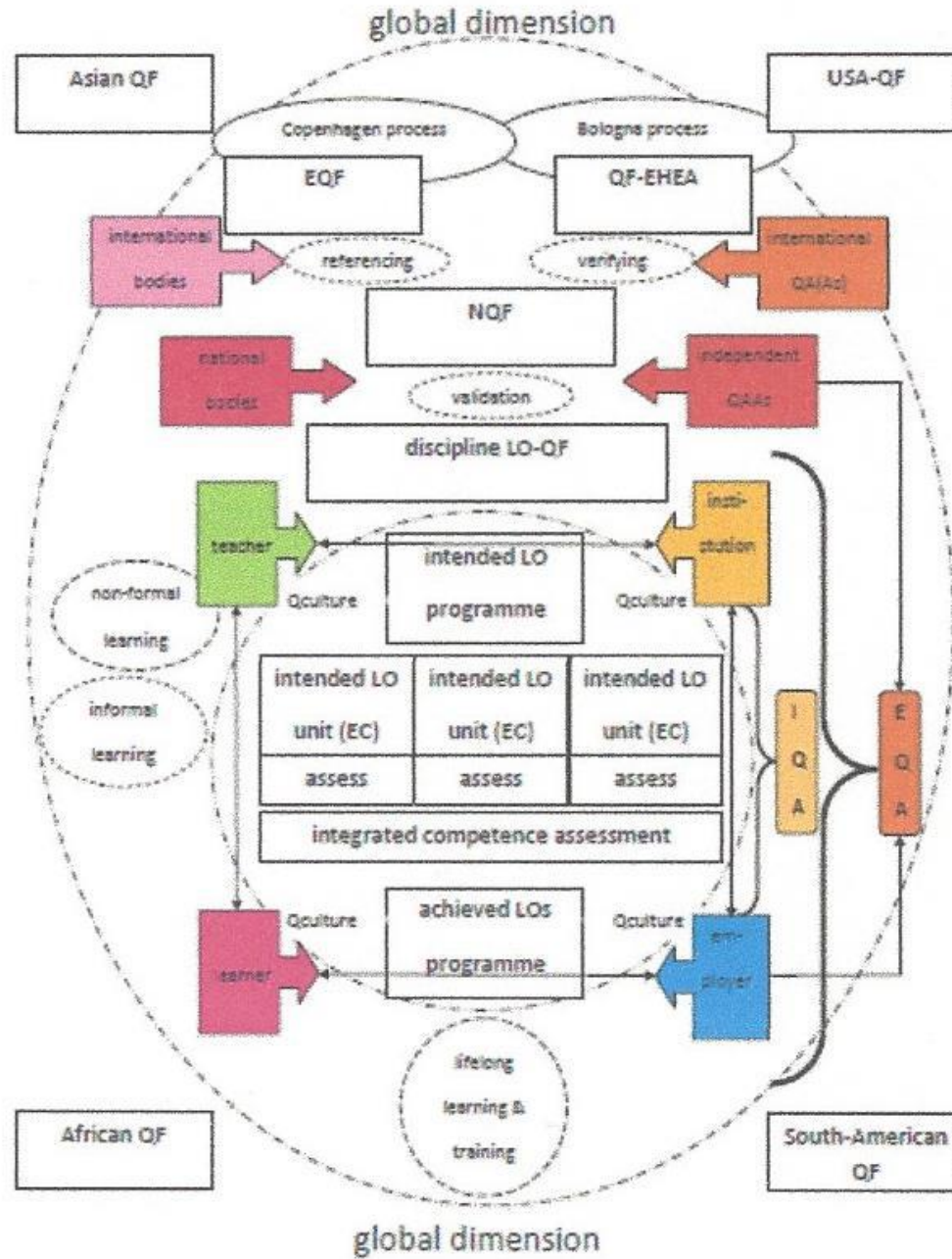
QA in HE
quality as added value

- ✓ Develop a national procedure how to link programme LOs with the more generic outcome descriptors of the cycles or levels in the NQF
- ✓ Limit the number of programme LOs to 10 or 12
- ✓ Be sure they cover all the categories of descriptors of the NQF (knowledge, understanding, abilities or skills, competences, contexts, etc.)
- ✓ Use the same buswords used in the NQF (verbs, adjectives for levels, nouns for areas e.g. creativity, LLL, international mindset, etc.)
- ✓ Link the national programme LOs with one or more NQF descriptors
- ✓ Work together with the representatives of all the same or related programmes
- ✓ Let the draft be commented by the relevant stakeholders i.e. employers/alumni and students
- ✓ Let the national programme formally be approved (and validated by QAA)
- ✓ Leave room for individual LOs to individual programmes, to ownership of unique profiles, to experimentation and creativity

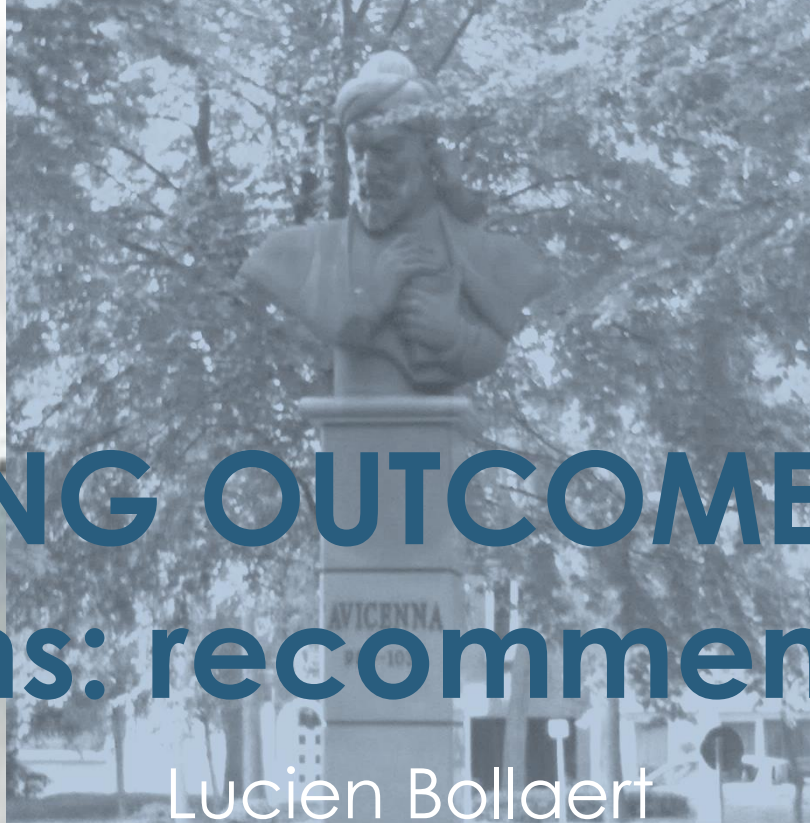




picture 1 : integrated global LO & QA scheme



QA in HE
quality as added value



LEARNING OUTCOMES & QFs

Conclusions: recommendations (2)

Lucien Bollaert

Independent international QA expert

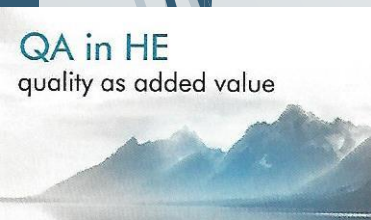
Seminar: LO: tools & approaches for improving
qualifications frameworks in (Uzbek) HE


14 November 2017

Tashkent

Towards qualitative LOs and QFs: ARE WE READY?

- ▶ Develop your one national QF with all stakeholders
- ▶ Link it to the international ones and competences of 21st century
- ▶ Implement your NQF with all stakeholders
- ▶ Bring your comparable programme representatives together to collaborate on national programme LOs
- ▶ Invite employers/alumni and students to comment on the national programme LOs
- ▶ Decide formally on the national programme LOs by a national body (and validate by the national QAA)
- ▶ Allow the HEIs and the programme to translate the national programme LOs into owned unique ones
- ▶ Allow room for experiment and profiling
- ▶ Implementing ECTS in the HEIs





LEARNING OUTCOMES & QFs THANKS Q & A

Lucien Bollaert

Independent international QA expert

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