

# Working Group: Qualifications Frameworks / Permeability

**DAAD Conference Transnational  
Mobility in Bachelor and Master  
Programmes**

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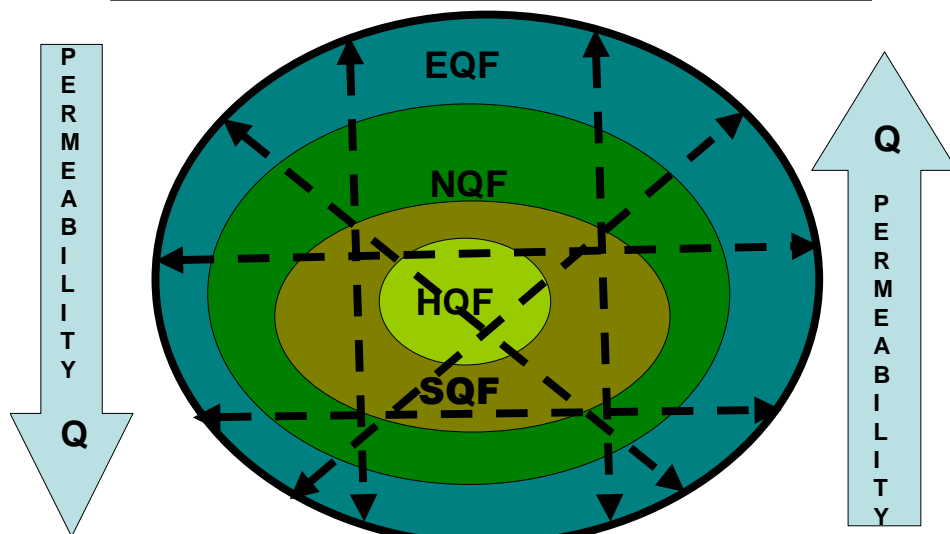
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## Where do we want to be?

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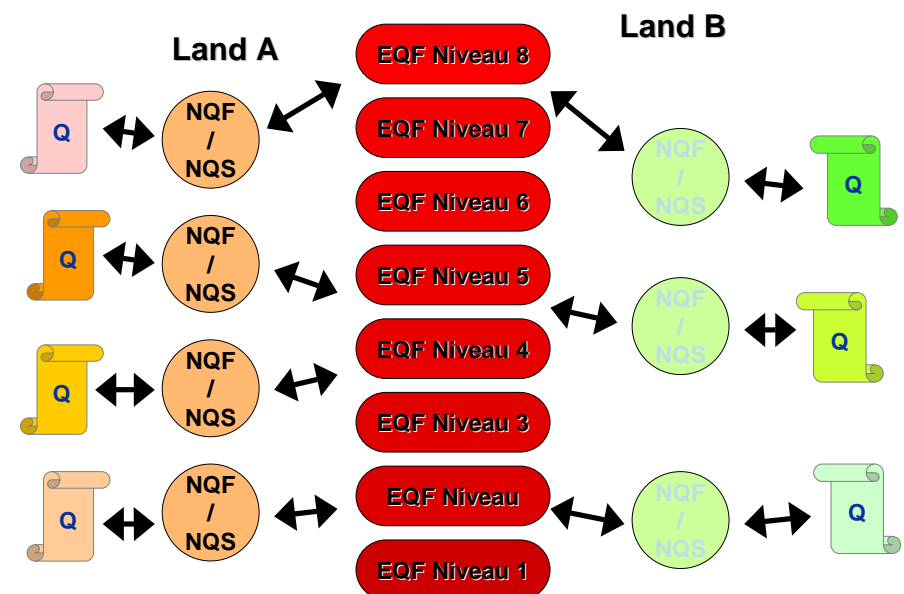
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### Onionmodel



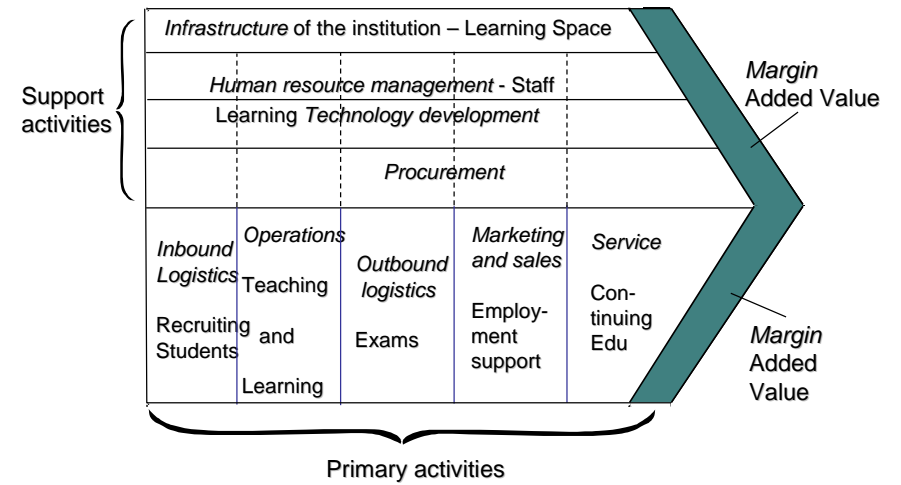
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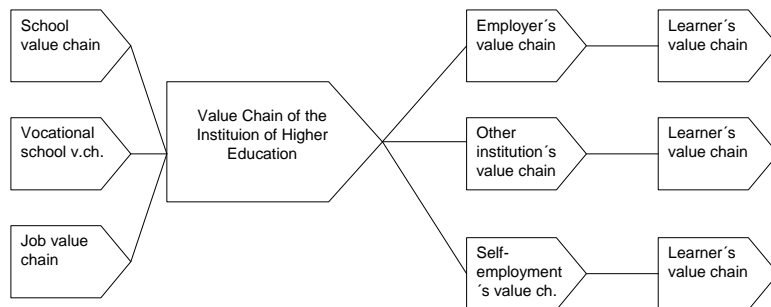


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# How do we get there?

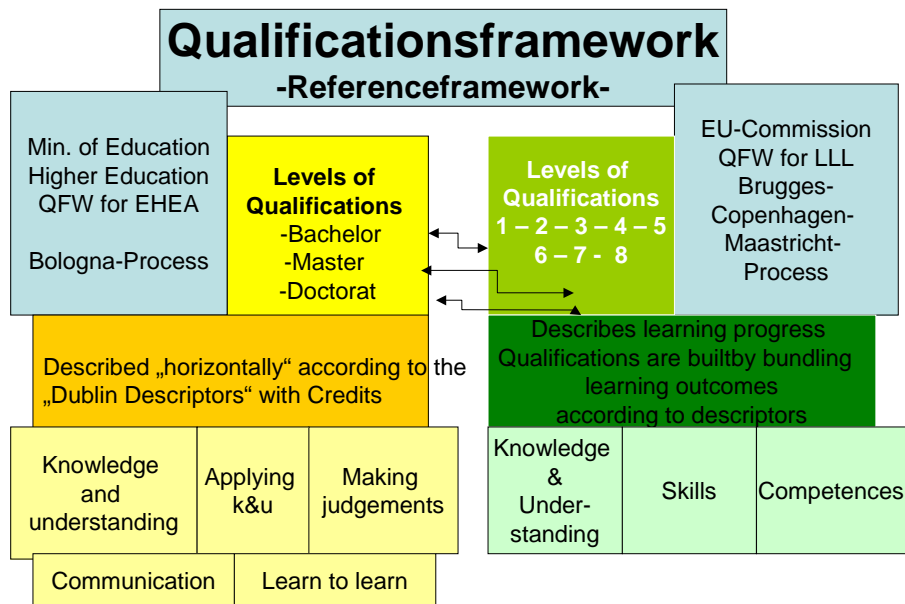


# Value Chain Network



# EQF

- ❑ **European Framework for Higher Education Qualifications (Bologna Framework)**
- ❑ **European Qualifications Framework for Life-Long-Learning**



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## EQF LLL vs EQF Bologna

- The **EQF Bologna** describes qualifications
- The **EQF Bologna** is a matrix of learning outcomes, descriptors and levels defining progression in learning in each descriptor – from qualification to qualification.
- A qualification is made up by a bundle of learning outcomes which is formed by **horizontal** combinations of learning outcomes
- Credits** are allocated.

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## EQF LLL vs EQF Bologna

- The **EQF LLL** *does not* describe qualifications, the EQF Bologna *does*.
- The **EQF LLL** is a matrix of learning outcomes, descriptors and levels defining progression in learning in each descriptor – from level to level.
- No credits** are allocated
- A qualification is made up by a bundle of learning outcomes, formed by **vertical / horizontal / lateral** combinations LO
- Credits are allocated to qualifications

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## Joint Quality Initiative – Dublin Descriptors

### Knowledge and understanding

- 1 (*Bachelor*) [is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study ...
- 2 (*Master*) provides a basis or opportunity for originality in developing or applying ideas often in a research context ...
- 3 (*Doctorate*) [includes] a systematic understanding of their field of study and mastery of the methods of research associated with that field

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## Readability – horizontal / vertical

	Knowledge & Underst.	Skills	Competences
L 6	advanced knowledge of a field of work or study involving a <b>critical understanding</b> of theories and principles	advanced skills, demonstrating <b>mastery and innovation</b> , in a complex and specialised field of work or study	<b>manage complex</b> technical or professional activities or projects, taking responsibility for <b>decision-making</b> in unpredictable work and study Contexts - <b>lead groups</b> in work and study
L 7	<b>highly specialised knowledge</b> , some of which is at the <b>forefront of knowledge</b> in a field of work Or study, as the basis for original thinking <b>critical awareness of knowledge issues</b> in a field and at the interface Between different fields	<b>specialist research</b> and problem-solving skills, including analysis and synthesis, to develop new knowledge and procedures and to <b>integrate knowledge</b> from different fields	demonstrate <b>leadership and innovation</b> in work and study contexts that are complex, unpredictable and require new strategic approaches take responsibility for continuing personal professional development, for <b>contributing to professional knowledge and practice</b> and for reviewing the strategic performance of teams

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## Competences vs Learning Outcomes and credits

- The learner acquires competences through learning, both subject and non-subject related (generic) competences.
- Competences are more than the sum of learning outcomes. They may be revealed in a final thesis, or in professional life or in any situation of day-to-day life.
- Learning outcomes are those parts of competences which have been assessed.
- All formal education and training programmes stipulate learning outcomes

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## Competences vs Learning Outcomes and credits

- As credits can only be awarded on the basis of assessment, a learner acquires credits for having achieved respective learning outcomes.
- In other words: In formal teaching and learning programmes only those competences may be stipulated and documented by credits which can be assessed.
- These competences are specified as learning outcomes

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## Qualifications vs learning outcomes and credits

- Qualifications are defined bundles of planned learning outcomes („profile“)
- Their „**quality value**“ is characterised by descriptors from a „qualifications framework“
- Their „**quantity value**“ is characterised by allocated credits according to ECTS or ECVET
- All qualifications contain a qualitative and a quantitative element

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## Elements of ECTS

- ECTS credits are a quantified measure of the learning outcomes
- ECTS credits document that the learner has achieved the learning outcomes which were planned for him/her to achieve within a formal learning programme
- These learning outcomes can also be achieved through non-formal and informal learning
- However, in any case, evidence has to be given that a learner has achieved the outcomes
- Forms of assessment have to be adequate to find out whether a learner has achieved the learning outcomes
- The learning outcomes specify the quality of learning.

## Elements of ECTS

- ECTS credits reflect assessed learning outcomes.
- ECTS credits reflect upon the time an average learner needs to achieve the specified learning outcomes. This does not exclude that learners may need much more or much less time to achieve the learning outcomes.
- Credits on their own don't mean anything – they receive their value through the learning outcomes and the respective level.
- Learning outcomes on their own have a meaning, in particular in relation to qualifications frameworks.
- However, to this extent credits are like a currency. Their parity is achieved through the learning outcomes (in the past: gold standard of a currency; today: belief in the state of the economy)

## ***Lessons learned***

- Compatibility is achieved through the learning matrix, not through the qualifications or credits
- This procedure allows for coherence and consistency
- This is documented by the „onion model“ including sectoral and institutional frameworks

## ***Lessons learned***

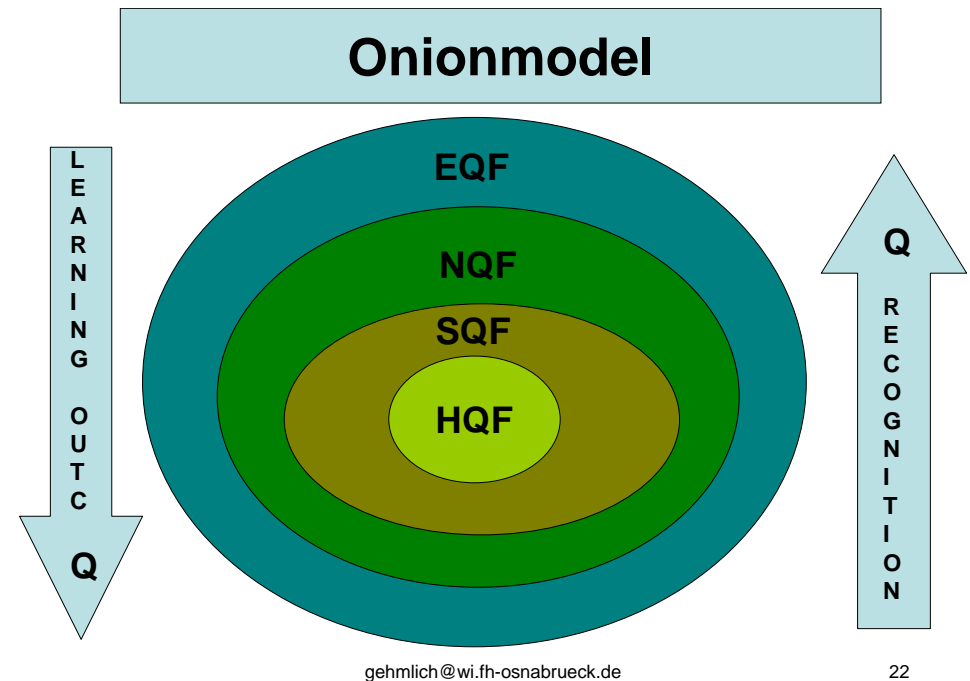
- A National framework as learning matrix does not represent a career ladder
- Progression may be a result of
  - A progression within the descriptors
  - A progression within a level
  - A variation of the bundle of learning outcomes (different qualification)

## Lessons learned

- Qualifications „qualify“ themselves through learning outcomes for a certain level
- They represent a minimal standard
- It is always possible to achieve more learning outcomes for a given qualification but not less
- Evaluation, accreditation and certification testify and supervise respective levels, qualifications etc.

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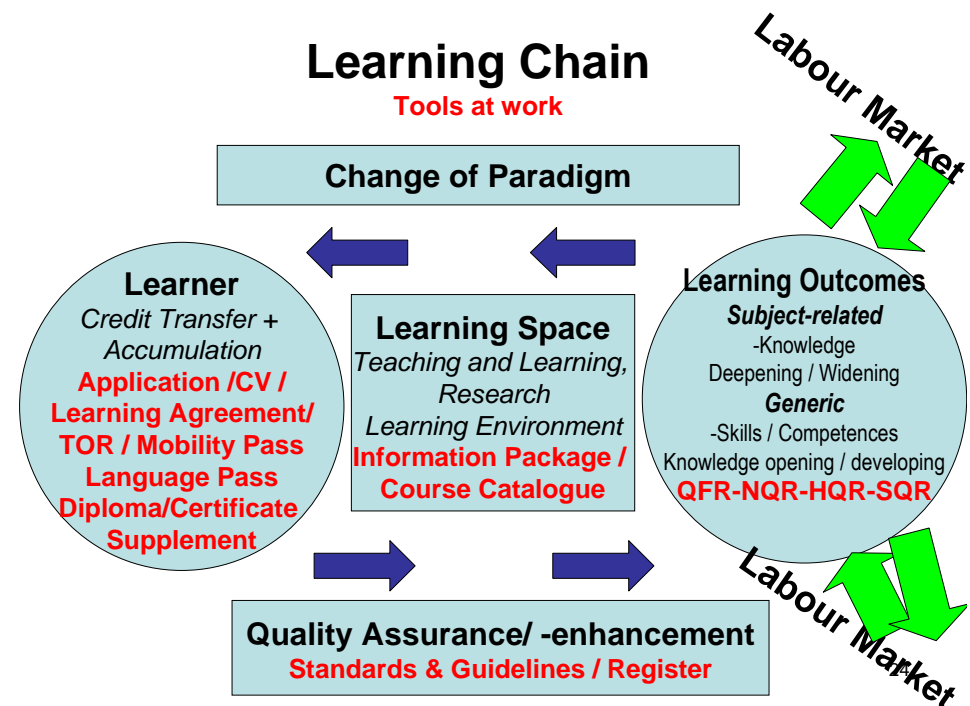
## How to make it sustainable?

### Compatibility

- Self-certification of the National Framework
- National Quality Assurance System(s) – „External“
  - Programm Quality Assurance
  - Departmental Quality Assurance
  - Institutional Quality Assurance
- Institutional Quality Assurance Systems – „Internal“
  - Process Quality Assurance
  - Evaluation of Outcomes
- Inter-institutional Quality Assurance
  - Network-Quality Assurance
  - Documentaton Quality Assurance

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# Thank You

- For being patient with me

