

Sectoral Qualifications Frameworks

Marek Frankowicz

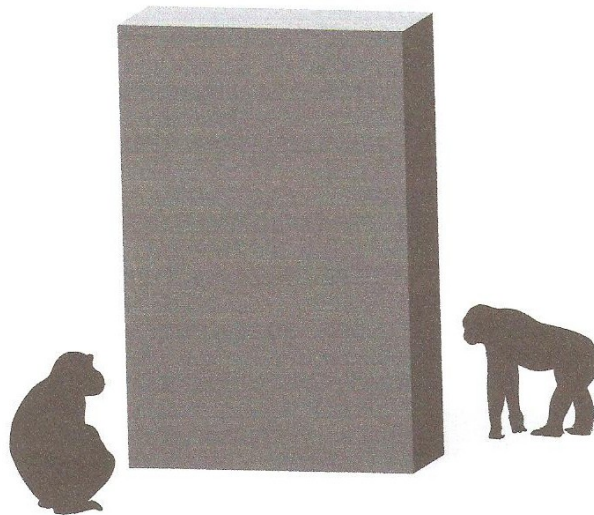
Faculty of Chemistry & Centre for Research on Higher Education
Jagiellonian University in Krakow, Poland

QANTUS Kick-off Meeting, Warsaw, 15 April 2014



analysis

2001



science & society

2010





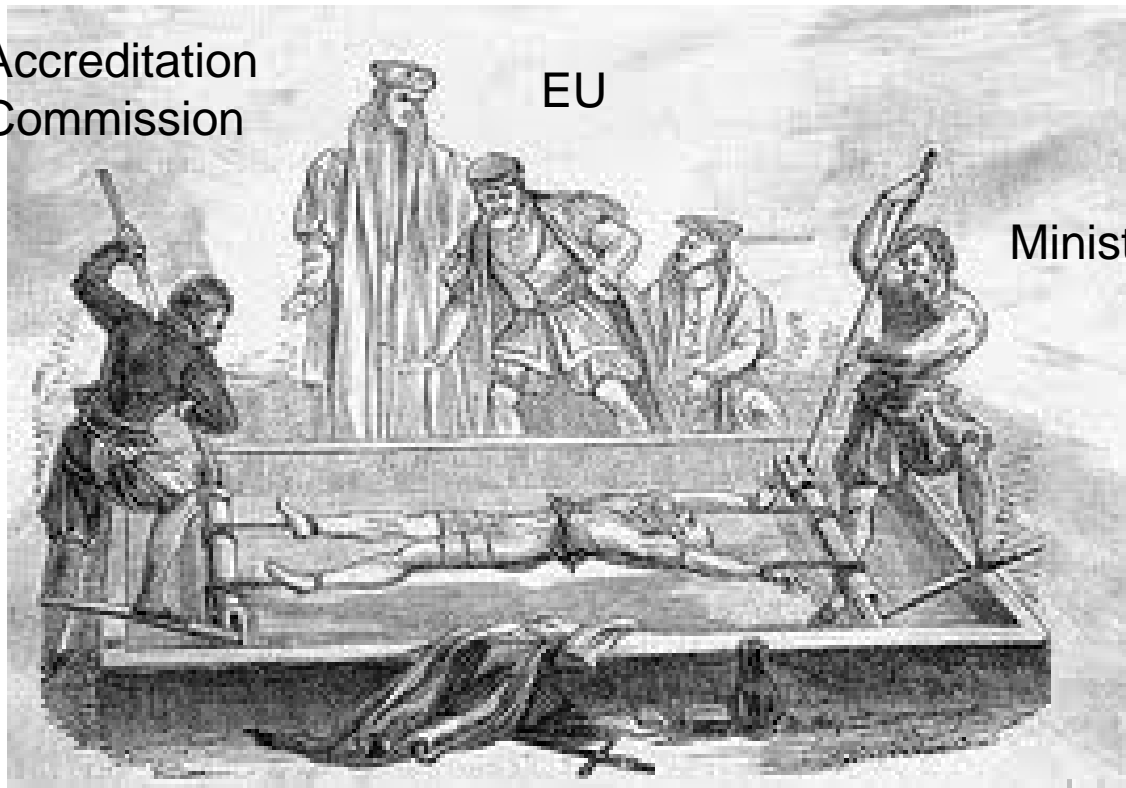


Procrustus Bed?

Accreditation
Commission

EU

Ministry



- Higher Education & Bologna Process
 - Dublin Descriptors
 - NQF for Higher Education
 - Short Cycle – Bachelor – Master - Doctor
 - Driving Force: Bologna Structures
- Lifelong Learning & Labour Market
 - EQF
 - Sectoral (Professionally Oriented) QF
 - Driving Force: EU Structures

EQF for HE

EQF for LLL

NQF (National QF)

SQF (Sectoral QF)

IQF (Institutional QF)

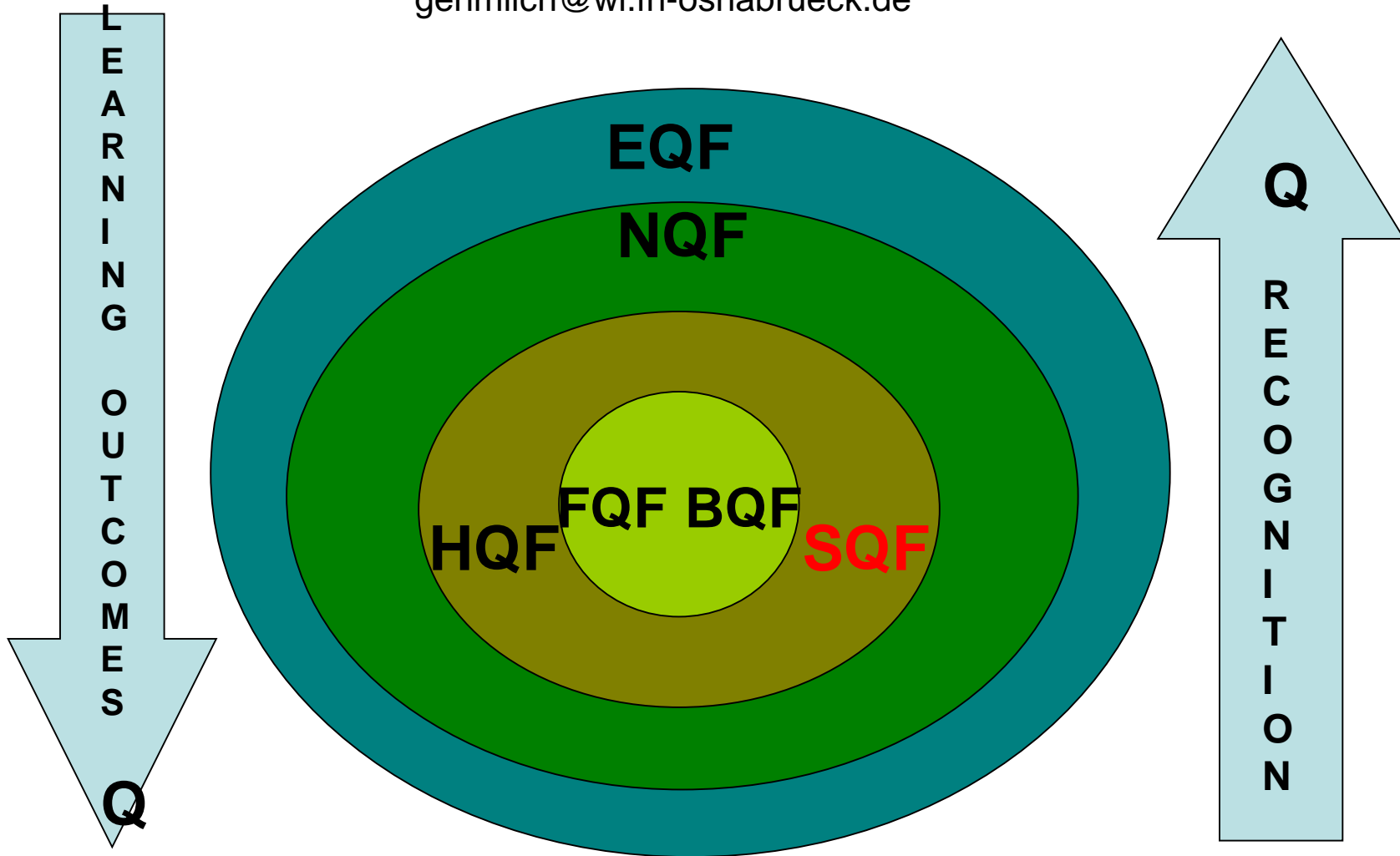
CQF (Curricular QF)

...

Volker Gehmlich: „Onion Model”

Onionmodel

gehlich@wi.fh-osnabrueck.de



QF in Poland

- Start: 2006 (HE); expert group
- From 2008: two parallel strands, but with mutual interactions
 - QF for HE (Ministry of Science and HE)
 - NQF for LLL (Ministry of Education)
- 2011: Introduction of NQF for HE (Ba-Ma)
 - 8 domains
 - Full implementation in HE: all curricula compatible with domain QFs, based on LO
- 2014: Polish referencing report
- Now: discussion on legal framework

SQF - Nihil novi sub sole...



- During the [Gupta](#) period in [India](#) (AD 300–600), craftsmen's associations, which may have had archaic antecedents, were known as *shreni*.
- [Greek](#) organizations in Ptolemaic Egypt were called *koinon*, starting from their 3rd century BC origins of [Roman](#) *collegia*, spread with the extension of the Empire.
- The Chinese *hanghui* probably existed already during the [Han Dynasty](#) (206 BC - AD 220);, but certainly they were present in the [Sui Dynasty](#) (589 - 618 AD).

Qualifications Frameworks & Curriculum Design

Curricular Matryoshka



- EQF
- NQF
- Sectoral QF
- Subject Area QF/Benchmarks
- Curriculum

Interactions/Intersections

- National vs Sectoral QF
 - International standards
 - National sectoral agreements
- Curricular policy:
 - Faculty driven?
 - University driven?

Remark: similar problems for

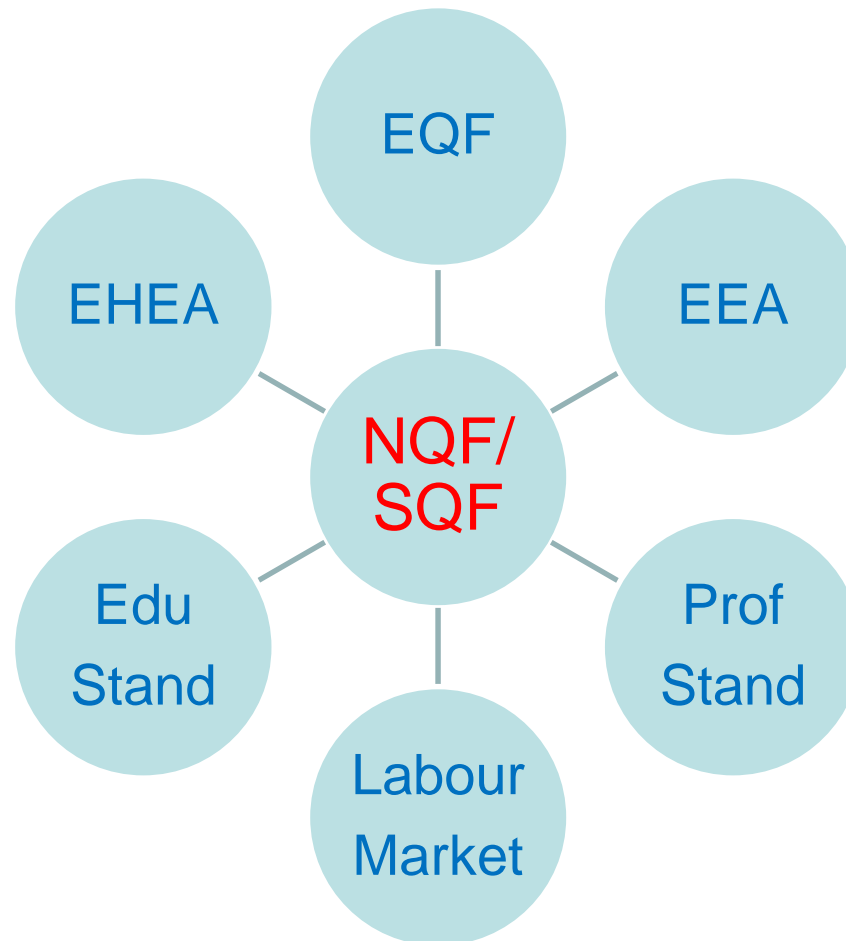
- ECTS
- Quality Assurance



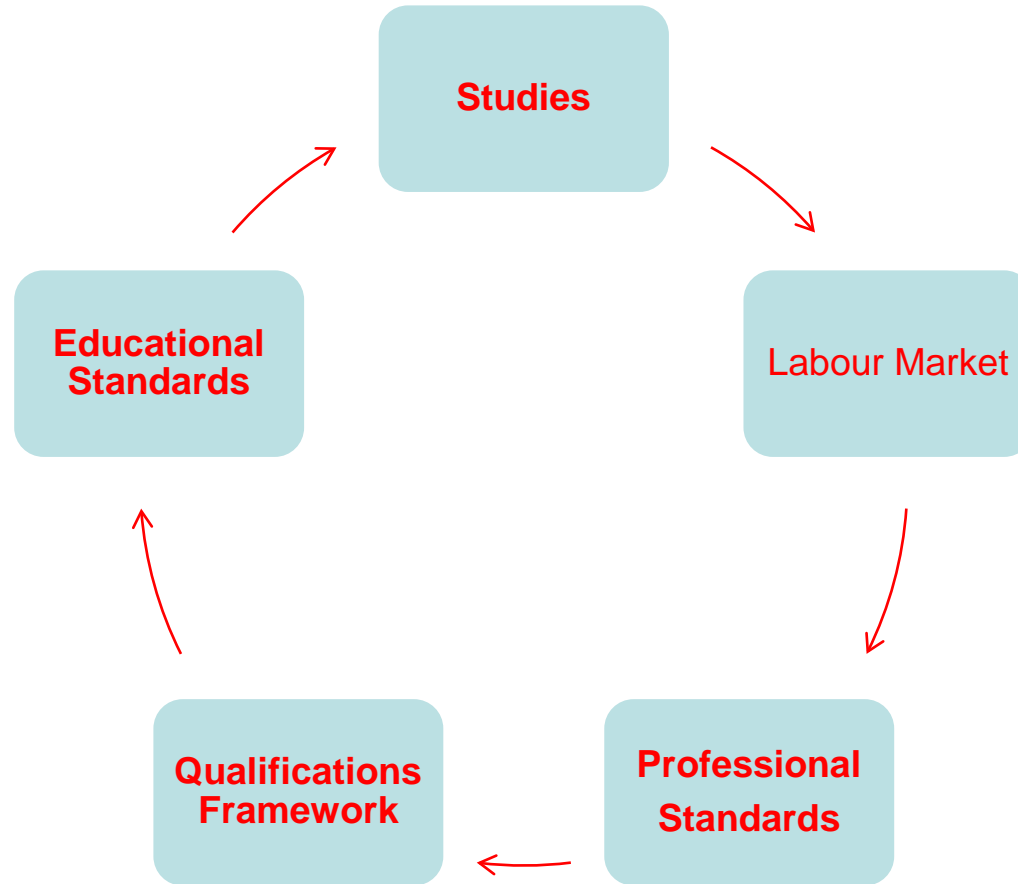
„adaptive landscape”

Layer	Country A	Country B	Country C	Harmonization
International legislation				Globalization
Country legislation				
Labour market				Globalization
Higher education				Bologna process
Secondary/ Vocational education				

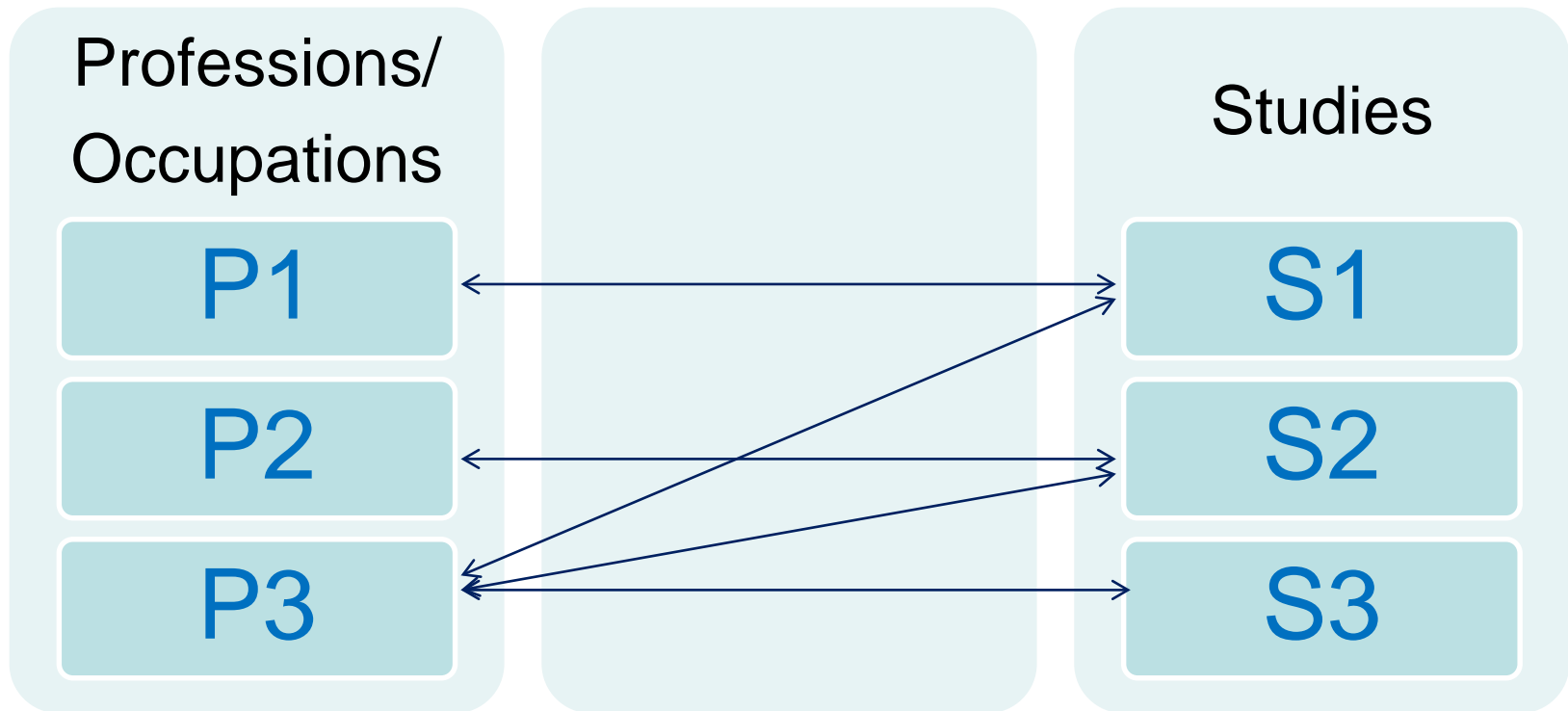
Sectoral qualification frameworks as complex adaptive systems



Sectoral qualification frameworks as complex adaptive systems



Sectoral qualification frameworks as complex adaptive systems



Sectoral qualification frameworks as complex adaptive systems

Professions/
Occupations

P1

P2

P3

Qualifications

SQF

Studies

S1

S2

S3

- **What is more important:**
 - Consistency of national qualification systemor
 - Global compatibility of professional competences?
- **How to reconcile:**
 - Country interestswith
 - Global socio-economic trends?

- **National Qualifications Framework:**
- Determines the shape of national education and training system
- Global conditions and trends have to be taken into account

- **Global Labour Market:**
- Dynamical system, influenced by many factors

Nobody is an island...

Higher education

- ERASMUS Thematic Networks
- Subject Benchmark Statements
- TEMPUS Projects
- TUNING

Lifelong learning

- Projects related with occupational standards, sectoral approaches, VET standards etc.
(CEDEFOP, Leonardo da Vinci, ETF...)

Nobody is an island...

- To take into account:
 - Developments related with EQF
 - EQF AG, NCPs etc.
 - CEDEFOP reports & analyses
 - ETF activities
 - Qualifications Platform
 - EHEA
 - BFUG etc.
- To follow national developments in UA, PL, IT, ES, DE, AT („pool of practice”)

- **Reference Points for the Design and Delivery of Degree Programmes**
 - including: Chemistry, Physics, Geography, Earth Sciences, Landscape Architecture...
- **A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes**
- **SQF for the Humanities**
- **Competence-Based Learning**

<http://www.unideusto.org/tuningeu/>

Honours Degree Subject Benchmark Statements

- **Earth Sciences, Environmental Sciences and Environmental Studies**
- **Chemistry**
- **Landscape Architecture**
-

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

- **Mapping the territory**
- **Subject knowledge and graduate key skills**
- **Teaching, learning and assessment**
- **Performance levels**
- Table 1: Definition of performance levels for **earth sciences, environmental sciences and environmental studies honours degrees**
- Appendix 1a - Award titles covered by the subject benchmark statement for earth sciences, environmental sciences and environmental studies
- Appendix 1b - Professional bodies offering accreditation
- Appendix 2 - Mapping the territory
- Appendix 3a - Subject knowledge in **earth sciences**
- Appendix 3b - Subject knowledge in **environmental sciences**
- Appendix 3c - Subject knowledge in **environmental studies**
- Appendix 4 - Membership of the review group for the subject benchmark statement for earth sciences, environmental sciences and environmental studies

- **Irish National Framework for Qualifications Award Standards**
 - Computing, Engineering, Nursing, Science...
- **NL/BE *domeinspecifiek referentiekader***
 - Chemistry, ...

- **QANTUS (environment)**
- **DEFRUS (food)**
- **ELFRUS (land management)**
- **INARM (informatics and management)**
- **SUFAREL (forestry)**
- AIRQUAL (aircraft industry)

- ***Possibility of „cross-fertilization”***

To characterize evolution and structural changes in European higher education it is necessary to adopt **a systemic approach.**

It is especially important in the case of **sectoral qualifications frameworks.**

Design and introduction of **sectoral qualifications frameworks** is a dynamical process; there are many stakeholders, their interests and points of view change depending on economical, political and social factors

Two key conditions of success:

- Information management
 - Good orientation in present-day situation
 - Anticipation of trends
- Quality Assurance
 - Higher Education standards (ESG etc.)
 - Professional Standards (national and international)
 - Measurability (level- and sector-specific sets of indicators)

Interfacing QANTUS with other initiatives

- EIPPEE (Evidence Informed Policy and Practice in Education in Europe):
www.eippee.net
- CEDEFOP activities
- ETF activities (ETF Qualifications Platform)
- EURASHE activities

EURASHE Projects

- HAPHE (Harmonization of Professional Higher Education in Europe)
- PHEExcel (Testing the Feasibility of a Quality Label for Professional Higher Education Excellence)
 - Comparative analysis of existing labels
 - 4 sectors: Nursing, Arts, Musics, Business & languages
 - Methodology – to be expanded to other sectors



The best way to predict
the future
is to create it

P. Drucker



Thank you for your attention!

marek.frankowicz@gmail.com

Skype: marek.frankowicz