Feedback

Peer review and policy dialogue with regard to the implementation of qualifications frameworks in the European higher education Area

Ghent
24-25 April 2017
Magalie Soenen
Peer review and policy dialogue - group

- 2 researchers
- Representatives of ministries of education
- Representatives of universities and university colleges
- Student
- Belgium, Luxembourg, Portugal, Norway, Slovakia, Russian Federation & France
Peer review and policy dialogue – questions?

- Why qualifications frameworks? What are the objectives we want to achieve?
- What is a qualification? What is a qualifications framework?
- What are the elements of a qualifications framework/system?
- The link between the EHEA qualifications framework for higher education and the national qualifications frameworks?
- How to implement qualifications framework?
- Use and benefits of a qualifications frameworks?
Peer review and policy dialogue – set-up?

- Presentations and time for discussion
- Input of researcher Mari Elken of NIFU
- Examples of good practice of Ghent University and Artevelde University College
Peer review and policy dialogue – conclusions?

- Qualifications frameworks: different levels and speeds
- Overarching EQF/ QF EHEA to NQF/ NQF-HE
- Does not matter that much for institutions -> work with learning outcomes and competences
- QF are important -> offer stability
- Sometimes confusion between degree structure (descriptors) and QF (LO)
- LO: linking pin between QF/QA/Recognition
- Link overarching QF and national QF is important.
Peer review and policy dialogue – conclusions?

- Overarching QF should not prescribe what should be in NQF -> different NQF’s
- Much differences with overarching can hinder mobility and other issues.
- Implementation: difficult, a lot of challenges, national rules
- Benefits: transparency, guidance, mobility, ...
- Challenge: cooperation and co-creation with all stakeholders, together think about LO, ask fundamental questions about your whole education and improve the quality of your education.