

The role of NQF in HE Quality assurance



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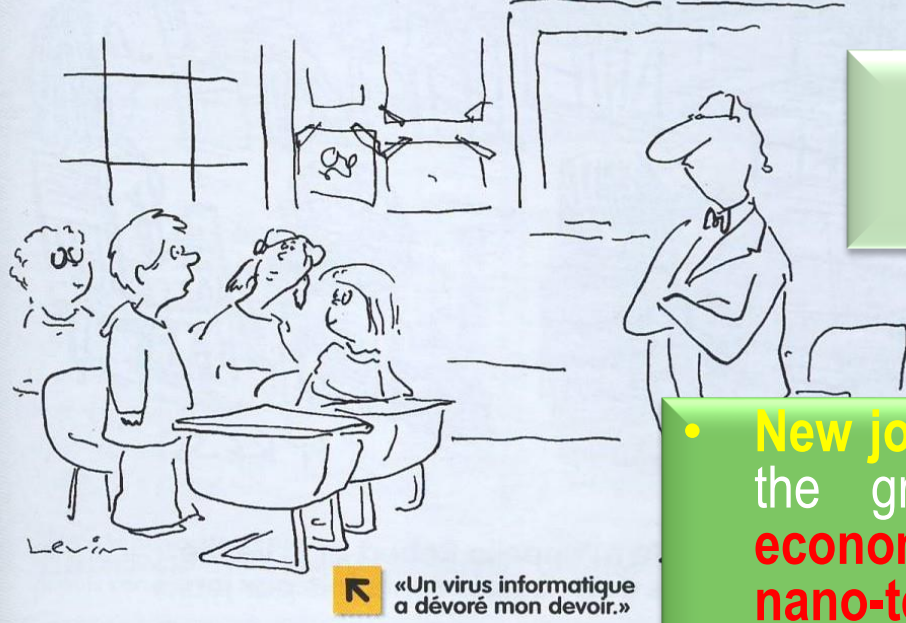
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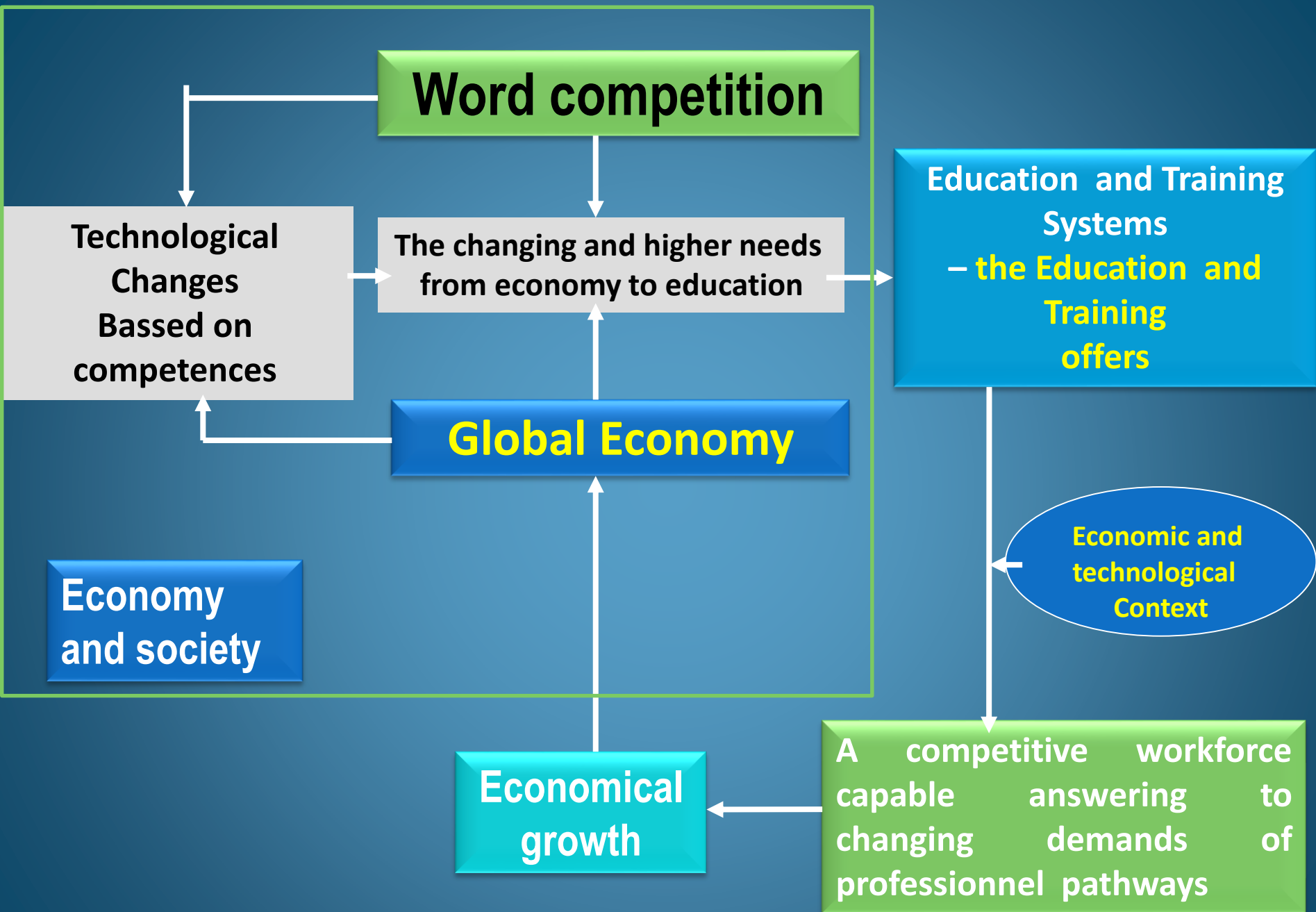
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1. Context



- **New jobs** : the shift to a **low-carbon economy** and the growing importance of the **knowledge economy**, in particular the diffusion of **ICTs** and **nano-technologies** offer great potential for the creation of sustainable jobs.
- **Globalisation**, ageing populations, urbanisation and the evolution of social structures also accelerate the pace of change in labour market and skills requirements.
- The **public are changing** and also **the teaching process**.





How strategies for do this?

- Incentives to encourage structured partnerships with enterprises will be needed to bring **universities closer to the world of business.**
- Universities must also provide **knowledge and skills geared to the needs of the labour market.**
- Universities must also concentrate on the **development of excellence.**



Communication of 10 May 2006 from the Commission to the Council and the European Parliament – **Delivering on the modernisation agenda for universities: education, research and innovation** [[COM\(2006\) 208](#) final]



A renewed agenda for modernisation

Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems
[Brussels, 20.9.2011 COM(2011) 567 final]

- Involving employers and labour market institutions in the design and delivery of programmes **and foster employability and entrepreneurship.**
- **Encourage a greater variety of study modes** by adapting funding mechanisms where necessary.
- Enhance the capacity of labour market institutions and regulations **to match skills and jobs**, and develop active labour market policies to **promote graduate employment** and enhance career guidance.
- Introduce incentives for higher education institutions to invest **in continuous professional development for their staff.**

New skills for new jobs - Anticipating and matching labour market and skills needs,

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN
PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL
COMMITTEE AND THE COMMITTEE OF THE REGIONS, COM(2008) 868/3

- The New Skills for New Jobs initiative sets out to:
 - Promote **better anticipation of future skills needs;**
 - Develop **better matching between skills and labour market needs;**
 - **Bridge the gap between the worlds of education and work.**



Conclusion

**NEW SKILLS: THE KEY TO MORE
AND BETTER JOBS**

The development of new skills and competencies becomes a priority and a challenge at international level and national public authorities, for education and training providers, companies, workers and students.

**What is the role of
universities?**

**To give confidence to
students to take the
plunge in life**



Important

- Education is a socialization process and students are influenced by the **values, culture and ethos of their institutions.**



The key role of universities

- Universities must provide **knowledge and skills geared to the needs of the labour market.**
- **Graduates' qualifications must meet the needs of the labour market.**
- **Solution:**
 - **Innovative curricula, teaching methods and continuing or refresher training courses combining general and specific skills.**



Access to the labour market should serve as an indicator of the quality and performance of universities.

Excellence of university

- An institution that makes a claim **to be excellent** would be expected to provide evidence that it meets the following criteria:
 - **Positive stakeholder satisfaction.** The concept of excellence is linked to the perceived performance of institutions, evaluated through feedback from stakeholders.
 - **High levels of student satisfaction.** Excellence can be viewed in terms of the service provided to students and their satisfaction with the quality of their learning experience

Conclusion

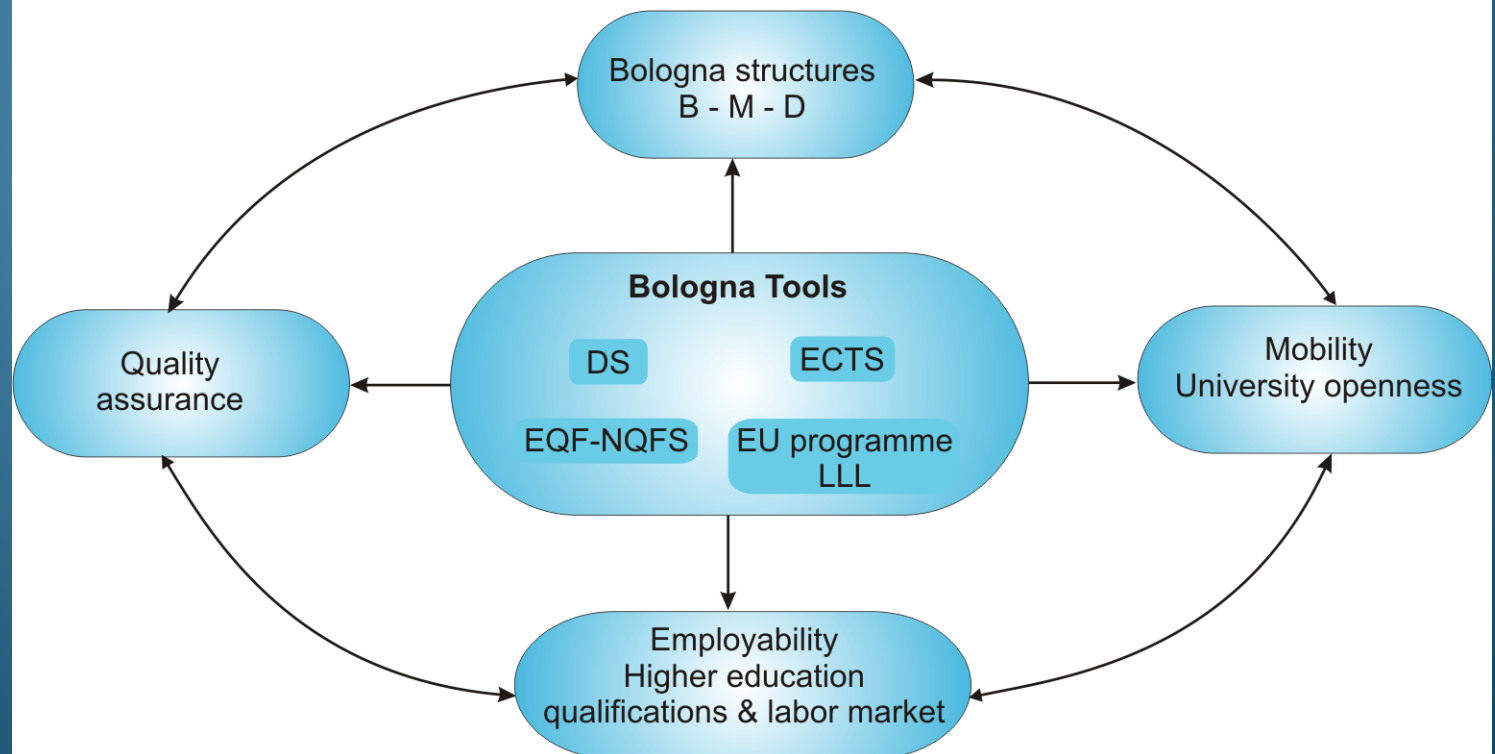
- **Quality Assurance** have to asses in what measure the qualifications delivered by universities keep pace with the evolution of knowledge, skills and competences needed by the labor market.

2. European Tools

- European Qualifications Framework (EQF)
- Qualifications Framework for European Higher Education Area (Bologna Framework)
- Diploma Supplement
- Quality Assurance in HE (Bologna Process)
- European Quality Assurance in VET (EQARF)
- European Credit Transfer and Accumulation System (ECTS)
- European Credit System for Vocational Training and Education (ECVET)
- ESCO: a new European classification of skills, competences, occupations and qualifications.



Bologna Process EHEA (EEES) and EC tools



Quality Assurance

General definition of Quality Assurance:

The planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled.

Quality assurance means developing operational controls to ensure that the results match the desired outcomes.

In education

Simplified notions are drawn from the business sector and uncritically applied in the educational context, and **ignore the complexity and indeed contradictory demands in some cases of the various stakeholders:** students, academic and professional interest groups, research funders and practitioners, government, employers, society at large, and future generations.

Who are the actors?

Who are the customer?

Qualification Framework

2005, the Bergen Communiqué:

“We adopt the **overarching framework for qualifications in the EHEA**, comprising three cycles (...), 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.”



**RECOMMENDATION OF THE
EUROPEAN PARLIAMENT AND
OF THE COUNCIL of 23 April
2008 establishing the European
Qualifications Framework for
lifelong learning**

New
version of
the
recomenda
tion

DESCRIPTORS

- Knowledge
 - Skills
 - Competences
- (Responsability/ autonomy)



What is the Qualifications Framework for higher education?

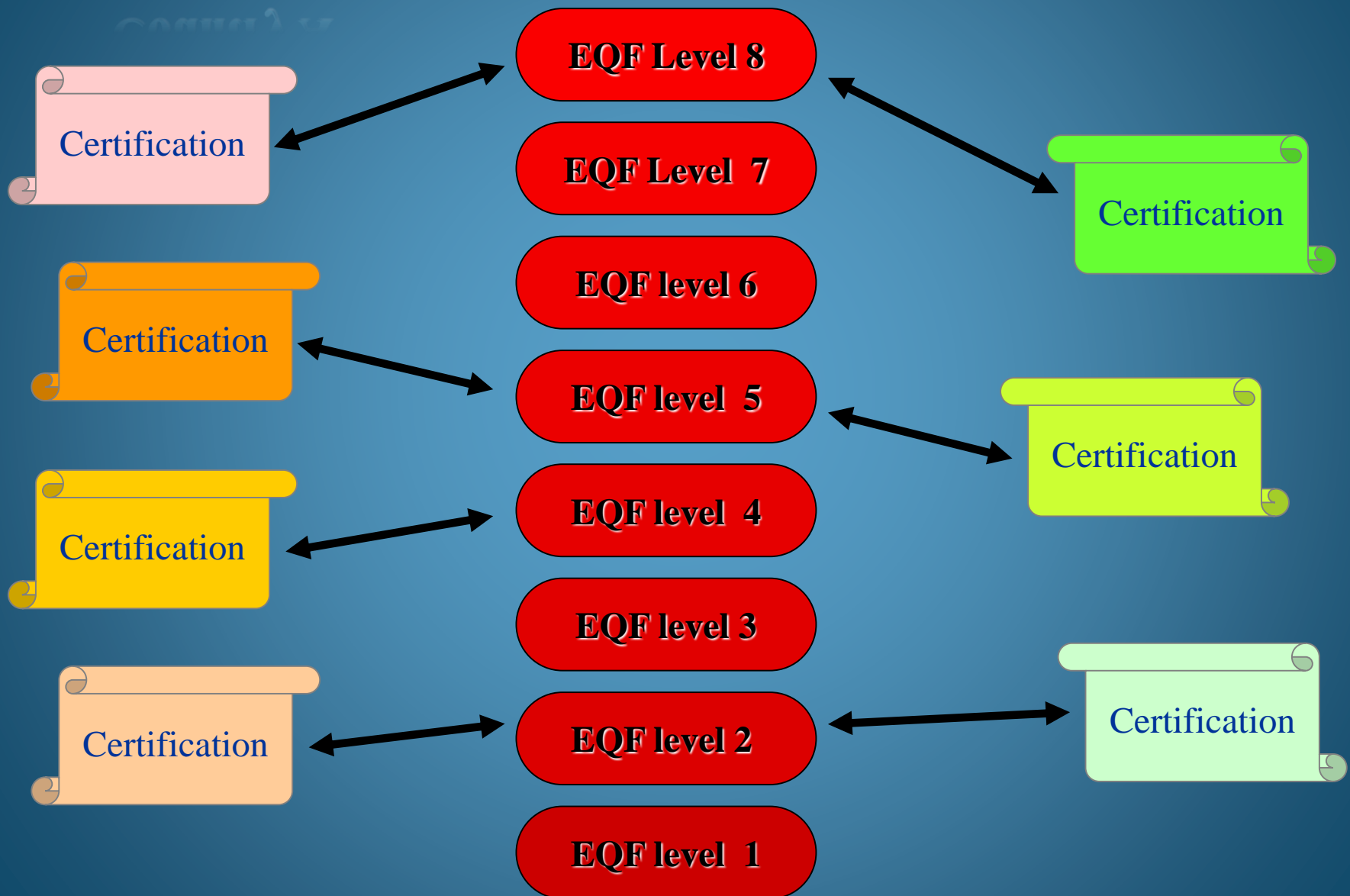
- A mechanism that provides **visibility and consistency of national higher education system**, which support the mobility and employability of graduates;
- A mechanism based on a **broad partnership**: universities, students, employers, unions, professional associations, sectoral committees, policy makers, etc.

What is the EQF and what benefits does it present?

- The EQF is a common reference framework that enables European countries to **link their national qualifications systems**.
- It acts as a **translation device** for easy reading and understanding across different countries and European systems.
- A tool for enhancing partnership education – society and thus to promoting trust among stakeholders.
- It has two main objectives:
 - promote **citizens' mobility** between countries;
 - facilitate **education and training throughout life**.

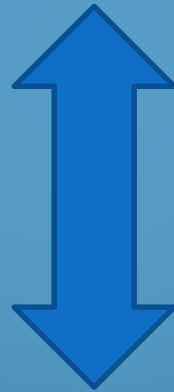
Country A

Country B



3. Interaction of tools in Higher education

Quality assurance



Qualification framework ESCO

3.1 Acknowledging teaching as a skill

- Continuous professional education as teachers should become a requirement for teachers in the higher education sector.

- This means **new skills for teachers** established by **ESCO**, sector education.
- Learning outcomes for teachers in **QF**.



Which skills must 21st century teachers have to promote high quality learning?

- To face rapidly changing demands, which require a new set of competences and call for new approaches to teaching and learning.
- be able to stimulate open and flexible learning that will improve learning outcomes, assessment and recognition.
- An excellent teacher can enhance **creative skills and learning outcomes** such as:
 - ▶ **complex thinking** – problem solving, reciprocal learning, experiential learning;
 - ▶ **social skills and participatory learning** – interaction with tutors and other learners, active participation in learning, interdependence;
 - ▶ **personal shaping of knowledge** – progressive mastery, individual pacing, self-correction, critical reflection, active seeking of meaning, empowered self-direction, internal drive/motivation.

3.2 Curriculum design: involving students as partners in teaching and learning

Curricula should be developed and monitored **through dialogue** and partnerships among **teaching staff, students, graduates and labour market actors**, drawing on new methods of teaching and learning, so that **students acquire relevant skills that enhance their employability.**

Curricula have to be established on the base of learning outcomes.



3.3 Assessment

Student performance in learning activities should be assessed against clear and agreed **learning outcomes**, developed in partnership by all faculty members involved in their delivery.

The assessment standards are part of QF and are based on learning outcomes established for each level and sector of education.



3.4 Knowing our students

- Higher education institutions and national policy makers in partnership with students **should establish counselling, guidance, mentoring and tracking systems** to support students into higher education, and on their way to graduation and beyond.

The persons involved in counselling have to know the **competences and skills demanded by occupations** from divers sectors - **ESCO**



3.5 New skills for teachers

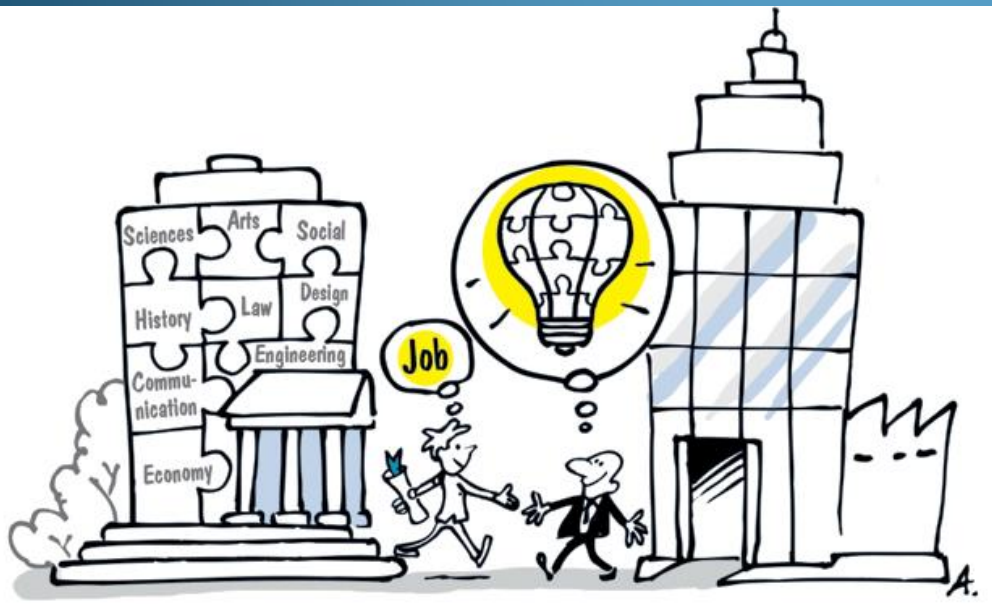
New skills for new educational techniques

- Higher education institutions – facilitated by public administrations and the EU – **should support their teachers so they develop the skills for online and other forms of teaching and learning opened up** by the digital era, and should exploit the opportunities presented by technology to improve the quality of teaching and learning.



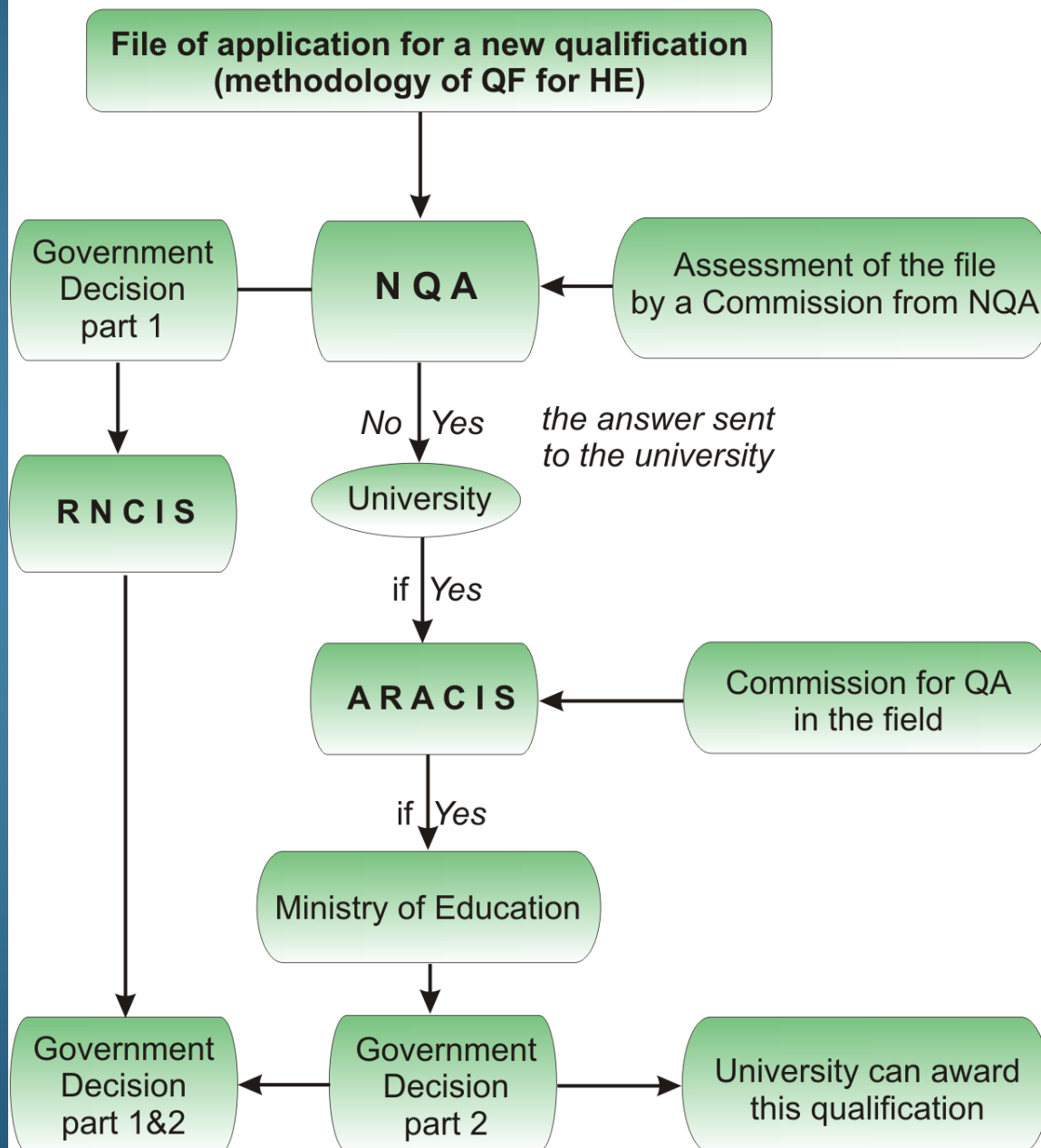
3.6 Multidisciplinary for better outcomes

- Higher education institutions should introduce and promote cross-, trans- and interdisciplinary approaches to teaching and learning, helping students develop their breadth of understanding and entrepreneurial and innovative mind-sets.

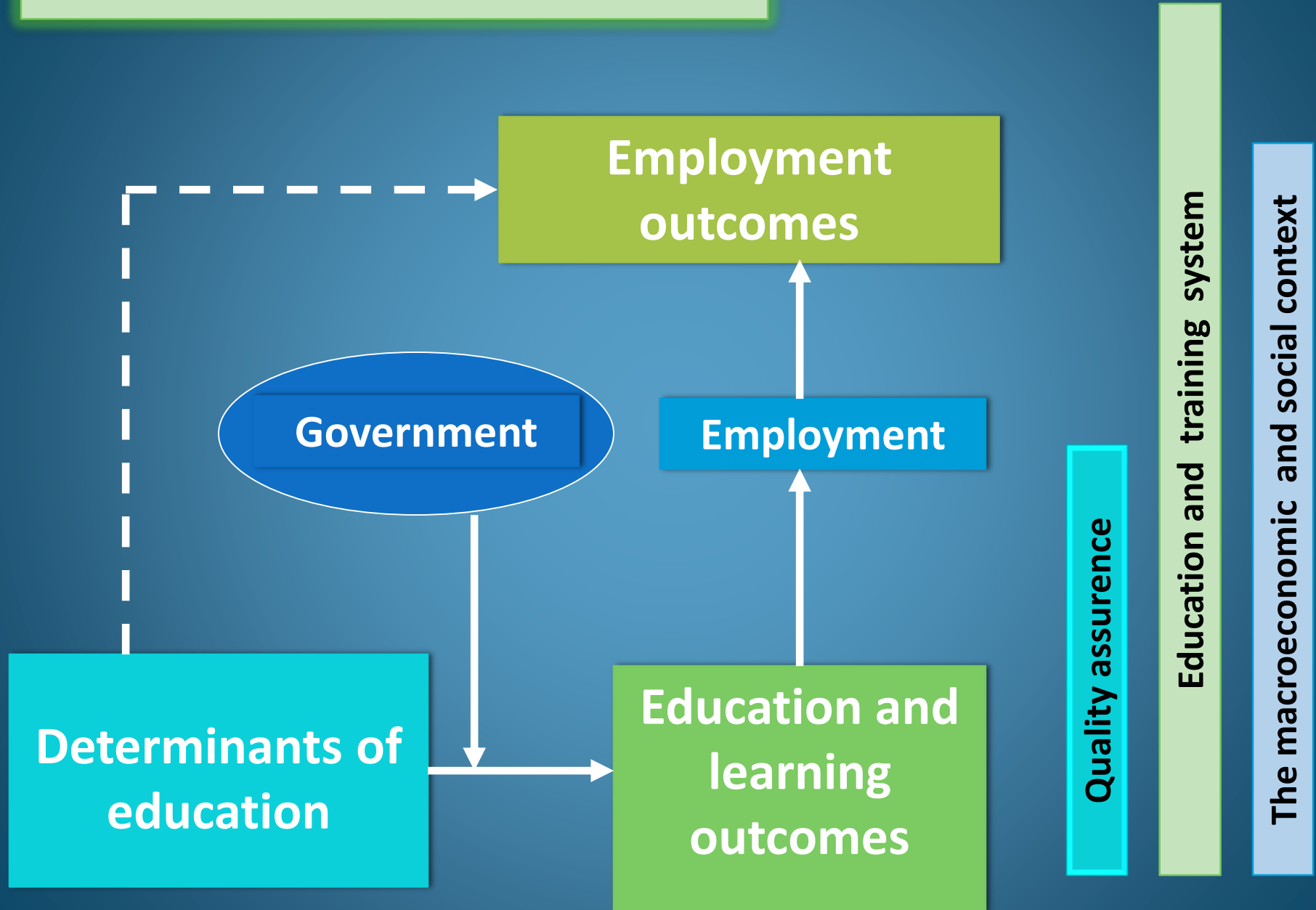


Cross-, trans- and interdisciplinary competences are demanded by employers and they are part of QF as transversal competences.

A New Qualification



5. Education – Labour market



**Education and
learning outcomes**

Employment

Education and learning outcomes

**General
competences,
Ethic and
ideological
behavior**

**Specific
competences**

Knowledge

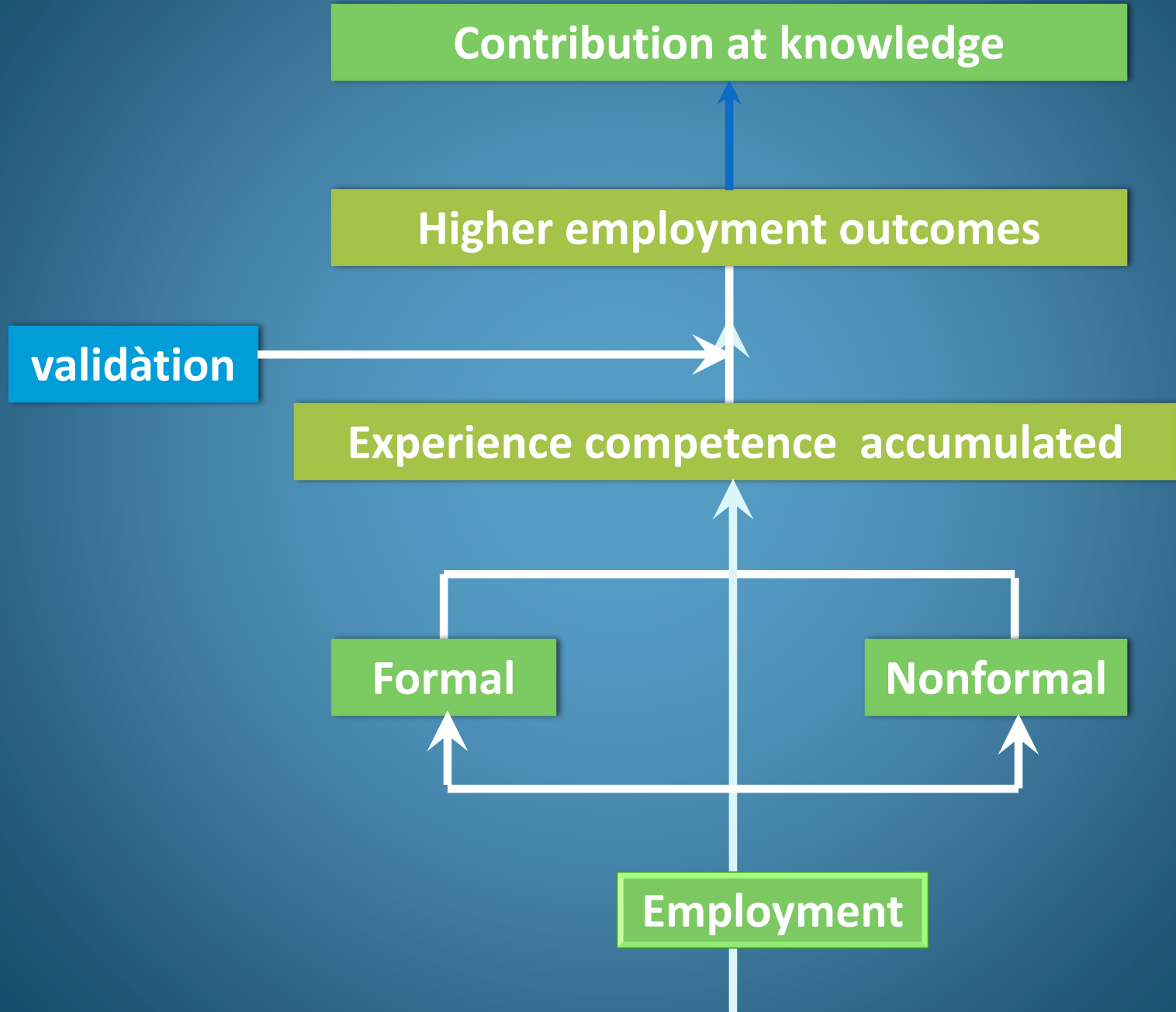
**Diploms,
certificates
and titles**

**Time passed in education system. Primary school , gymnasium, high school &
higher education**

General Education

Vocational and technological Education

Employment outcomes



4 ESCO

ESCO

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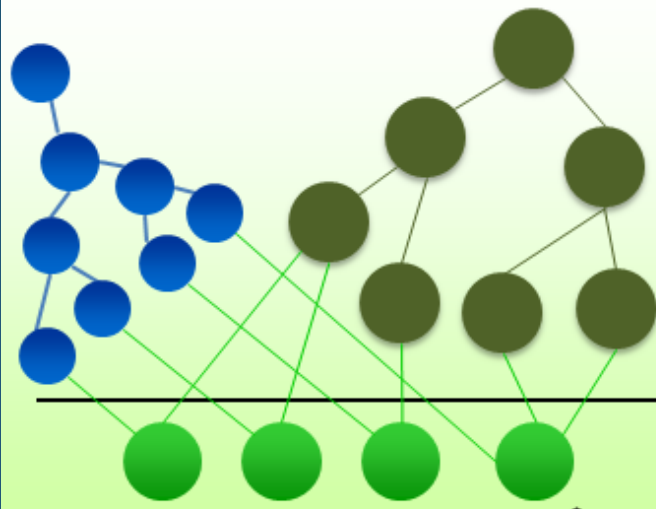
European Skills/Competences, Qualifications and Occupations

- Facilitate **dialogue** between **labour market** and the **education/training sector**.
- The **ESCO** classification identifies and categorises **skills**, **competences**, **qualifications** and **occupations** relevant for the **EU labour market** and **education and training**.
- It **systematically** shows the **relationships** between **occupations**, **skills**, **competences** and **qualifications**.

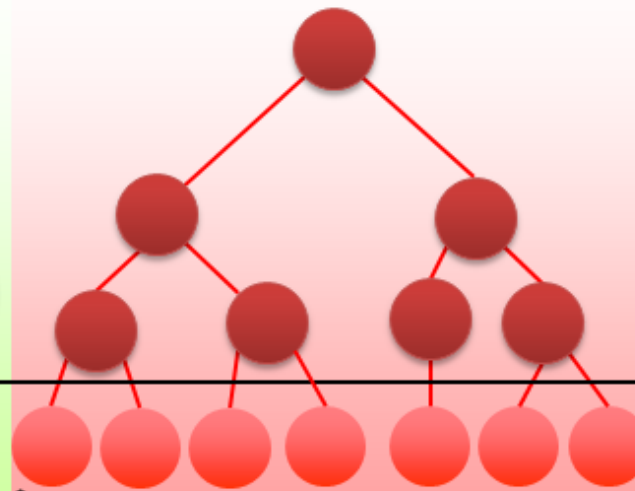


ESCO: THREE PILLARS

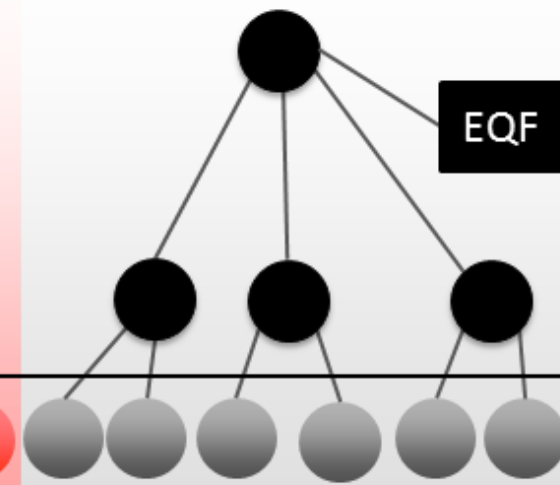
OCCUPATIONS



SKILLS & COMPETENCES



QUALIFICATIONS



ISCO Occupation group

ESCO Occupation group

ESCO Skill/competence group

ESCO Qualification group

ESCO Occupation

ESCO Skill/competence

ESCO Qualification

SCOPE OF ESCO

1. Covering the entire labour market reality:
 - **Broader regional relevance EU**
2. Reference vocabulary with level of detail:
 - **Required to exchange information**
 - **Broad enough to include all major concepts**
 - **Precise enough to describe them**
3. Manageable / Easy to use/ Regional coverage
4. National , regional, or sectoral extensions

Role of Qualification Framework in QA

- conclusions-

- To ensure the adequate **learning outcomes** and consequently the new skills and competences asked by labour market;
- To link the universities and their quality assurance approaches to the **national and international context**.
- To ensure the **flexibility and adaptability** of higher education qualifications.
- To ensure the **appropriate curricula** in order to ensure the **expected needs** of society in terms of graduate's competences.
- To improve **transparency**.

Role of Qualification Framework in QA

- conclusions-

- To ensure and consolidate a **systemic partnership** between universities and economic and social environment.
- To contribute to the **excellence of HE institutions** and to the excellence of graduates.
- QF influence QA by establishing the **appropriate skills and competences** and is influenced by QA by **enhancing the teaching and learning processes** in order to ensure the better skills and competences of graduates.

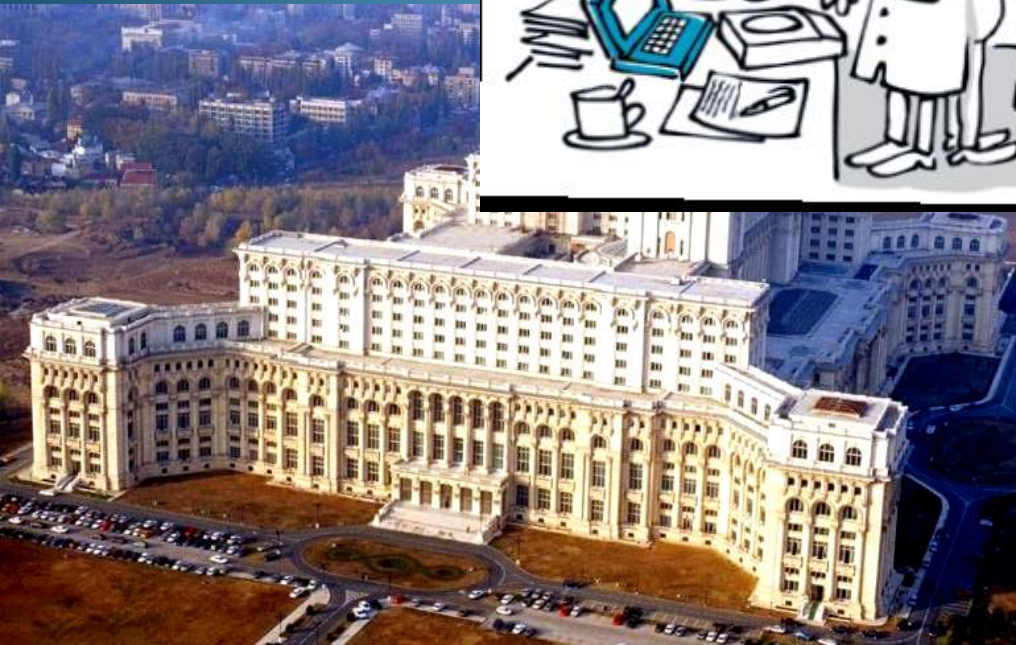
Conclusion

- Quality Assurance have to assess in what measure the qualifications delivered by universities keep pace with the evolution of knowledge, skills and competences needed by the labor market.
- Access to the labour market should serve as an indicator of the quality and performance of universities.

Higher Education



Thank you for
your attention!



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