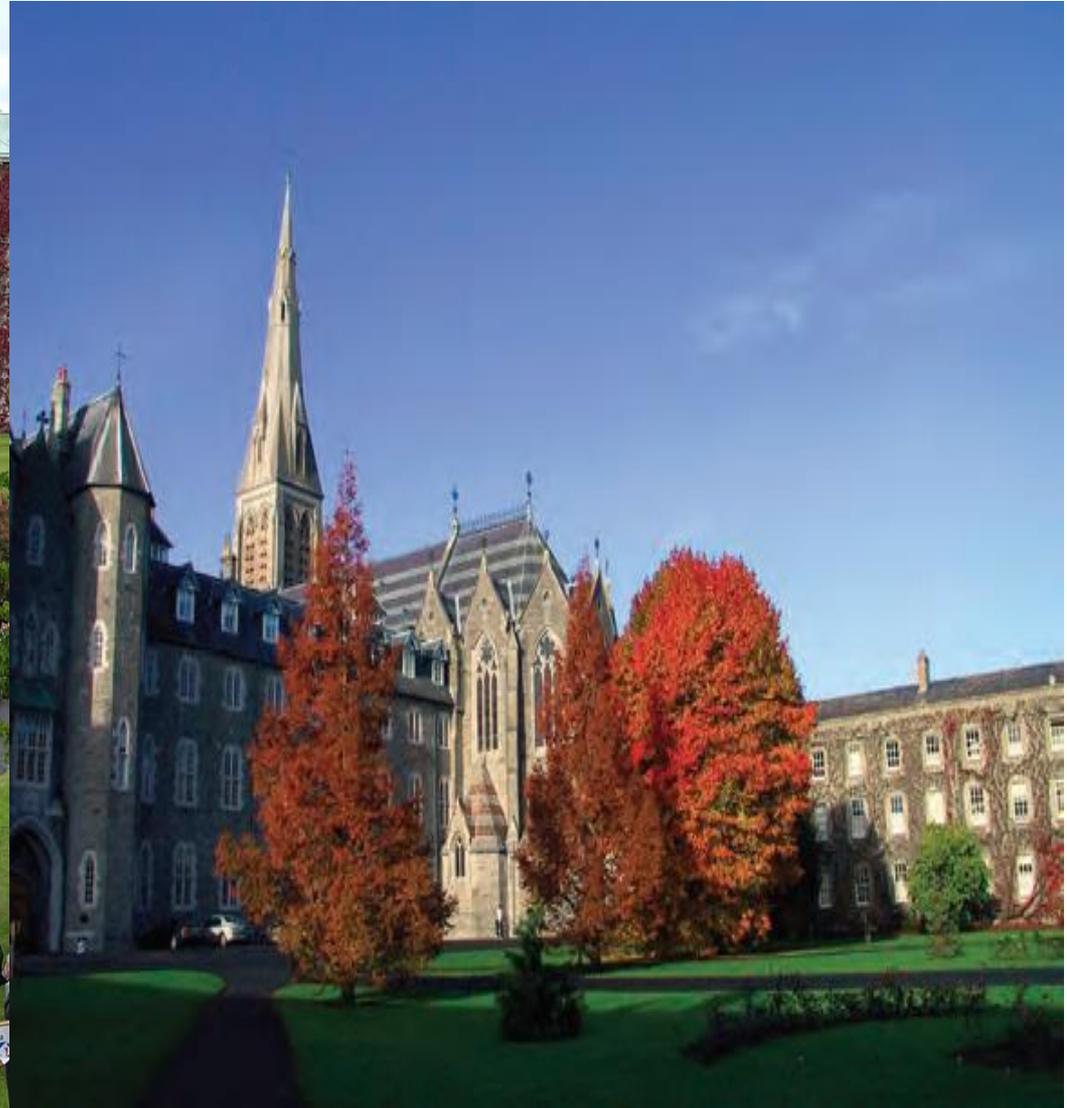




Overview of the various types of “Bologna second cycle programmes” (NFQ Level 9 in Ireland)

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Entry mechanisms to the second cycle and progression routes to the third cycle Bologna -Level 9 Programmes Provision in Ireland

- To provide an overview of second cycle programmes in Ireland.
- The Irish National Qualifications Framework.
- Entry mechanisms to the second cycle and progression routes to the third cycle Bologna
- Absence of a binary system - no separate vocational, professional and academic categories.
- Length, credits, part-time and full-time status, learning outcomes.

Masters Degree (NFQ Level 9 – major Award)

Two types of Masters Degree

Taught	Research
1-2 years duration (60-120 ECTS credits)	2 year duration (not credit rated)
<p data-bbox="585 743 1137 839">Entry typically with Honours Bachelor Degree</p> <p data-bbox="533 908 1188 1043">Entry can be permitted for those with Ordinary Bachelor Degrees who have relevant work experience.</p> <p data-bbox="544 1110 1176 1343">Furthermore, in some cases, entry to such programmes is permitted for people with extensive experience in a relevant area.</p>	<p data-bbox="1248 801 1899 1011">Entry typically with Honours Bachelor Degree with high classification (i.e. 1st or 2nd class honours)</p>

Purpose and Learning Outcomes

- This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training

Knowledge - breadth	A systemic understanding of knowledge at, or informed by, the forefront of a field of learning
Knowledge - kind	A critical awareness of current problems and/or new insights
Know-how and skill-range	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
Know-how and skill-selectivity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence - context	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
Competence - role	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Competence – learning to learn	Learn to self-evaluate and take responsibility for continuing academic/professional development
Competence - Insight	Scrutinise and reflect on social norms and relationships and act to change them
Progression & Transfer	Progression to programmes leading to Doctoral Degree, or to another Masters Degree or to a Post-graduate Diploma

Progression and Transfer Routes

- Some of the progression and transfer routes include progression to programmes leading to Doctoral Degrees or to another Masters Degree or to a Post-graduate Diploma.

Post-graduate Diploma (NFQ Level 9 – major Award)

Taught	
1 year duration (60 ECTS credits)	
<p>Entry is typically for holders of Honours Bachelor Degrees but can also be for holders of Ordinary Bachelor Degrees.</p> <p>It is an intermediate qualification within the Bologna Second Cycle.</p>	

Purpose and Learning Outcomes

- This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

Progression and Transfer Routes

- Progression and transfer routes include exemptions from a programme leading to a Masters Degree.

What Qualification do you need?

- Level 7: The Ordinary Bachelor Degree is typically awarded following completion of a programme of three years duration (180 ECTS credits) in a recognised higher education institution.
- The Honours Bachelor Degree is typically awarded following completion of a programme of three to four years duration (180-240 ECTS credits) in a recognised higher education institution, although there are examples of longer programmes in areas such as architecture, dentistry and medicine

Can transfer up from L7 to L8

- In addition, there are typically programmes of 1 year duration leading to Honours Bachelor Degrees for holders of the Ordinary Bachelor degree.

Level 10 Doctoral Degree

- Entry to a programme leading to a Doctoral Degree is typically for holders of Honours Bachelor Degrees.
- The general model is that a holder of an Honours Bachelor degree with a high classification enters initially on to a Masters research programme, and transfers on to a Doctoral programme after one year on the Masters research programme.
- Various models for Doctoral Degree programmes now exist, including traditional research doctorates, Irish structured PhD, and professional doctorates.

NQF (2003)

- It is a comprehensive, outcomes-based, qualifications-based framework, with ten levels and a number of 'award types'. The NFQ is a relatively loose framework, in the sense that it does not impose tightly prescriptive conditions for the qualifications within it.
- The Irish NFQ is not one of the first-generation NQFs described by Tuck (2007) but it is one of the earliest and most firmly established of the second-generation frameworks. It was launched in 2003 under the terms of an Act of 1999. Its broad aims include supporting lifelong learning and cultural change, promoting access, transfer and progression, promoting quality and standards, rationalising existing provision and extending this provision where necessary (Raffe 2009)..

- In July 2004 the following awards Levels 7-10 were included in the Framework

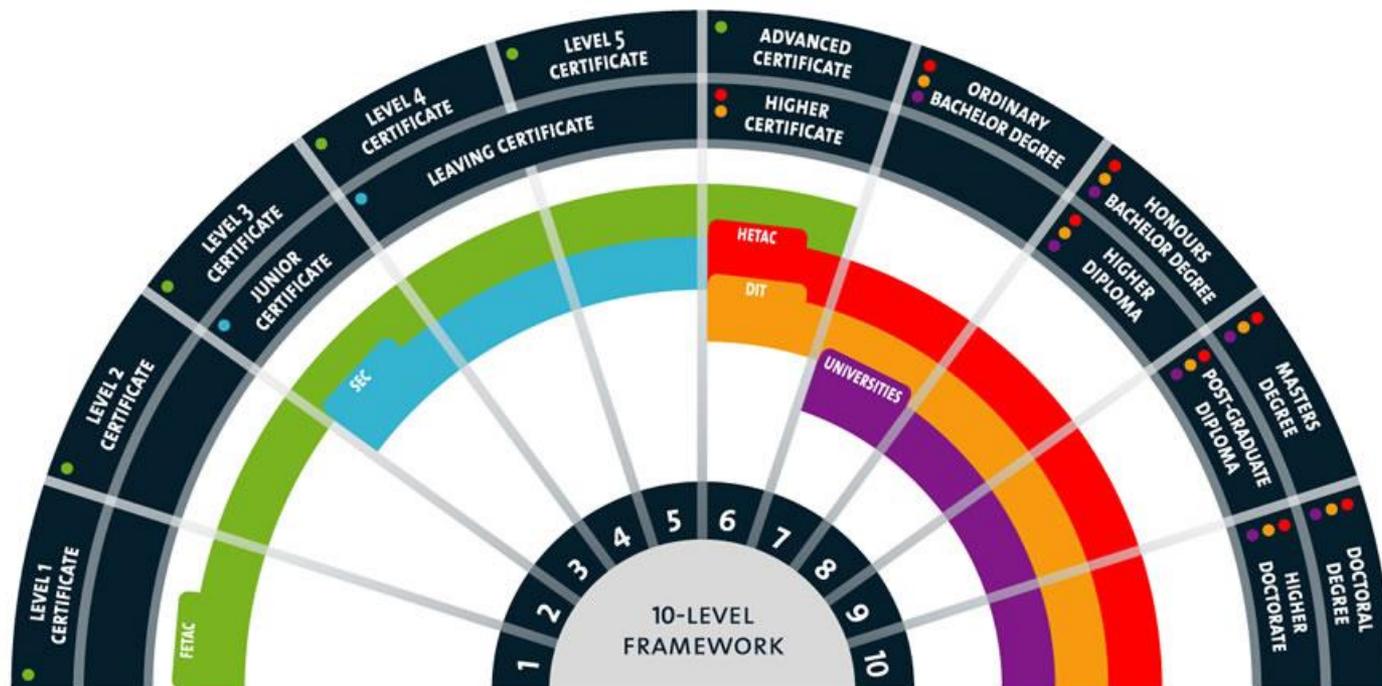
Ordinary Bachelor Degree	Level 7
Honours Bachelor Degree	Level 8
Masters Degree	Level 9
Doctoral Degree	Level 10

- In September 2008 the universities submitted listings of their major diplomas (i.e., Higher Diploma and Postgraduate Diploma awards) and their non-major awards (minor, supplemental and special purpose) for inclusion in the Framework.

AWARDS IN THE FRAMEWORK

KEY

- FETAC - Further Education and Training Awards Council
- SEC - State Examinations Commission (*Department of Education & Science*)
- HETAC - Higher Education and Training Awards Council
- DIT - Dublin Institute of Technology
- Universities
- new Framework awards



Awarding bodies:

Higher Education and Training Awards Council, Dublin Institute of Technology, Institutes of Technology with delegated authority, and Universities

This is a major award. Major awards are the principal class of award made at a level.

There are also component (minor), specific purpose (special purpose) and supplemental awards at the same level.

Minor awards

Minor Awards are for partial completion of the outcomes for a Major Award.

Supplemental Awards

Supplemental Awards are for learning that is additional to a Major Award.

Special Purpose Awards

Special Purpose Awards are for relatively narrow or purpose-specific achievement.

There are four classes of award-types:

- **Major** awards are the main class of award made at a level. For example, the Leaving Certificate, the Advanced Certificate, the Honours Bachelor Degree, the Masters, the Doctorate. There are 16 major awards in the Framework which can be seen in the 'fan' diagram.
- **Minor** awards provide recognition for learners who achieve a range of learning outcomes but not the specific combination of learning outcomes required for a major award. These awards allow learners to build up units of learning at their own pace to meet their own needs.

Types of Awards (2/2)

- **Special-purpose** awards are made for very specific purposes — for example, the Safe Pass certification of competence in health and safety in the construction industry.
- **Supplemental** awards are for learning which is additional to a previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development



The Irish framework has broad aims and seeks to drive change: aims to promote quality assurance and access, transfer and progression, through the principles which qualifications in the framework must observe, and it aims to stimulate pedagogical change

NFQ promotes a culture of lifelong learning across the country
Principles of opportunity, access and is an important tool for transparency, understanding and pedagogical change,

Promotes development of human capital as the essential component of knowledge-based economy.

Study team's report was published in September 2009 (Collins *et al.* 2009).

- The framework has included - or is in the process of including - most of its target qualifications, retains broad-based stakeholder support, has avoided major changes in strategy and has achieved most of its shorter-term objectives.

A Reforming Process – Raffe 2009

- It has radical *aims* , but its *process* of implementation is not: it starts from the existing ET system and proceeds incrementally, relying on the engagement of institutions with a stake in that system.

Qualifax – A national database of qualifications

- A good source of information is QualifaX, the National Learners' Database: www.qualifax.ie. This website provides information on courses, including the NFQ level of the resulting qualification where applicable.

Quality

- Quality and Qualifications Ireland (QQI) was established on 6 November 2012 under the Qualifications and Quality Assurance (Education and Training) Act 2012.
- The new Authority is being created by an amalgamation of four bodies that have both awarding and quality assurance responsibilities: the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the National Qualifications Authority of Ireland (NQAI) and the Irish Universities Quality Board (IUQB).
- The new Authority will assume all the functions of the four legacy bodies while also having responsibility for new or newly-statutory responsibilities in particular areas.