

Nacionalni kvalifikacijski okviri i RPL / National Qualifications Frameworks and RPL

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EU initiatives



EU initiatives:

- ▶ Key Competences for LLL;
- ▶ EQAVET, ECVET, ECTS;
- ▶ ESCO;
- ▶ New Skills for New Jobs;
- ▶ EU Skills Panorama;
- ▶ EU 2020 (...; cross-sectoral competencies; teaching professions and school leaders; RPL; self-assessment; ...)
- ▶ **EQF for LLL & QF-EHEA;**
- ▶ Initiatives/projects at national/regional level:
 - ▶ Knowledge and skills forecasting;
 - ▶ PhDs – for active citizenship, democratic society, and modern, knowledge-based enterprise economy;
 - ▶ **NQF** – often as mechanism to implement all above;
- ▶ ...



Qualifications Frameworks



Qualifications frameworks:

- ▶ **Regional or meta-frameworks**

- ▶ European Qualifications Framework; Qualifications Framework of the European Higher Education Area; Southern African QF, ...

- ▶ **Sectoral (economic sector)**

- ▶ QF in Marketing, Sales and Communications Management

- ▶ **Sectoral (education sector)**

- ▶ QF for Higher Education in Nederland, ...

- ▶ **National**

- ▶ Ireland, France, Australia, Croatia, ...

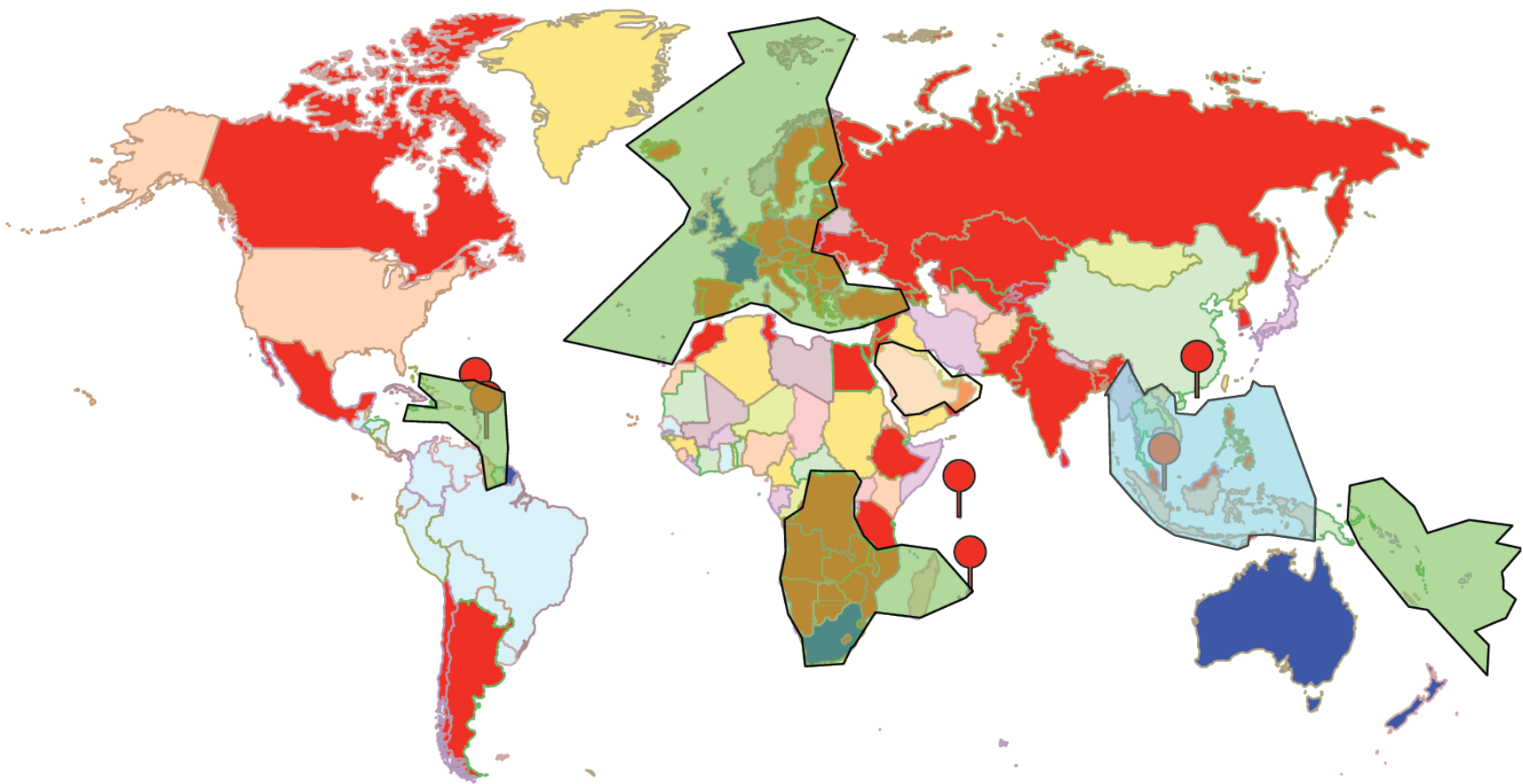


National Qualifications Frameworks



NQF:

- ▶ Aims:
 - ▶ **Reflecting** educational system in a country;
 - ▶ **Integrating** and **communicating** with stakeholders;
 - ▶ **Reforming** the system:
 - ▶ LO, QA, RPL;
- ▶ Includes **some/all** types of qualifications:
 - ▶ HE (academic and professional); VET; general education
- ▶ Includes **some/all** classes of qualifications:
 - ▶ Full; partial (additional; supplementary; special purpose; minor; ...)
- ▶ Includes **some/all** types of learning:
 - ▶ Formal;
 - ▶ Non-formal; informal – with **equal/non-equal value**;
- ▶ Includes **all/new** qualifications:
 - ▶ HE (academic and professional); VET



About 150 countries in the World are developing and implementing NQFs

NQFs in the World:

- ▶ Every QF is different and has to fit to local context;
- ▶ Every QF has different structure of National Authority;
- ▶ Partnership important;
- ▶ Priority to building capacity with stakeholders;
- ▶ Developing and implementation takes time and requires resources;
- ▶ All – small, big, poor and rich countries develop QFs;
- ▶ Many countries look for linkages to emerging regional frameworks (EQF; QF-EHEA; ...).



Recognition of Prior Learning – RPL

From EQF/QF-EHEA to education, learning and RPL

QF-EHEA + EQF-LLL



QF-EHEA and EQF-LLL criteria and procedures
Common principles for QA



NQFs



Modernised HEIs (and entire educational system):

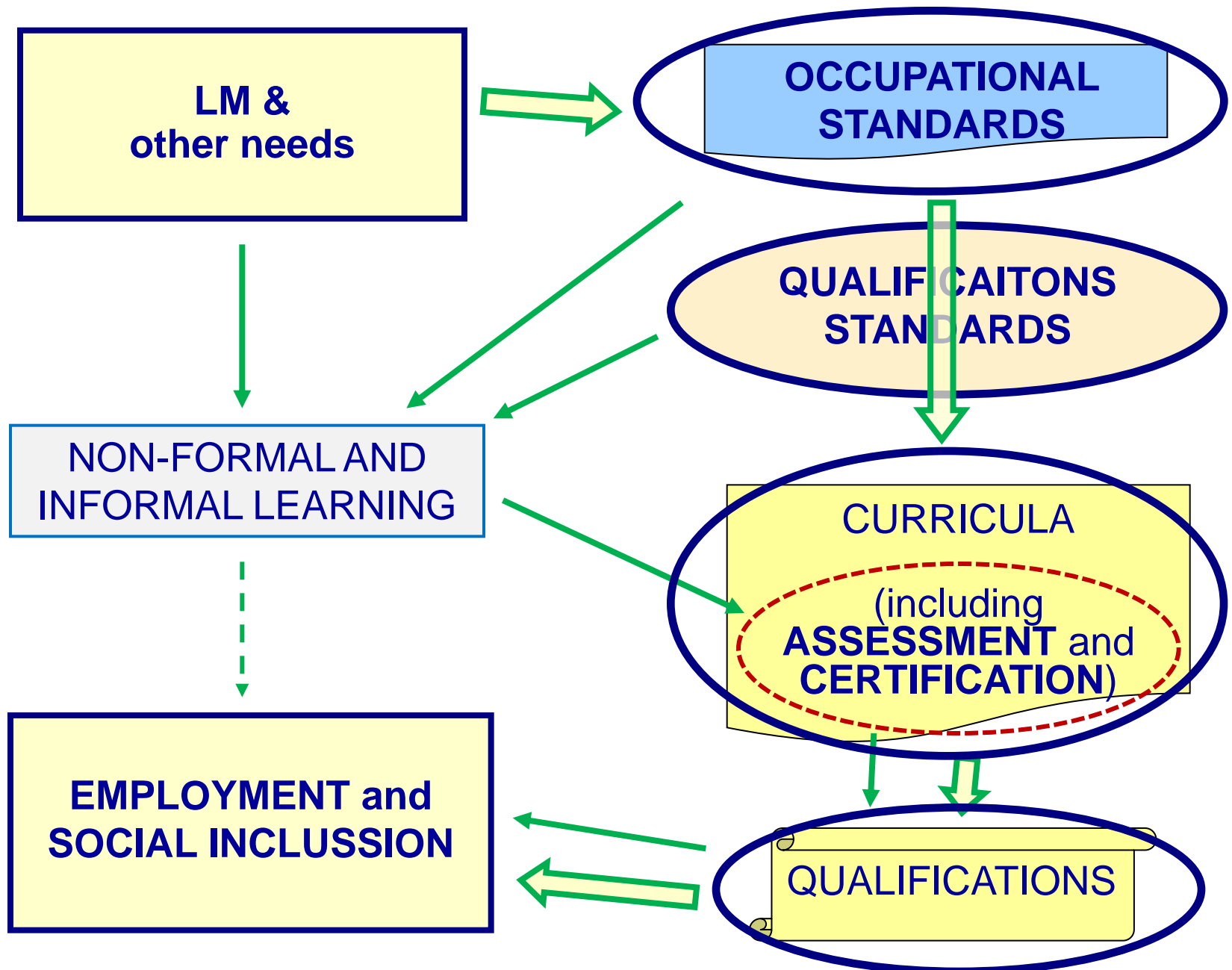
- QA – Mutual trust on international and national level;
 - Partnership with relevant stakeholders (LM, ...);
 - Expected and achieved learning outcomes;
- Relevant PhDs (new jobs by research and innovation)
 - Relevance: Fit to purpose;
 - QA: Assessment, Certification;
- **Recognition of prior learning – equal value;**

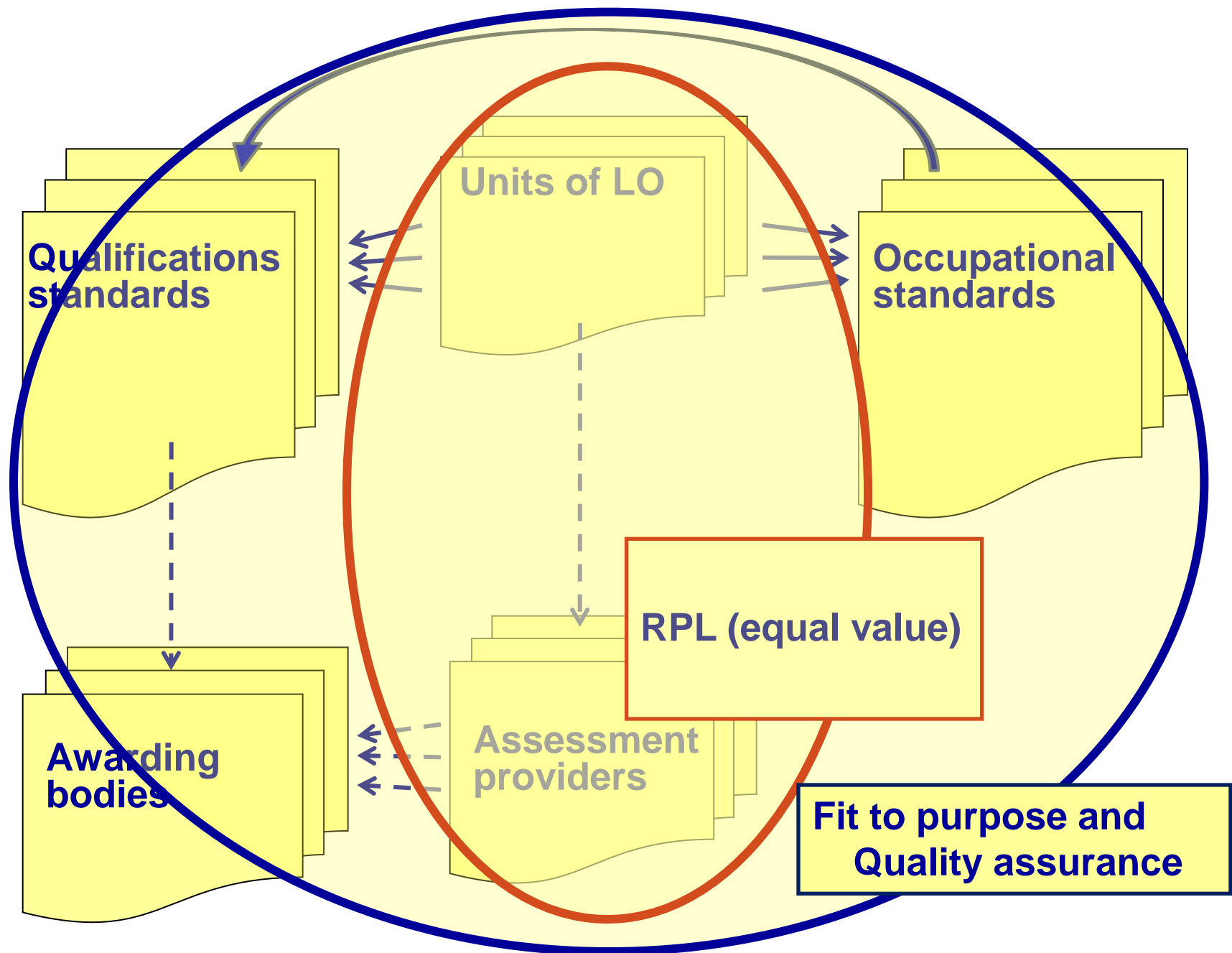
RPL in the EQF:

- ▶ **Criterion 3 (EQF)**
- ▶ *The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes **and linked to arrangements for validation of non-formal and informal learning** and, where these exist, to credit systems.*

Elements in arrangements for the RPL (where applicable):

- ▶ **Identification** of an individual's competences acquired through NF and IF;
- ▶ **Documentation** of an individual's competences acquired through NF and IF;
- ▶ **Assessment** of an individual's competences acquired through NF and IF;
- ▶ **Certification** of the result of the assessment of an individual's LO in the form of qualification (full or partial or credits).





THANK YOU FOR YOUR ATTENTION !

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