

# Non-formal learning and national qualifications framework



## SKILLS MEETUP Sweden 2023



# NQF in Austria

Including of non-formal qualifications in the Austrian  
NQF (NQR)

**Karl Andrew Müllner, OeAD/NCP for the NQF in Austria**

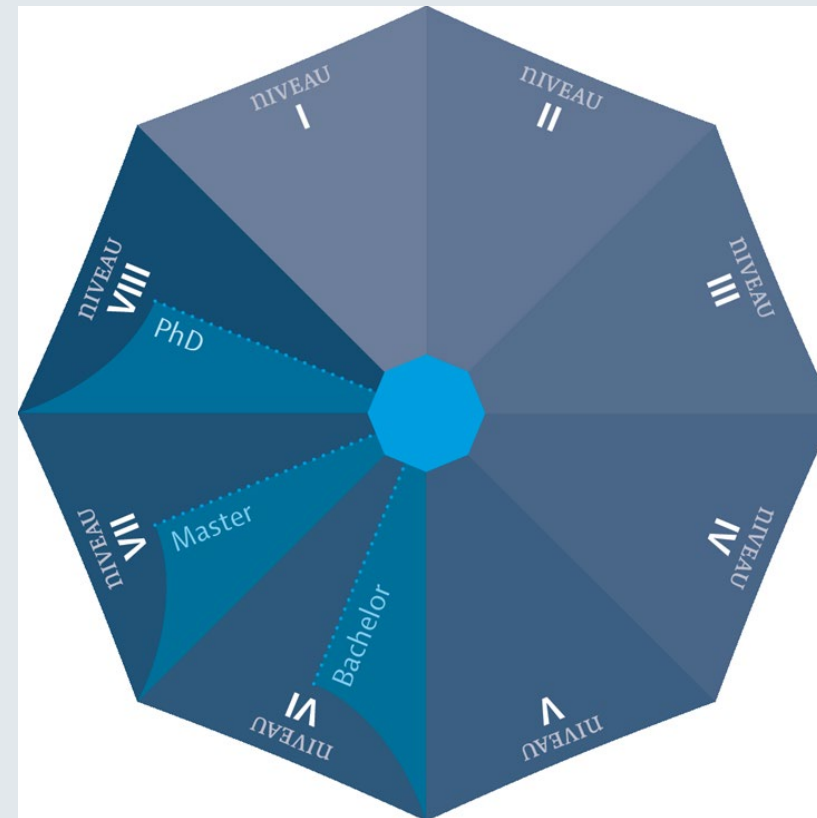
Malmö, April 2023

## Overview

- The National Qualifications Framework (NQF) in Austria
- Legal Framework in Austria (NQF-Act)
- Definition formal vs. non-formal qualifications
- The request for the mapping of a qualification – basis for the mapping
- Mapping of formal qualifications
- Mapping of non-formal qualifications
- Challenges

## The National Qualifications Framework in Austria

- Levels I – VIII
- Not legally binding
- All areas of education
- Splitting the NQF table of descriptors at levels VI – VIII
- Dimensions: Knowledge, Skills, Competences/Responsibility and Autonomy
- Integration of formal, non-formal and informal learning



## Legal Framework in Austria

- NQF-Act went into effect on 15 March 2016
- Contains main definitions
- Composition and tasks of the relevant bodies (NCP, NQF-Advisory Board, NQF-Steering Group, NQF-Service Points)
- Reference to further supporting documents (Rules of procedure, NQF-Manual, guidelines)
- Aims of the NQF-Act
- NQF-Register

## Definition formal qualifications vs. non-formal qualifications

### Formal qualifications

- Based on a legal document (e.g. Act, law, regulation)
- On federal or regional level
- A public authority is directly responsible for the qualification, content, quality, etc.

### Non-formal qualifications

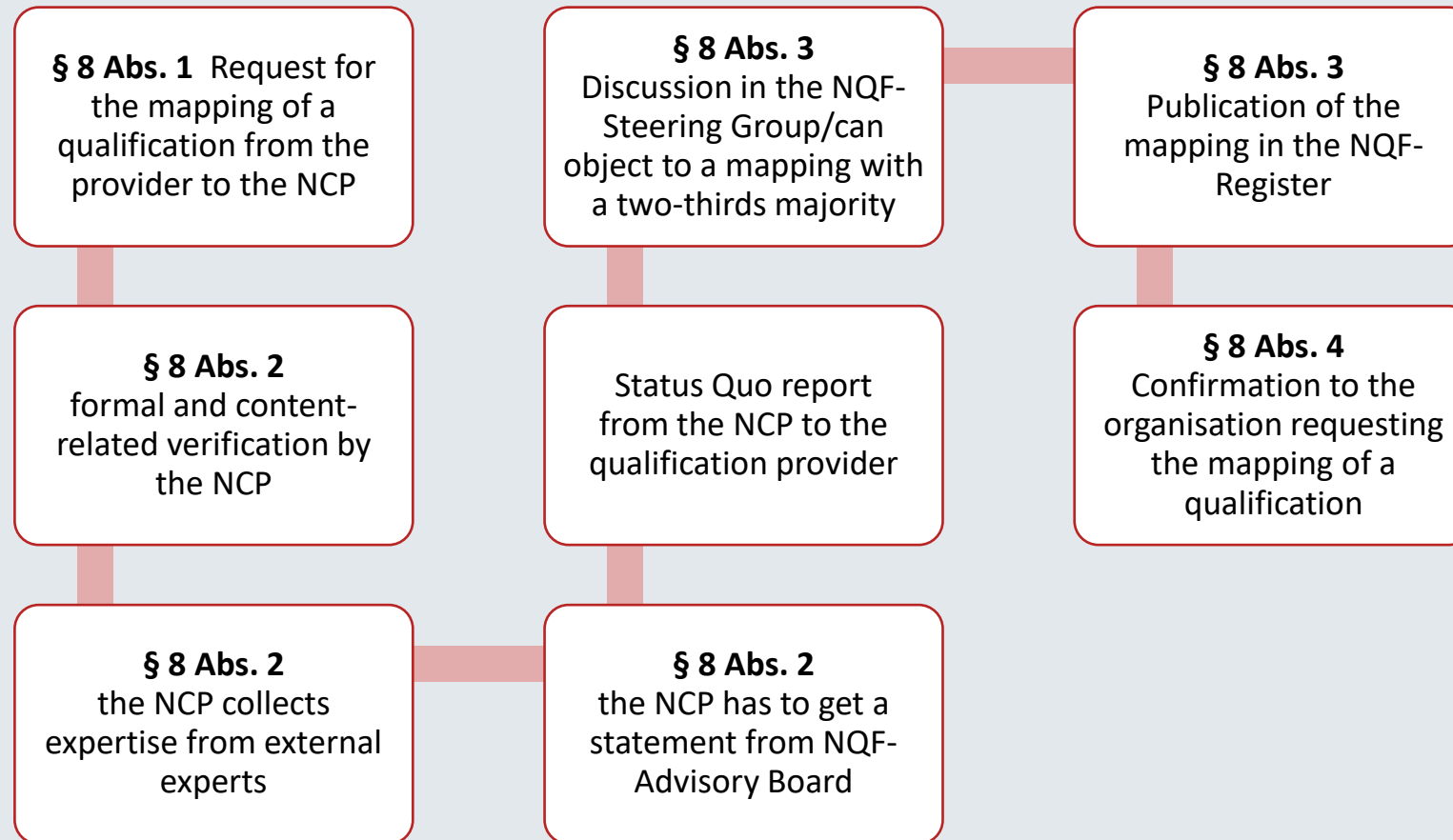
- Not based on a legal document
- Mostly „owned“ by a privat body
- Responsibility for the qualification, content, quality, etc. lies outside of a public authority

## The request for the mapping – basis for the mapping decision

- Description of the qualification
- Learning outcomes
- Justification for the requested level
- Matching with the NQF-Descriptors
- Comparison to other qualifications/ matching in the system
- Determination procedure
- Genesis and quality assurance

***Standardised form with fill-in-help***

## Mapping of formal qualifications





# Formal Qualifications

I	II	III	IV
			Vocational Schools
			Apprenticeship
			Vocational Schools for Agriculture and Forestry -
			Career Non-Commissioned Officer (NCO)
			Pflegeassistent/in
			E2b Grundausbildung für den Exekutivdienst in der Verwendungsgruppe E2b im Justizressort

# Formal Qualifications

V	VI	VII	VIII
Higher Federal Colleges	Bachelor	Master	Phd
Senior Prison Officer	Engineer		Clinical psychology
Staff Non-Commissioned Officer (Staff NCO, first employment)	Master craftsman		Healthcare psychology
Pflegefachassistent/in	Nurse responsible for general care		
Dual Academy Professional	Master agriculture		

## Mapping of non-formal qualifications

- NQF-Act foresees NQF-Service Points
- Appointment of the NQF-Service Points by the Austrian Ministry of Education, Science and Research
- Support of qualification-providers for non-formal qualifications in the mapping process
- Six NQF-Service Points in operation since 2020 (social partners, youth, agriculture, higher education and a private provider)

# Non-formal Qualifications

I	II	III	IV
BQ Hotel & Housekeeping	BQ Hotel & Housekeeping	Youth Leader	Alpine education course
BQ green space maintenance	BQ green space maintenance	Family group leader	EBCL Betriebswirtschaft
Technically handicraft BQ	Technically handicraft BQ	EBCL JobReady	BFI Professional Trainer
BQ for retail sales person	BQ for retail sales person		Lehrgang: SkuK
BQ for office assistant	BQ for office assistant		European Costums Professional
BQ for gastronomy-kitchen assistant	BQ for gastronomy-kitchen assistant		

# Non-formal Qualifications

V	VI	VII	VIII
Certified Adult Educator	Certified Master Chef		
EBCL CERTIFIED MANAGER	Managing Director Cooperative Raiffeisen Bank		
DA Professional - Mechatronik - Automatisierungstechnik	Specialist graduated from WIFI post-secondary VET college for automation technology		
ZTEB+	Diplomierte/r Erwachsenenbildner/in (wba)		
MEPA Course – Preventing and Combating Cross-Border Crime	ZBF+		
Digital Systems Professional	Supervisor/in bzw. Supervision		
Certified Instructor for Functional Claw Trimming	Diplomierte/r Bildungsmanager/in		
Diplomierte/r Trainer/in und DigiCoach in der Erwachsenenbildung			

## Challenges

- The Austrian way of mapping qualifications
- Duration of the process
- Necessary resources
- Development of trust
- Motivation

Thank you for your attention!

Do you have a question?

Karl Andrew Müllner, OeAD/NCP for the NQF in Austria

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[www.qualifikationsregister.at](http://www.qualifikationsregister.at)

# Non-formal learning and national qualifications framework



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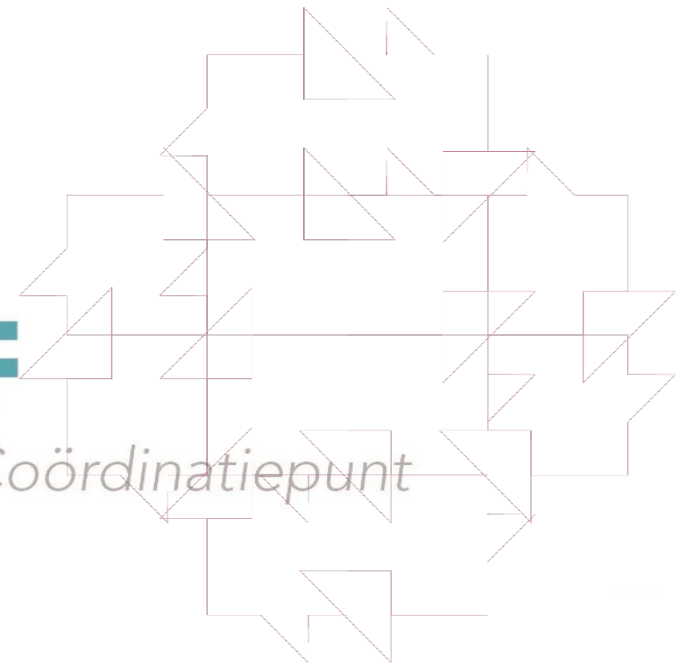






**NLQF**

*Nationaal Coördinatiepunt*



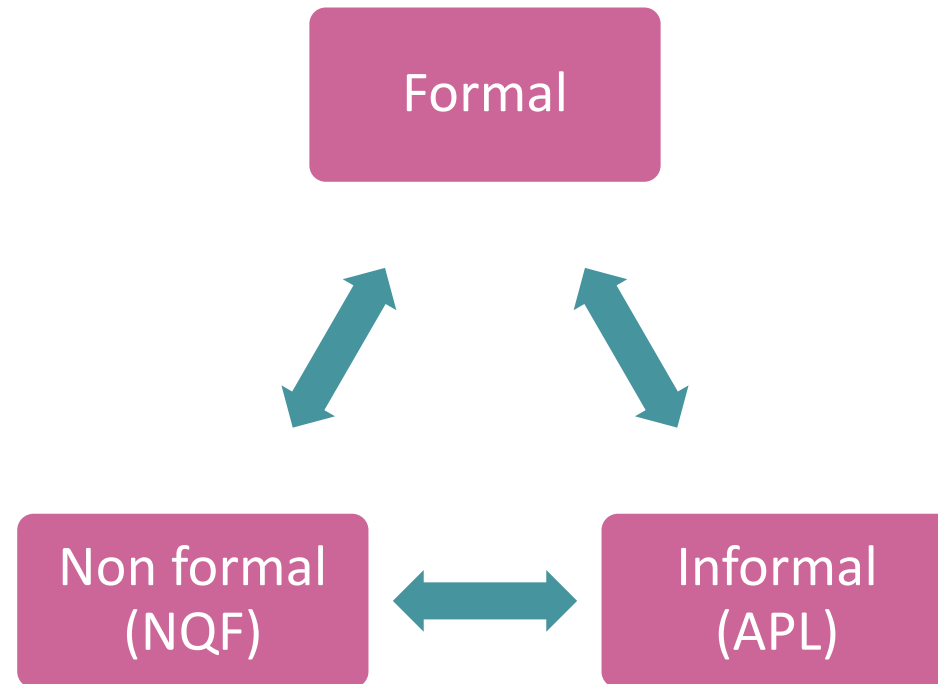
## Non-formal learning and national qualifications frameworks

Skills meetup Sweden 2023

Hej och god dag! Jag är Tijs Pijls, programme director of NLQF

# Context of Lifelong learning (LLL) in NL

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# Context of LLL in NL

## Formal qualifications

VET	> 700
HE	> 3500

## Non formal

- 1,5 million people a year participate in post-initial learning (15,5% of population)
- 84% of adult learning takes place in the private or non formal sector
- Turnover: € 3,5 billion per year (€3.500.000.000)
- Private providers : Yearly 1.3 million participants, more than 12.000 providers

Participants LLO, age 25 - 65 years: NL 26.6%, EU 10,8%

64.1% participate annually in training, in the EU it is 43.7%

# Why, how, what LLL?

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- Urgency for life learning: shortage of labour, fast change in demands of skills by employers
- **Focus:** stimulation of a learning culture. Schools contribute by offering flexible educational programs by both formal and non-formal education partners
- Shared responsibility of three different departments in collaboration with social and educational partners
- **Goal:** establishing a flexible, sustainable on skills orientated labour market



David Perkins

# LLL-instruments

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Some examples:

1. Overview of all the educational opportunities and financial instruments on one website (Leeroverzicht.nl)
2. A personal learning and development budget (STAP)
3. Encourage and finance education providers to establish flexible education programs in collaboration with the regional labour market (“LLO Katalysator” = LLL catalyst)
4. NLQF

# LLL & NLQF

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NLQF: instrument for transparency on LLL:

1. Offers clarity for employers and employees on the level of learning outcomes
2. Builds bridges between formal and non-formal education
3. Stimulates and motivates to participate in lifelong learning education

## **NCP NLQF core values: grip, quality, clarity**

Working on the formalisation of the NLQF by legislation. Merely to motivate and stimulate the growth and to prevent misuse of the (levels of) NLQF

# History of the NLQF (hur vi började)

2011

- First presentation of the referencing report to the EQF AG
- The NLQF is referenced to EQF
- All regulated qualifications classified in the NLQF

2012

- Set up of the NCP-NLQF with the tasks:
  - Classifying non-regulated qualifications
  - Registration of classified non-regulated qualifications
  - Communication on NLQF management and maintenance framework

# NLQF implementation: State of play

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- > 210 non-regulated qualifications from more than 60 providers are classified in NLQF. The NLQF level is indicated on these diplomas and certificates
- First requests for classifying international qualifications
- Revision of VET qualifications has taken place using the level descriptors of the NLQF
- The use of learning outcomes and level descriptors in HE
- First sign of online job vacancies using the NLQF levels
- Annual impact research among HR managers
- NLQF is connected to validation of non-formal and informal learning



# NLQF objectives

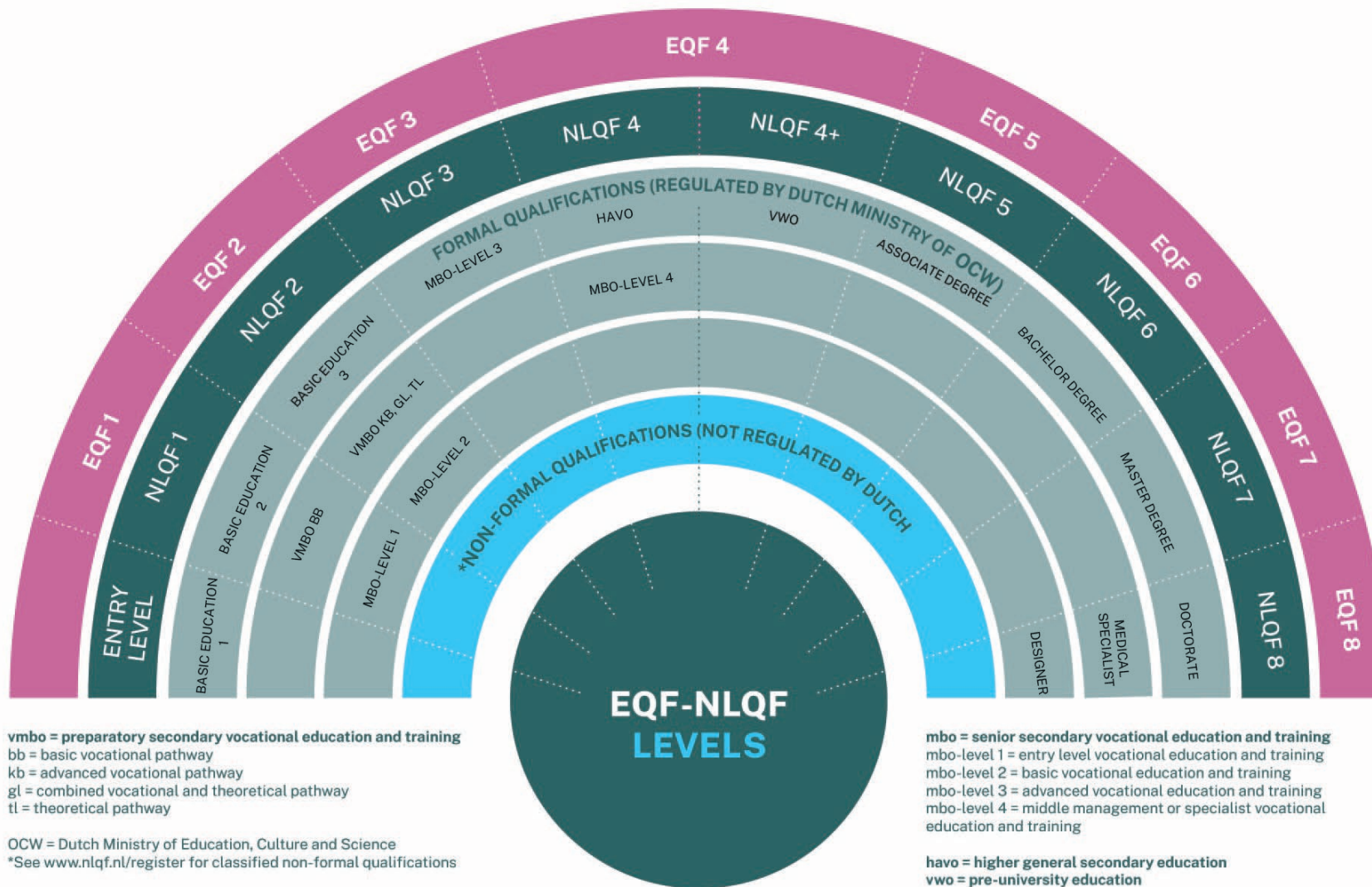
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1. Increase the transparency and comparability of levels of qualifications, nationally and internationally
2. Increase the communication between stakeholders in education and the labour market
3. Stimulate the use of the concept in learning outcomes
4. And facilitate the participation in (lifelong) learning

# NLQF structure

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- Comprehensive framework secondary education, VET, HE
- Systematic organisation of all existing qualification levels in the Netherlands
- Entry Level followed by 8 levels, Level 1 being the least complex and Level 8 the most complex
- Fully compatible with QF-European Higher Education Area



# NLQF features

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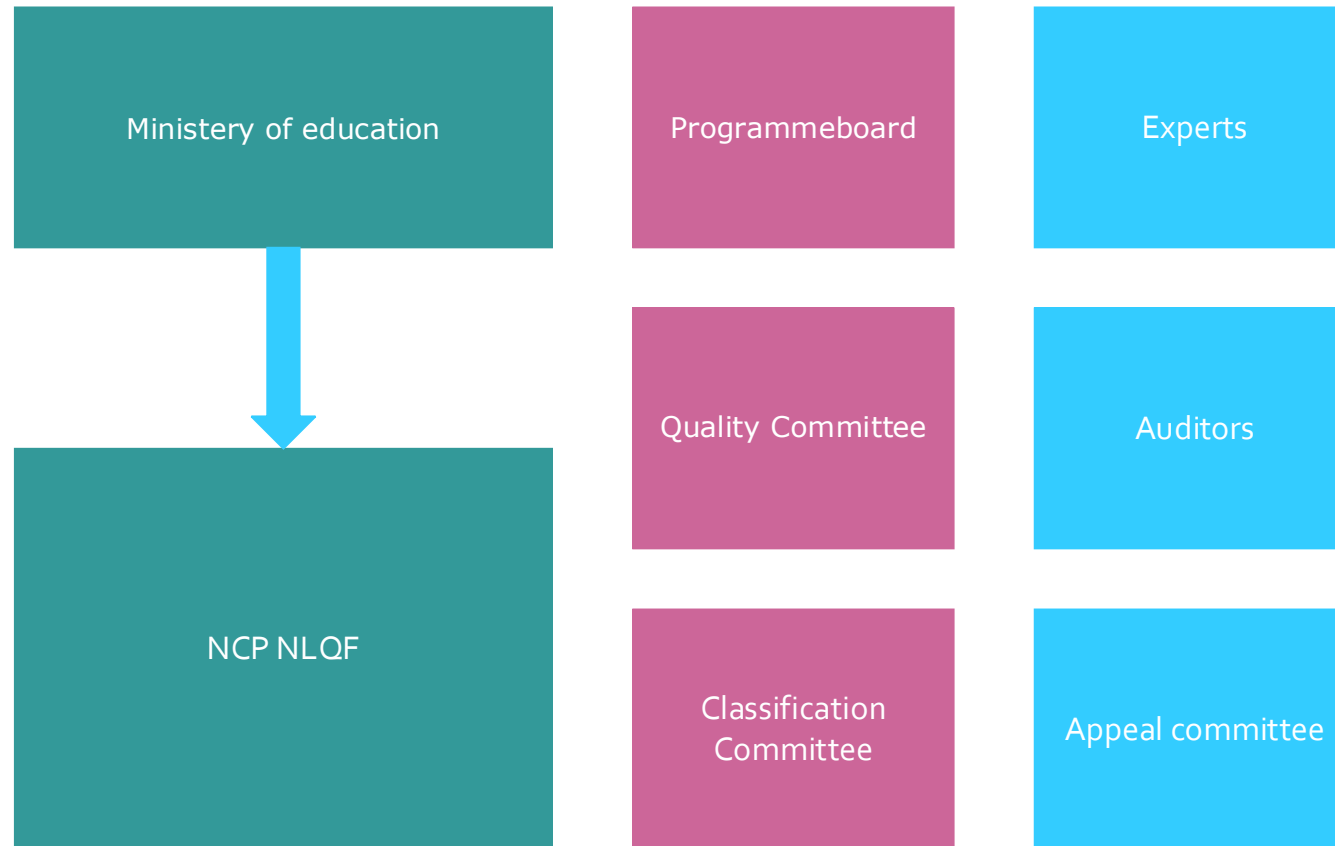
- One set of level descriptors for all sectors and all types of learning
- Open to regulated and non-regulated qualifications
- Non-regulated qualifications must be described in learning outcomes, labour market relevance, and underpinned by quality assurance
- Not an accreditation framework
- Does not provide rights to admission or progression
- A NLQF level of a non-regulated qualification does not give an entitlement to a title or a degree

# The NCP NLQF

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- Commissioned by Ministry of Education
- Objectives:
  - Classification and registration qualifications of **non-regulated** qualifications
  - Information and communication
  - Maintenance and evaluation of NLQF and link to EQF
  - Accountability and monitoring of the implementation of the NLQF
- Started 1 February 2012
- 9 part-time employees
- Funding 2022
  - Ministry of Education: € 600.000 per year
  - European Commission: € 100.000 (grant EQF + databases)
  - Owners of non-regulated qualifications paying for classification: (quality check € 1000, 2000 or €7500, classification € 2500 per qualification )

# Organisation NCP NLQF



# Over 220 non-formal qualifications, level 1 - 7



# Continuous improvement

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- Studies and evaluations
  - Implementation of the NLQF 2013
  - Interviews among users of NLQF
  - Employer engagement strategies
  - Evaluations taking place every 5 years
  - Impact research
- Other examples of continuous improvement
  - E.g. level descriptors, processes, communication, positioning of the NLQF
  - Digitalisation application forms



# Key challenges ahead

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- Development and implementation of the law NLQF (expected in 2024)
- How to deal with international qualifications
- Differences in levelling demonstrated by foreign credential evaluation
- Achieved and intended learning outcomes
- Communication
- Dealing with an increasing demand and limited staff
- Stronger positioning the NLQF in current policy developments on lifelong learning.
- Link with micro credentials

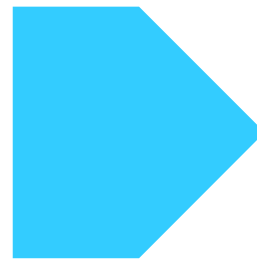
# Procedure for classifying non formal qualifications in NLQF

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1 procedure, 2 steps

1

Validation of the organization



2

Requesting qualification

# Procedure of classifying non-formal qualifications

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## 1. Validity (quality) check of the organisation (pre condition for step 2)

- Information to be provided: prove of legal entity, ownership of the qualification, continuity of the organisation, approach to assessment/examination, approach to quality assurance
- Independent assessment by Quality Committee, decision by the Programme Council of the NCP NLQF

## 2. Classification of qualifications into levels of NLQF

- Information to be provided: i) Comparison to descriptors NLQF, ii) amount of hours of learning (substantial qualification= at least 400 hours) or substantial labour market relevance iii) approach to examination/assessment
- Independent assessment by two experts, Classification Committee, decision by the Programme Council of the NCP

## 3. The qualification is included in the register at [www.nlqf.nl/register](http://www.nlqf.nl/register) (valid for 6 years)

# Thank you! Tack så mycket!

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Har någon några frågor? Any questions?

Find updates on the English part of the website.

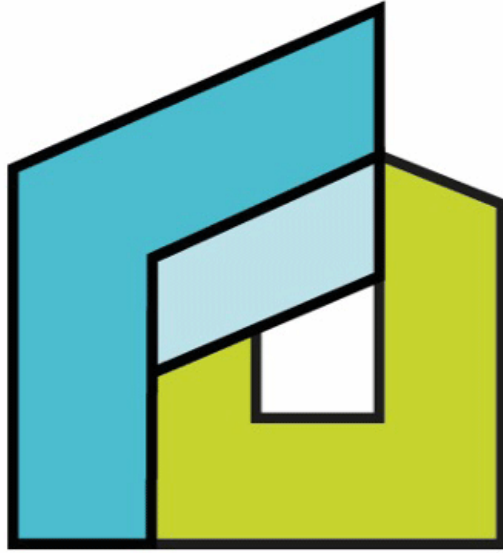
<https://nlqf.nl/english>

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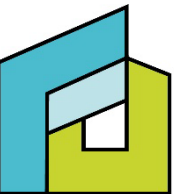
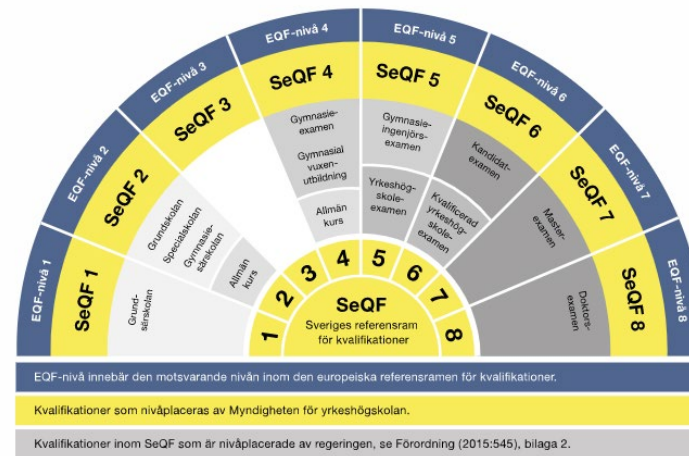


# **Swedish Property Management Educational Council**

**James Johnson  
National Coordinator  
FAVAL**



## Swedish National Agency for Higher Vocational Education



# FAVAL

- Fastighetsförvaltare
- Fastighetsingenjör
- Fastighetskötare
- Fastighetstekniker
- Fastighetsvärd

PROPERTY MAINTENANCE  
TECHNICIAN



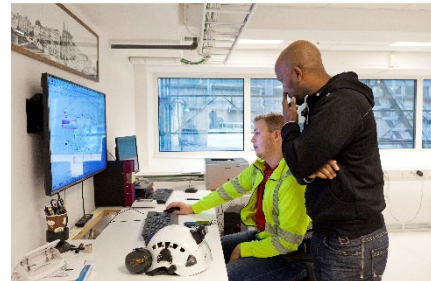
CARETAKER



SeQF 4

FACILITIES MAINTENANCE  
ENGINEER

- PMT Subqualification 1 Construction Technique
- PMT Subqualification 2 Economy
- PMT Subqualification 3 Electricity and Power technique
- PMT Subqualification 4 Basic IT Knowledge
- PMT Subqualification 5 Applied Real Estate Laws and Regulations
- PMT Subqualification 6 Communication
- PMT Subqualification 7 Environment and Sustainability
- PMT Subqualification 8 Automation and Control Technique
- PMT Subqualification 9 Ventilation technique
- PMT Subqualification 10 HVAC technique
- Qualification - Property Maintenance Technician

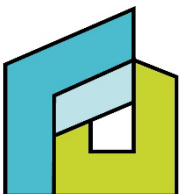


SeQF 5

SENIOR PROPERTY  
MANAGER



PROPERTY  
MANAGER





Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility



**FAVAL**



**Transferable  
Qualification**



Thank You

Obbrigado Spasi Maake Mer Grazie Maa Obbrigad

Merci Itumesc Obbrigado Matondo Kiitos Asante

Obbrigado Asant

Nirringrazzjak Dank Je Spasibo Mam

inaka on ban Mochchakkeram Matondo uspaxar

Grazie Salamah Chokrane rigato Matondo

Kiitos Chokrane Merci Kia Ora

Welalin Nirringrazzjak Obbrigado

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Merci Itumesc Obbrigado Matondo Kiitos Asante

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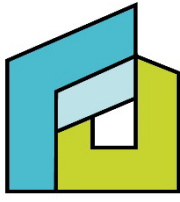
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