

SKILLS MEETUP

Sweden 2023



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The European Year of Skills



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The European Year of Skills



A video message from Stefan Olsson,
Deputy Director-General for Jobs, Skills
and Social Policies, European Commission

Find out more: [European Year of Skills](https://europeanyearofskills.eu)
(europeanyearofskills.eu)



The European Year of Skills



2023 is the European Year of Skills (four priorities)

1. Ensure that skills are relevant for labour market needs.
2. Matching people's aspirations and skill sets with opportunities.
3. Promote and increase more effective and inclusive investment in training and upskilling.
4. Attract third-country nationals with skills needed in the EU, learning opportunities and qualification recognition.



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Non-formal learning is part of the
solution



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NOVA nordic

Qualifications and validation arrangements in the Nordic countries

Non-formal learning is part of the solution

Anna Kahlson Anni Karttunen Fjóla María Lárusdóttir

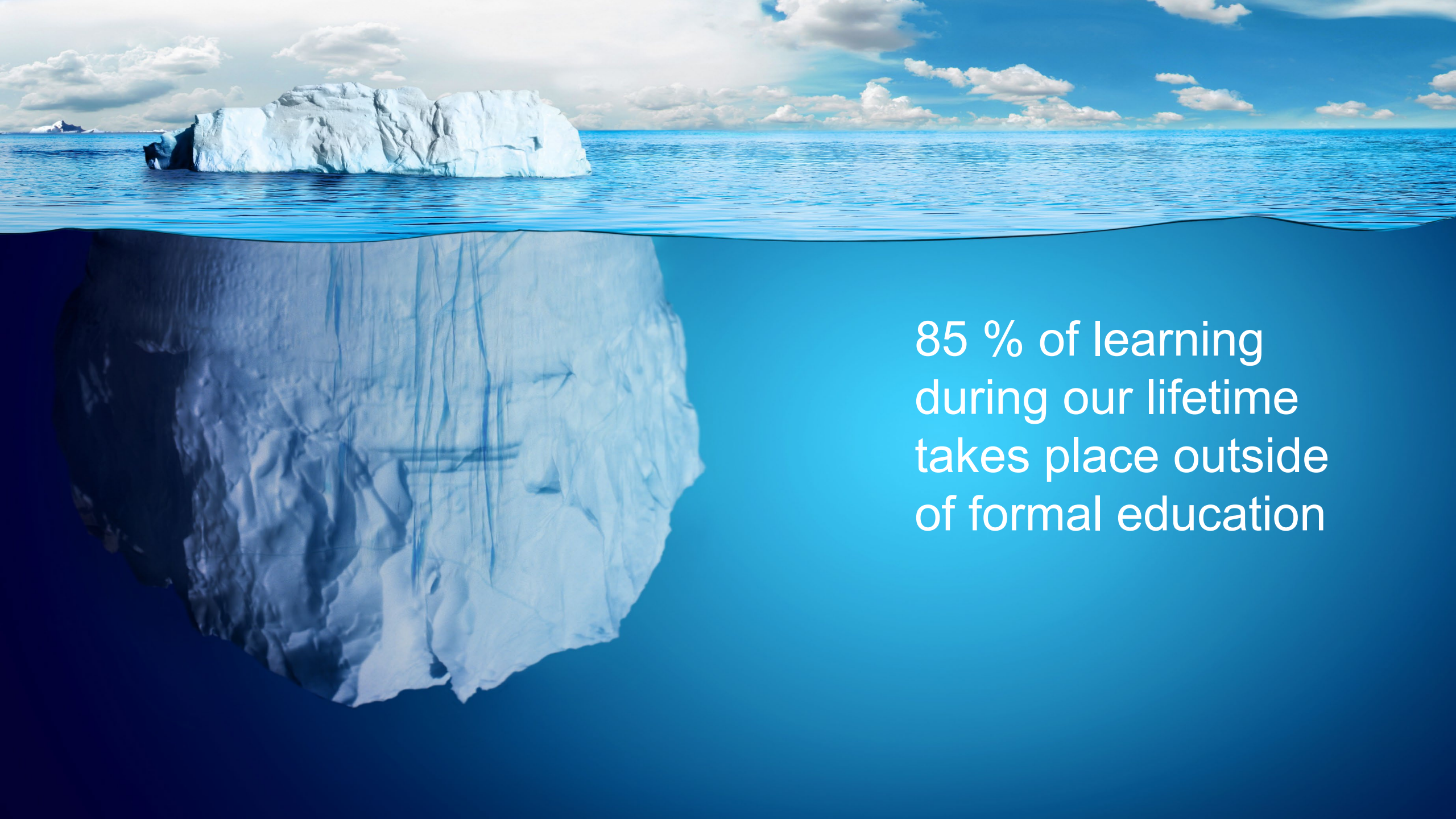
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Erasmus+ Programme
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novanordic.eu





85 % of learning
during our lifetime
takes place outside
of formal education

NOVA nordic

Comparing
country
approaches



NOVA Nordic studies...

How can learning outside of formal education be made visible and put to use to benefit both citizens and working life?

What systems and tools are important to work towards that aim?

→ Two such tools are National Qualifications Frameworks (NQFs) and validation of prior learning (VPL).

How can these two tools better support continuous learning and how do we strengthen the links between non-formal qualifications, NQFs and VPL?

→ NOVA Nordic aims to find out some answers to these questions

The comparative study

The first part of the study was carried out through a web-survey to the National Coordination Points (NCPs) for the EQF in the target countries (Nordic countries + Austria and the Netherlands).

The survey included questions about practical processes taking place in the target countries, including:

- quality assurance
- qualification development
- validation
- legal and institutional arrangements
- transparency
- linking non-formal learning/qualifications to NQFs



Links between national qualification frameworks and validation arrangements



Including non-formal learning and non-formal qualifications in NQFs



Transparency



Legal and institutional arrangements and stakeholder involvement

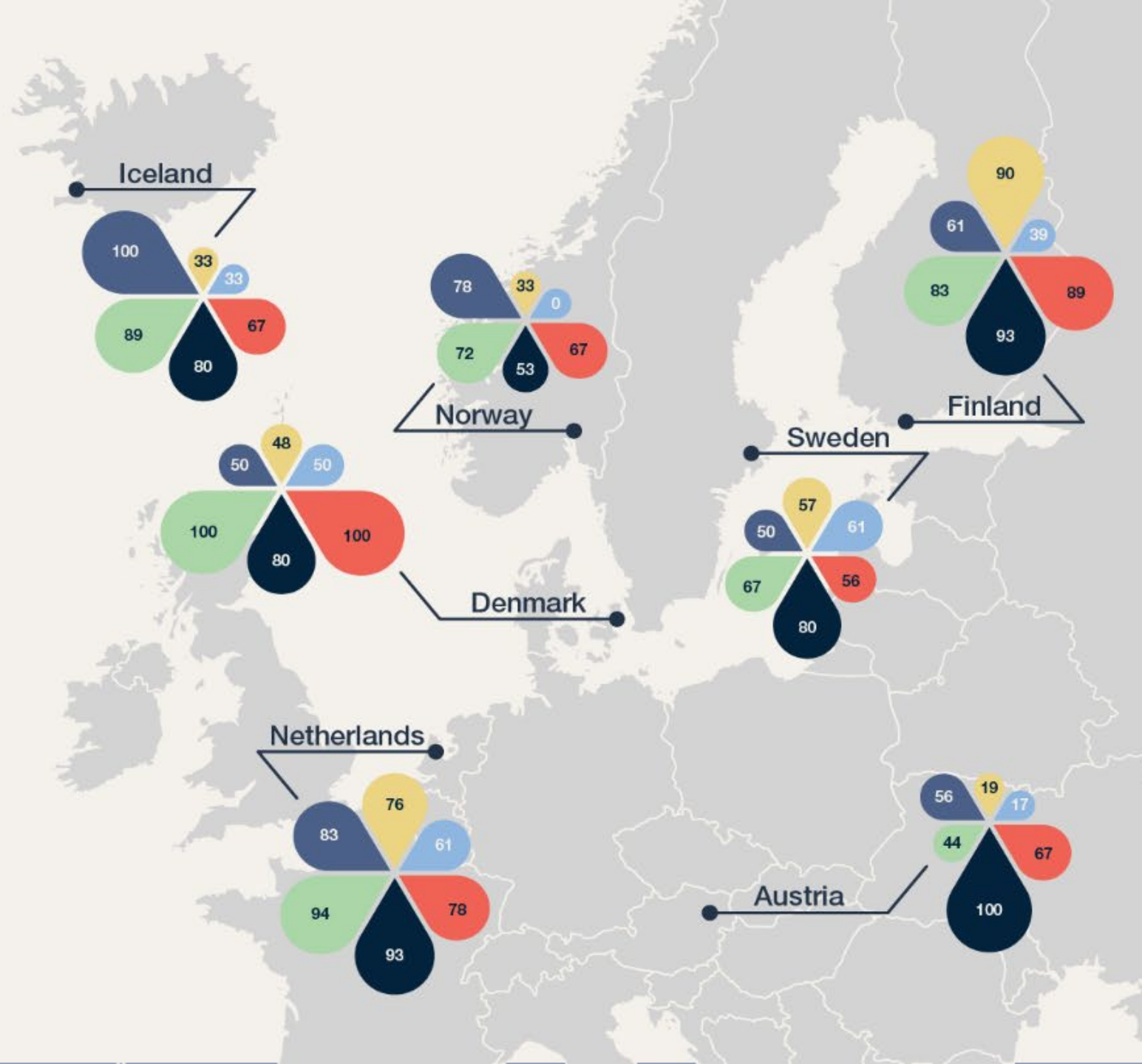


Quality assurance



Qualification design and development

Each number represents the percentage of points the country got in the related area compared to the number of points they could have gotten in said area



Findings

Benefits and purpose of NQFs are seen differently in different countries:

- Working life perspective – Some NCPs see including non-formal qualifications as beneficial to the labour market in general:
 - Recruitment
 - Transparency/comparability of competence
- World of education – NQFs can aid in guidance and validation provision
- Individual benefits – better understanding of competence requirements

Findings

Unlevel playing field

- In many countries, the levelling process for non-formal qualifications can be bureaucratic and expensive

Role of validation

- In most countries validation within the non-formal sphere is not regulated, neither is it carried out systematically or even encouraged – regardless of the NQF status

Findings

Credit systems – size matters?

- some countries do not apply credits in non-formal qualifications → can be problematic in terms of stackability, portability, transparency and comparability

Levelling approaches differ

- Inclusive vs. non-inclusive NQFs
 - Micro-credentials and other non-formal qualifications

Findings

Quality

- countries have different kinds of QA mechanisms in use linked to the NQF levelling procedures
- some non-formal qualifications providers see levelling as a quality measure and
- some providers find levelling to give them a competitive edge in the training market

Future measures?

- Go back to basics and have in-depth discussion and analysis on the EQF recommendation – how do we create added value?
- Revive the NQF development processes together and get inspired by each other's good practices and methods.
- Take practical measures in terms of making the NQF more known to practitioners.
- Discuss about the user's voice
- Get together and exchange experiences, viewpoints, and benefits of different approaches on a very practical level – concentrate on the nitty gritty
- Be each other's critical friend

NOVA nordic

Good
practice



Examples and tools to build on – development and design of non-formal qualifications and learning outcomes

Focus is on capacity building through:

- Identified good practices for inspiration:
 - Procedures for developing non-formal qualifications
 - How non-formal qualifications are included/levelled in NQF's
 - Links between non-formal qualifications, NQF's and validation arrangements
- Identifying common elements – what is the “red thread”
- Support/tools for those developing non-formal qualifications and learning outcomes – e.g. handbook, quality indicators, self assessment tool



Examples and tools to build on – development and design of non-formal qualifications and learning outcomes

- Focus of the exercise:
 - Is there a process in place?
 - What are the benefits?
 - Is it sustainable?
 - What are the main challenges?
- Some are describing a possible framework, others practical and in use
- A flora with different strengths, but all with interesting information and a potential for further development



Thank you!

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Validation and NQFs in focus
Ernesto Villalba, Cedefop



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Validation and NQFs in focus

Ernesto Villalba



CEDEFOP

European Centre for the Development
of Vocational Training



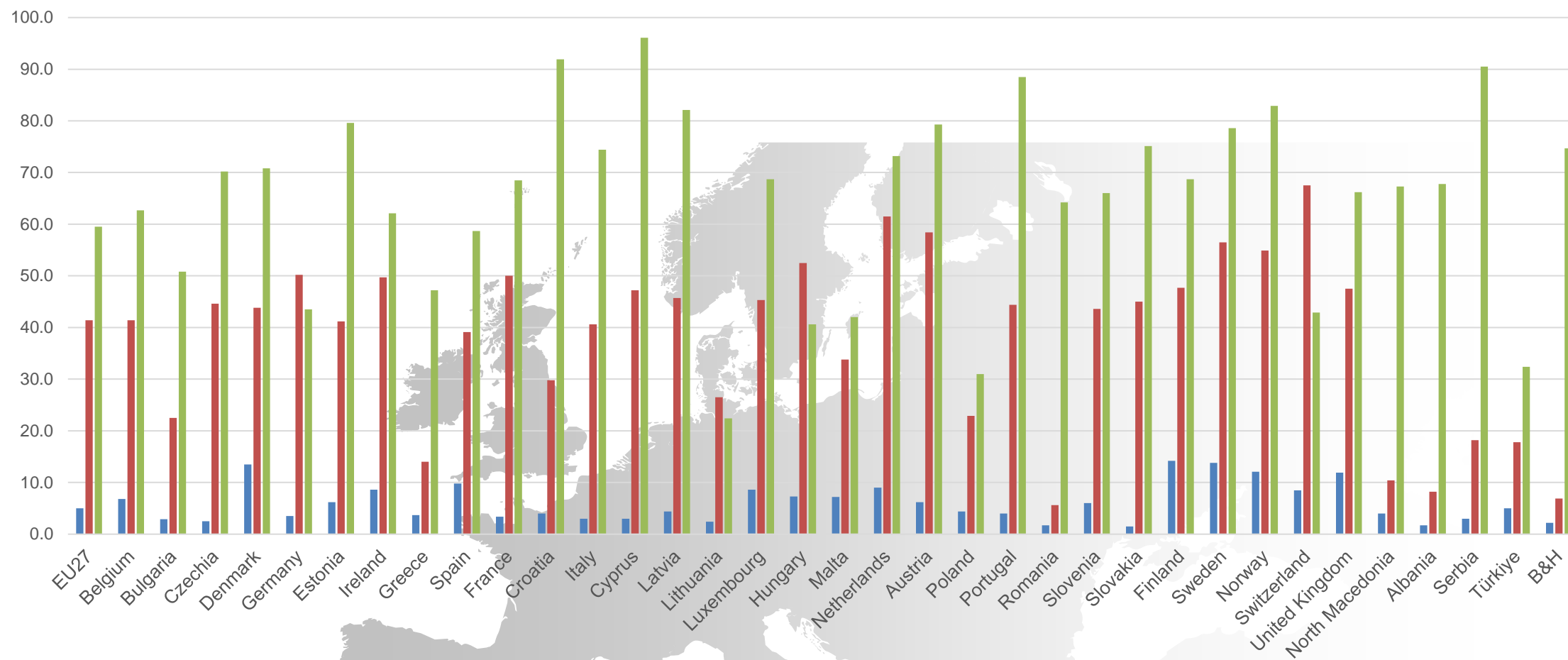
Välkommen till

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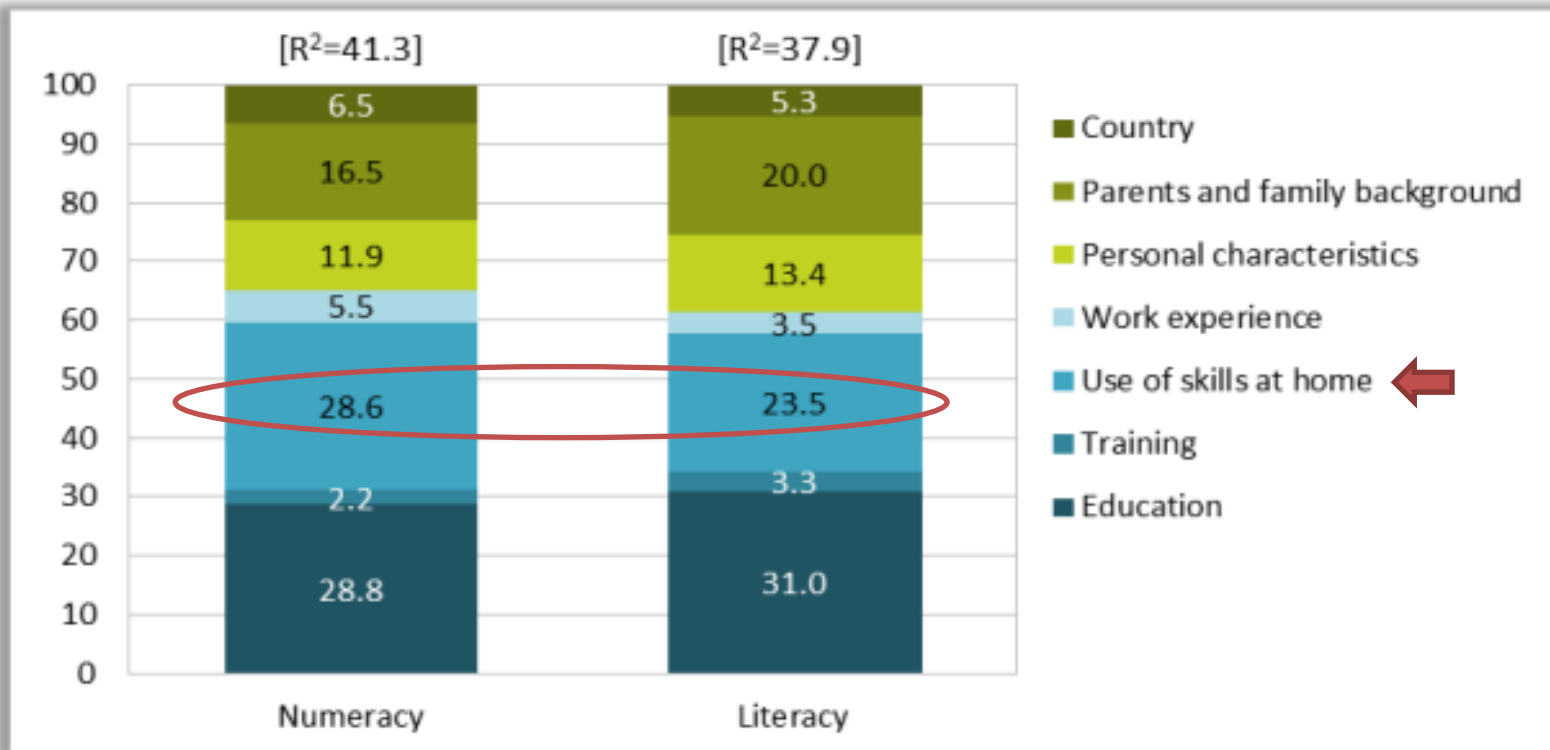
sweden
2023.eu



■ Formal learning
 ■ Non-formal learning
 ■ Informal learning

Source: Villalba and Russo, forthcoming
 EURSTAT - Data extracted on 18/04/2023 11:46-49:39 from [ESTAT]
 Participation rate in education and training by educational attainment level [TRNG_AES_102]
 Participation rate in informal learning by learning form and educational attainment level [TRNG_AES_202]

Figure 26. **Determinants of the variation in numeracy and literacy proficiency scores**



NB: Total variance explained in parenthesis.

Proportion of the explained variance (R^2) in literacy and numeracy explained by each factor (rescaled to 100). Results obtained using Fields (2004) regression-based decomposition technique of Equation 1 estimates (Annex 3).

Where: Education: highest level of formal education attained; Training: having undergone formal or non-formal education or training during the 12 months preceding the survey; **Use of skills at home: frequency of use of numeracy, reading and writing skills in every-day life;** Work-experience: not having had work experience or experiencing short or long periods of no employment. Personal characteristics: gender, age, perceived health, immigrant and language status. Parent and family background: level of educational attainment of parents, immigrant background, number of books at home; Country: fixed effects.

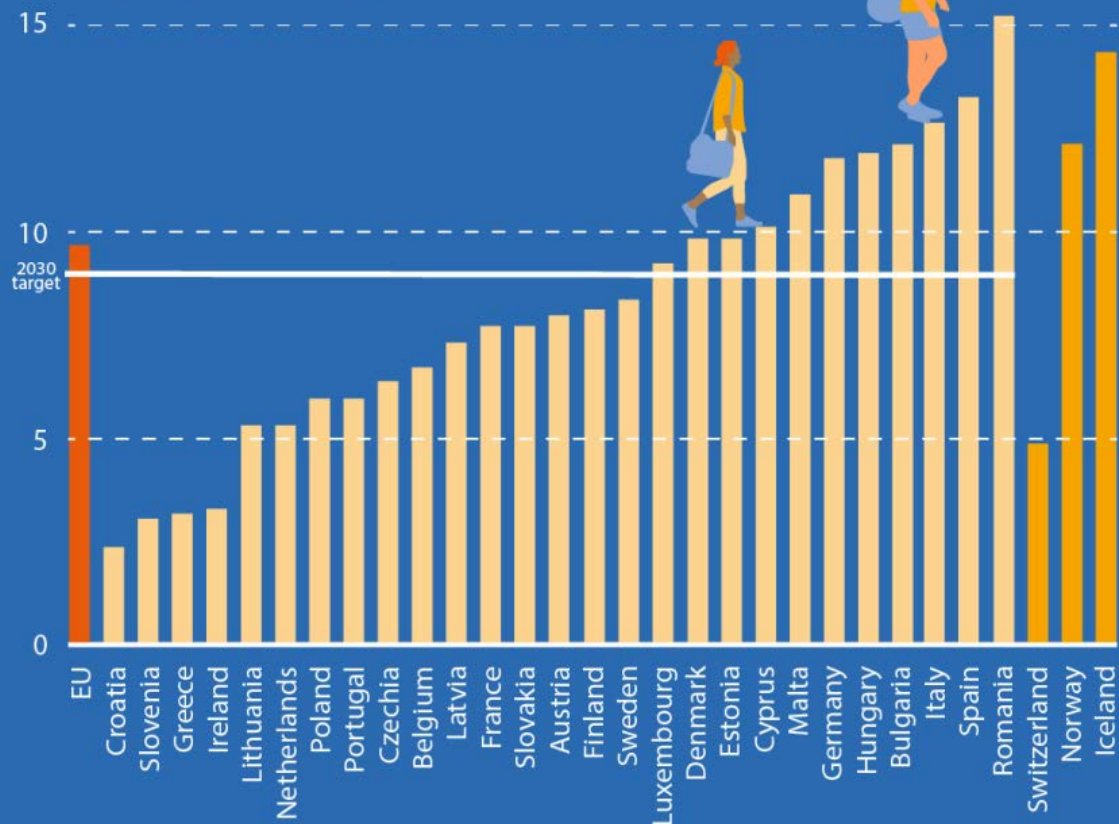
Source: Cedefop calculation on OECD survey of adult skills (PIAAC) 2012.



Source: Cedefop (2017). Investing in skills pays off: the economic and social cost of low-skilled adults in the EU. Luxembourg: Publications Office. Cedefop research paper; No 60. <http://dx.doi.org/10.2801/23250>, p. 61

Early leavers from education and training, 2021

(% of population aged 18-24)



ec.europa.eu/eurostat

Source: Eurostat, Statistics explained. File:EarlyLeaversOp1 IG 23-05-2022.png

Retrieved 06/03/2023: https://ec.europa.eu/eurostat/statistics-explained/images/3/33/EarlyLeaversOp1_IG_23-05-2022.png



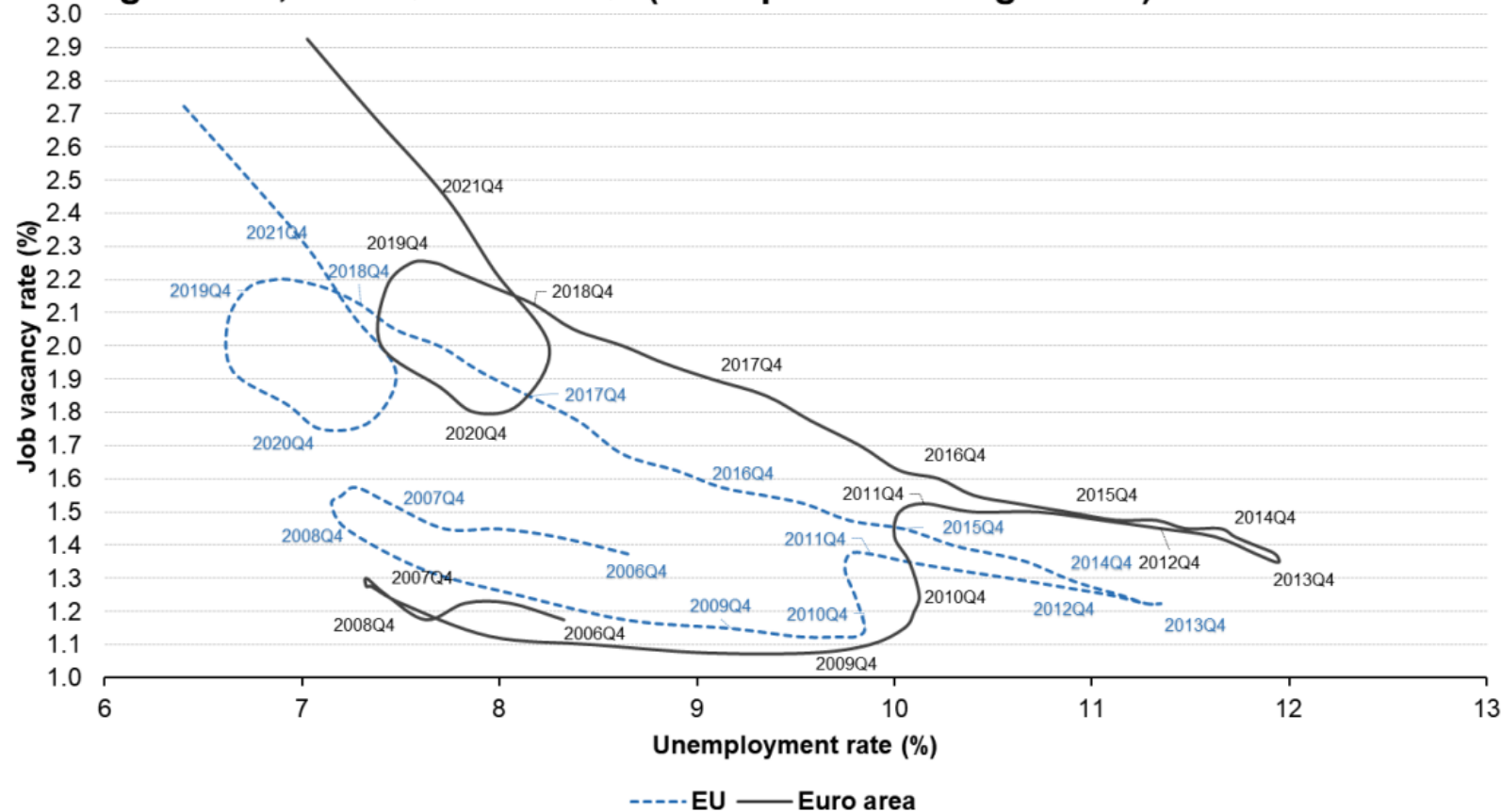
Relocation 2.0: tying adult refugee skills to labour market demand

POLICY BRIEF

Cedefop (2022). Relocation 2.0: tying adult refugee skills to labour market demand. Luxembourg: Publications Office. Policy brief. <http://data.europa.eu/doi/10.2801/09527>

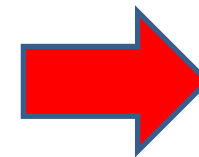
High job vacancies – high unemployment

Beveridge curve, 2006Q4 to 2022Q2 (four-quarter average rates)

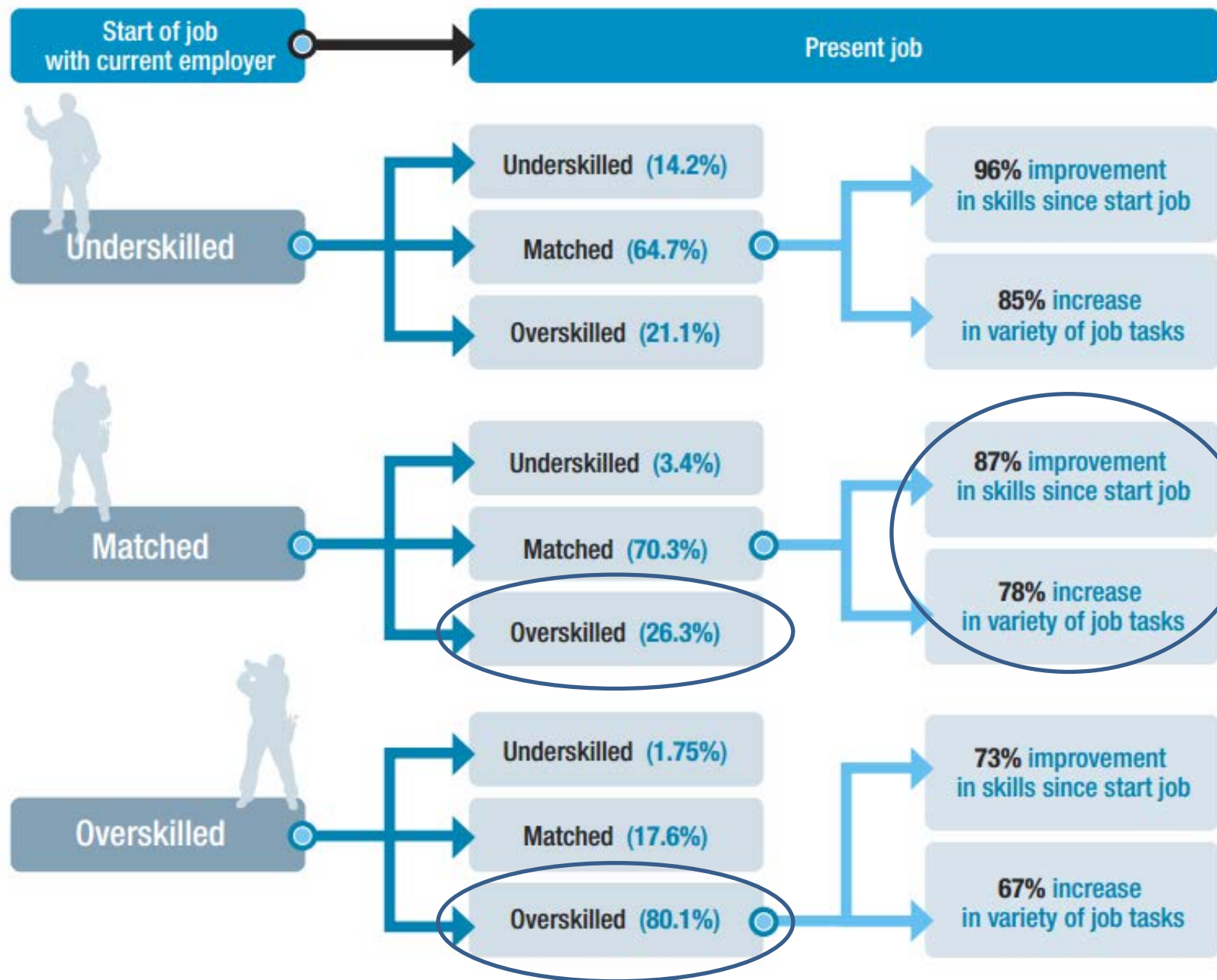


Source: Eurostat (online data codes: jvs_q_nace2, lfsq_urgan)

eurostat 



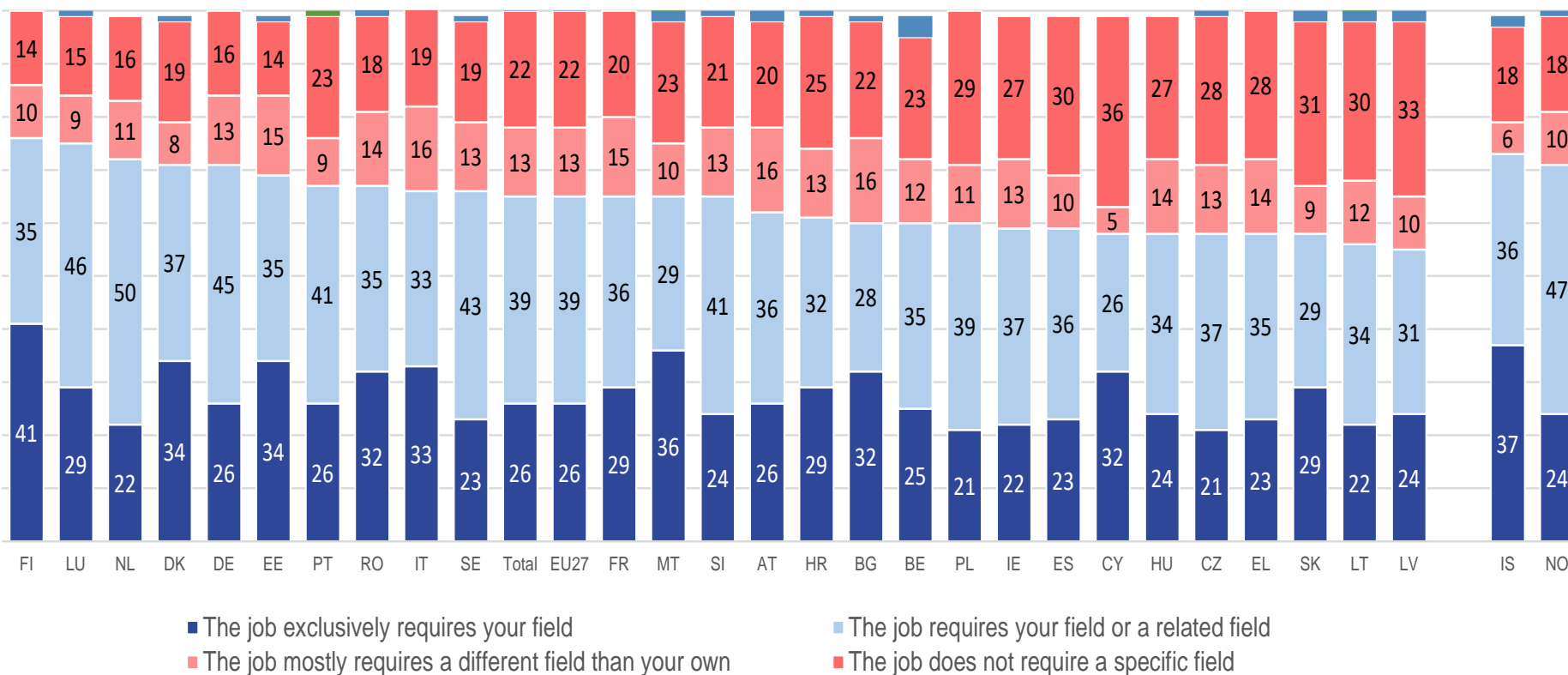
Increasing need for lifelong guidance and validation



Source: First Cedefop European and Skills Job survey

Figure 1. **Horizontal (field of study) match and mismatch, EU+, 2021**

E_HOZMIS /Q51: Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job? **(Total, %)**

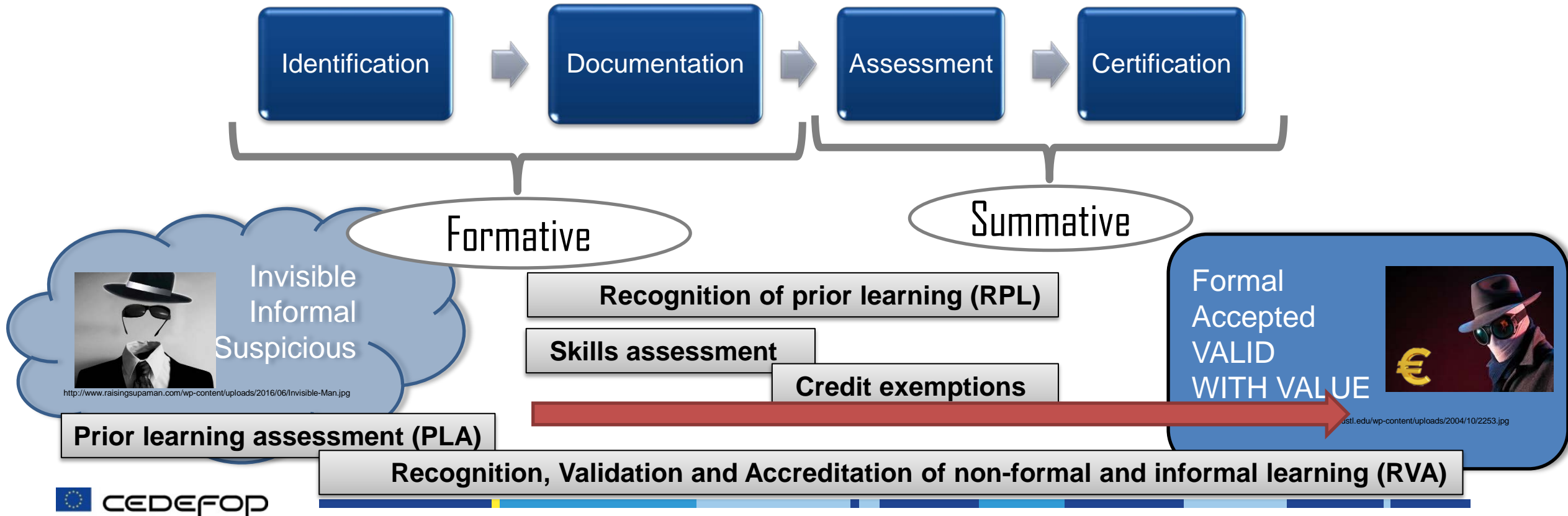


NB: Respondents with at least upper secondary education (above ISCED 3).

Source: [Cedefop second European skills and jobs survey](#), 2021.

VALIDATION of non-formal and informal learning and its objectives

Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard



Storyline of validation in EU

1995

European Commission
White Paper on Teaching
and Learning

2000

Making
lifelong
learning
a reality

2004

European
Principles

2008

EQF
recommendation

2009

1st edition
European
Guidelines

2012

Council
Recommendation
on validation

2015

Updated European
guidelines

2016

Upskilling pathways
recommendation

2017

EQF new
recommendation

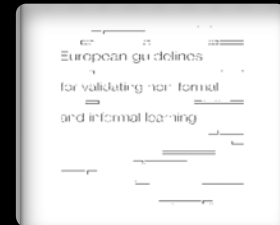
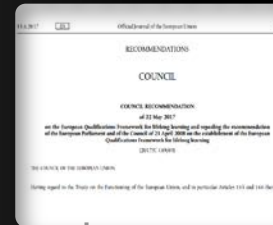
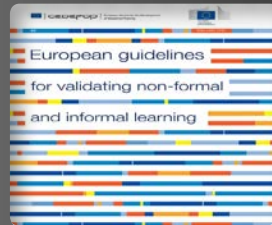
European Pillar of
social rights

2020

New skills agenda

2023

New updated
guidelines



2004

1st EU
inventory

2005

2nd EU
inventory

2008

3rd EU
inventory

2010

4th EU
inventory

2014

5th EU
inventory

2016

6th EU
inventory

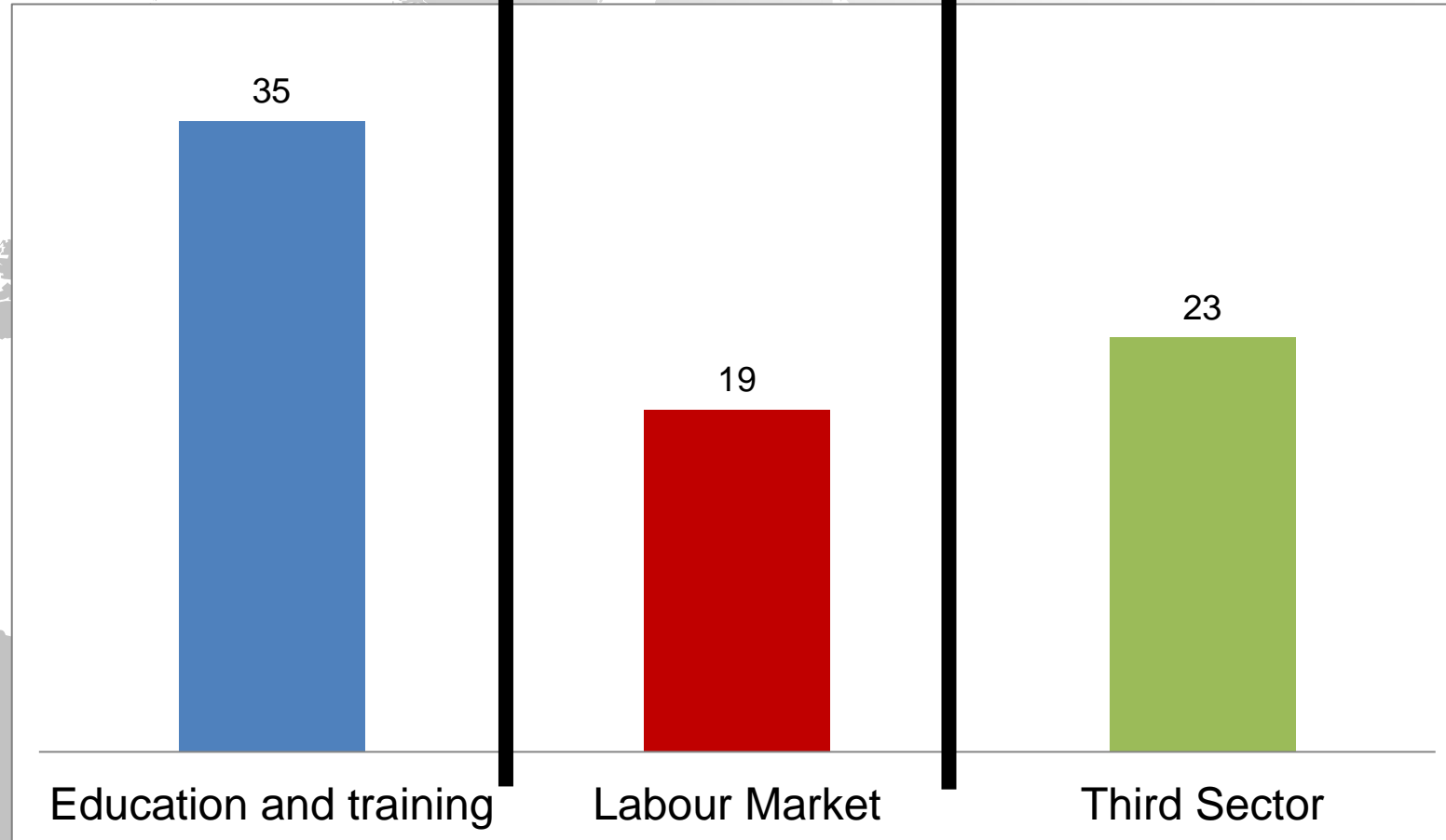
2018

7th EU
inventory

Adapted from: Villalba, E., & Bjornavold, J. (2017), Villalba-García (2016), Villalba-García, E., Souto-Otero, M., & Murphy, I. (2014)

Validation arrangements in Europe

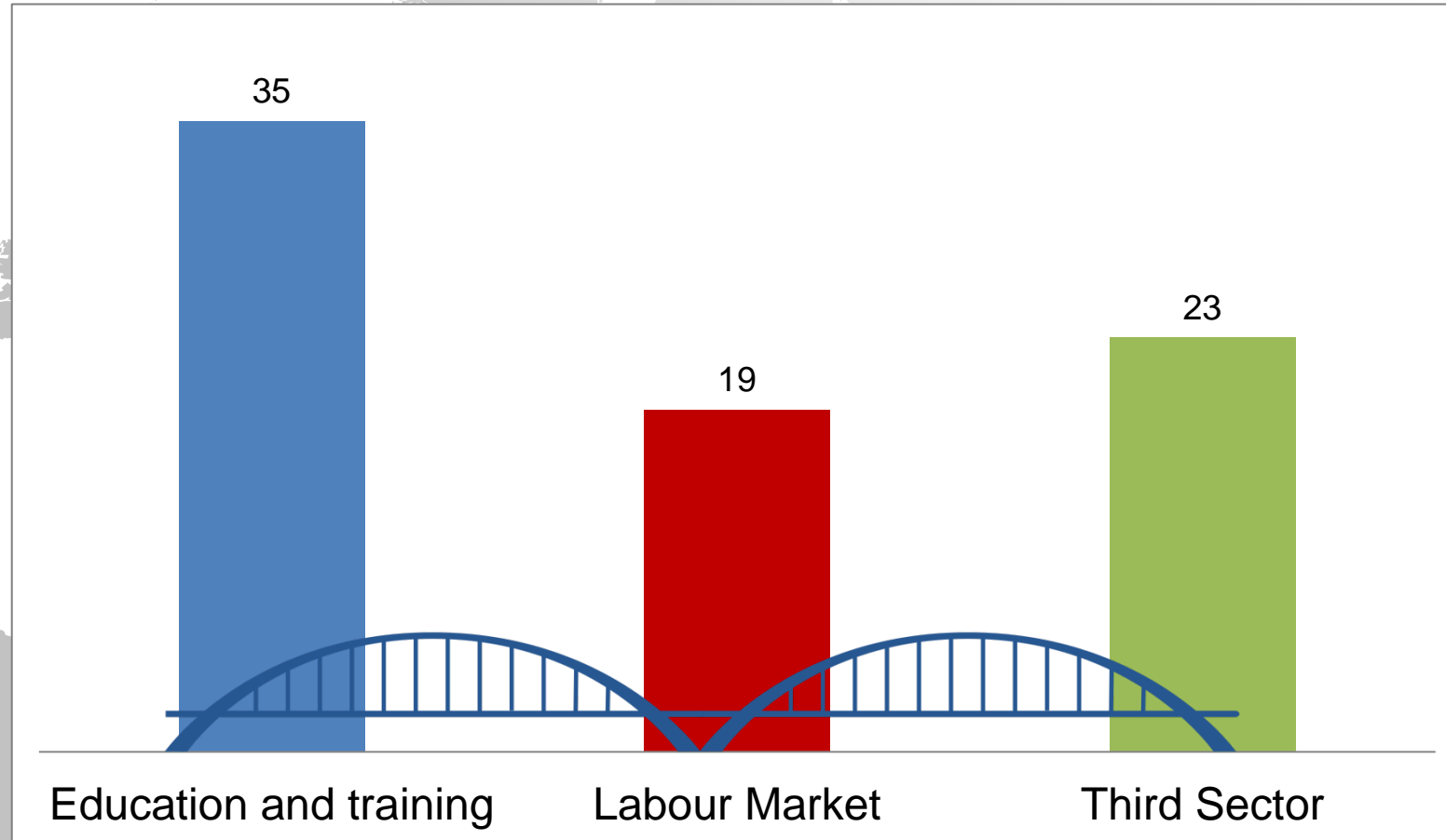
Number of countries with validation arrangements in place by broad area



Source: European Inventory 2018

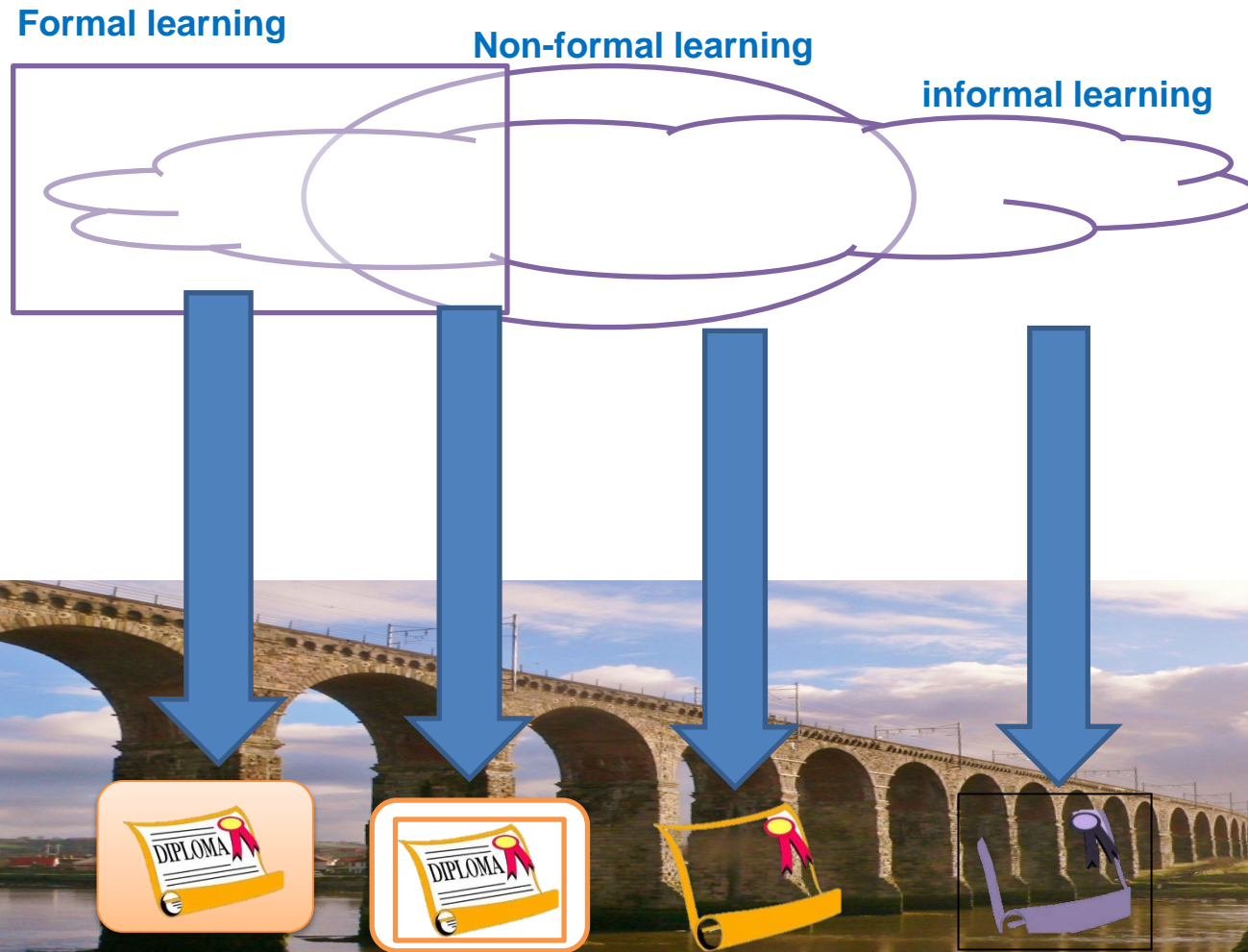
Validation arrangements in Europe

Number of countries with validation arrangements in place by broad area



Source: European Inventory 2018

National qualification systems and frameworks

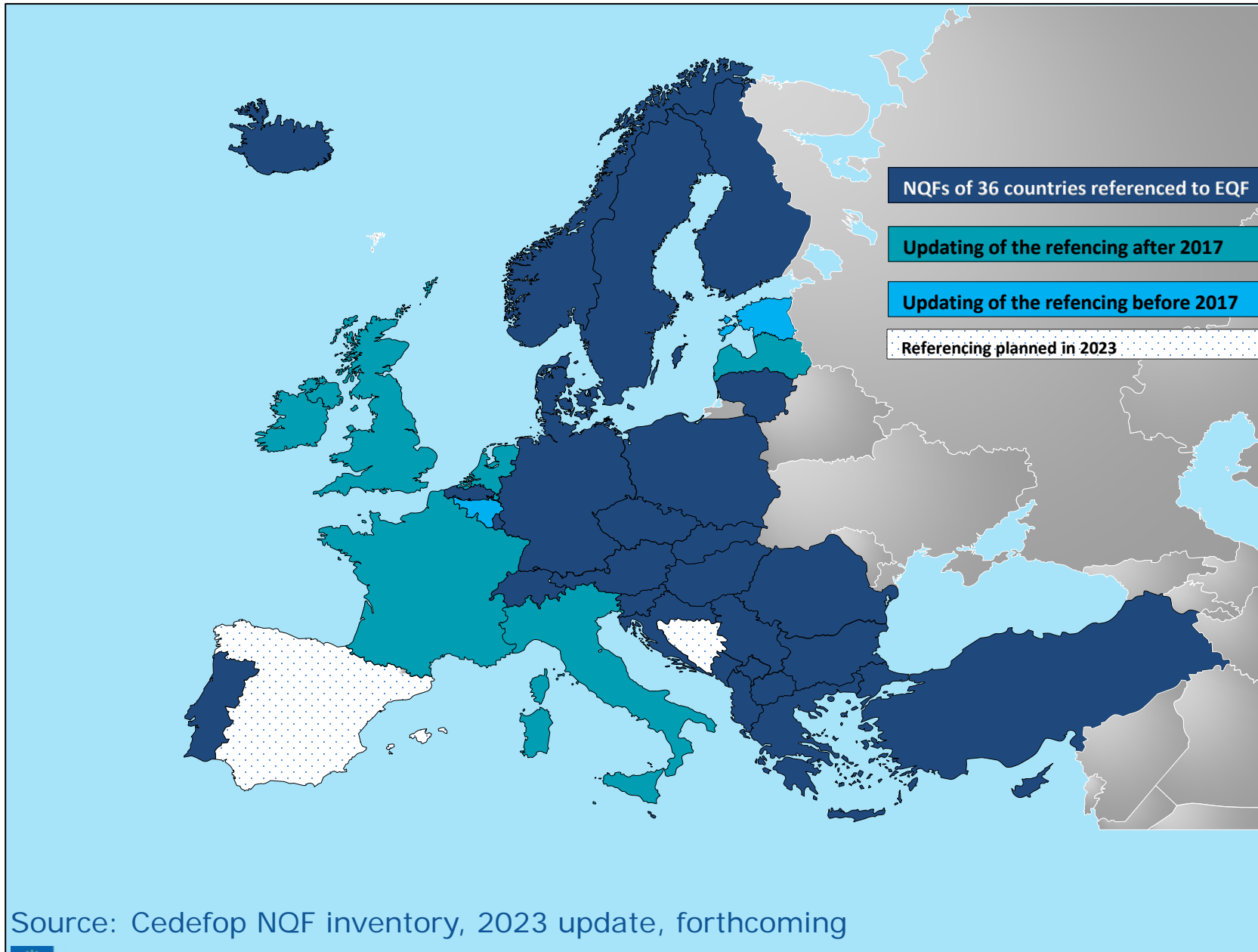


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Towards operational frameworks



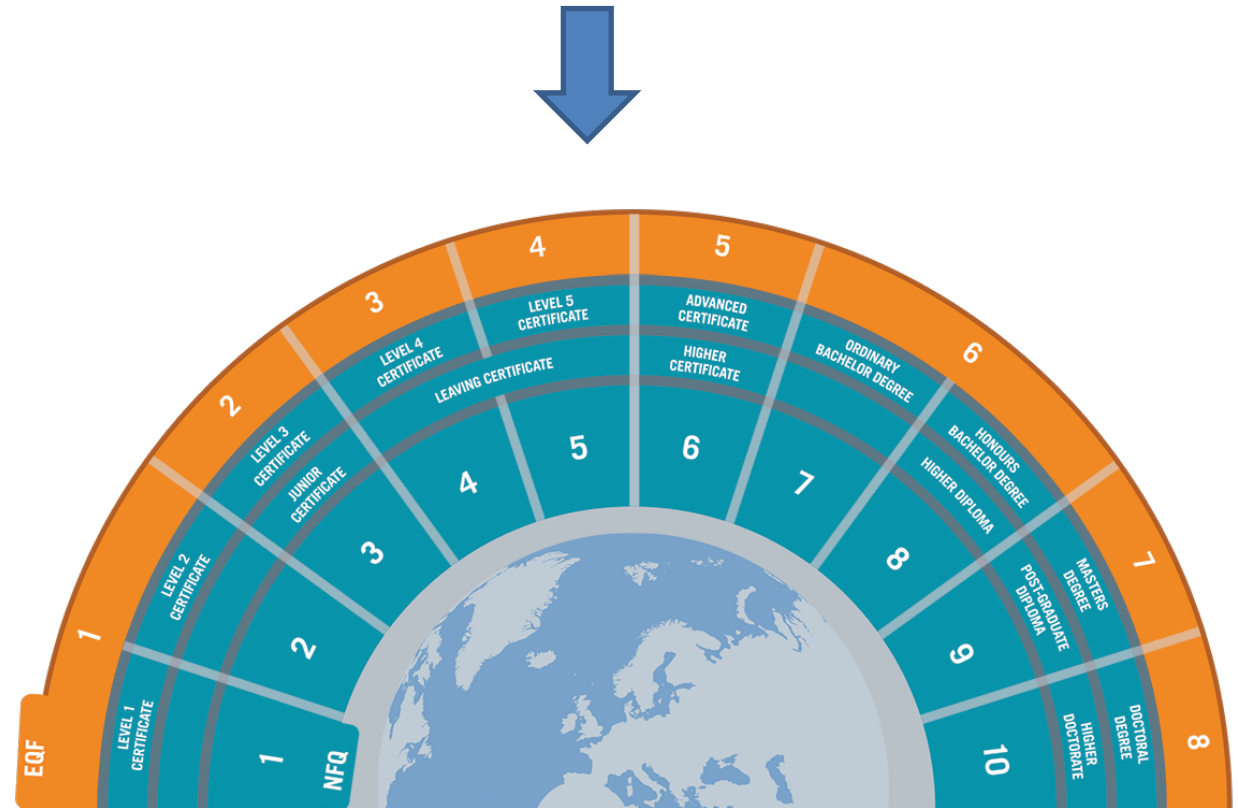
38 countries participate in the EQF process

- 36 have referenced to the EQF
- 37 adopted formally their NQFs
- 9 have updated referencing
- Most countries in activation or operational stage
- EQF and NQF levels are shown in qualifications or Europass supplements in 36 countries
- 28 countries have qualifications databases

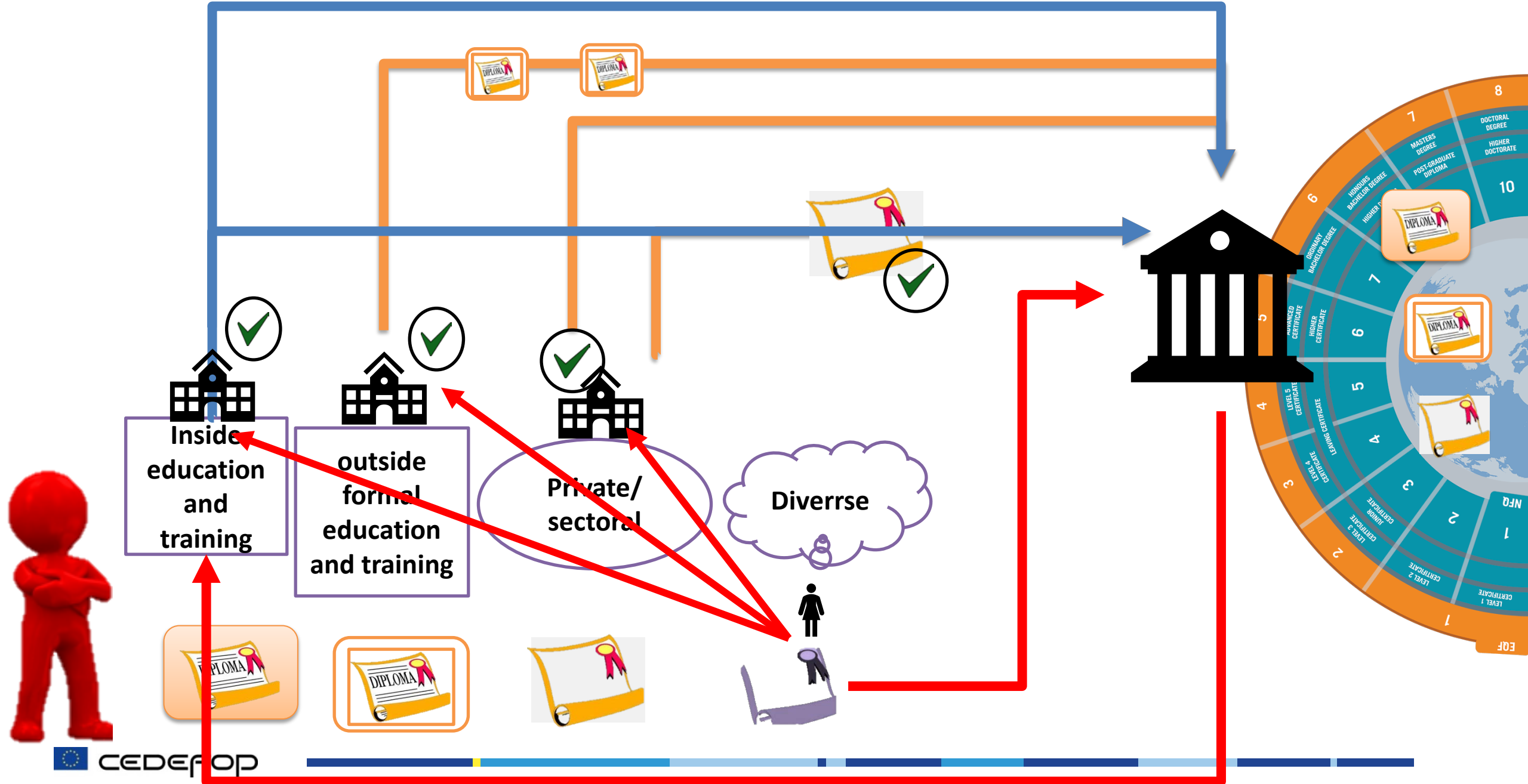
Source: Cedefop NQF inventory, 2023 update, forthcoming

Qualifications

Qualifications are the **formal outcome of an assessment** and validation process by a **competent authority** and typically take the form of documents such as certificates or diplomas. They determine that an individual has **achieved learning outcomes** to given **standards**.

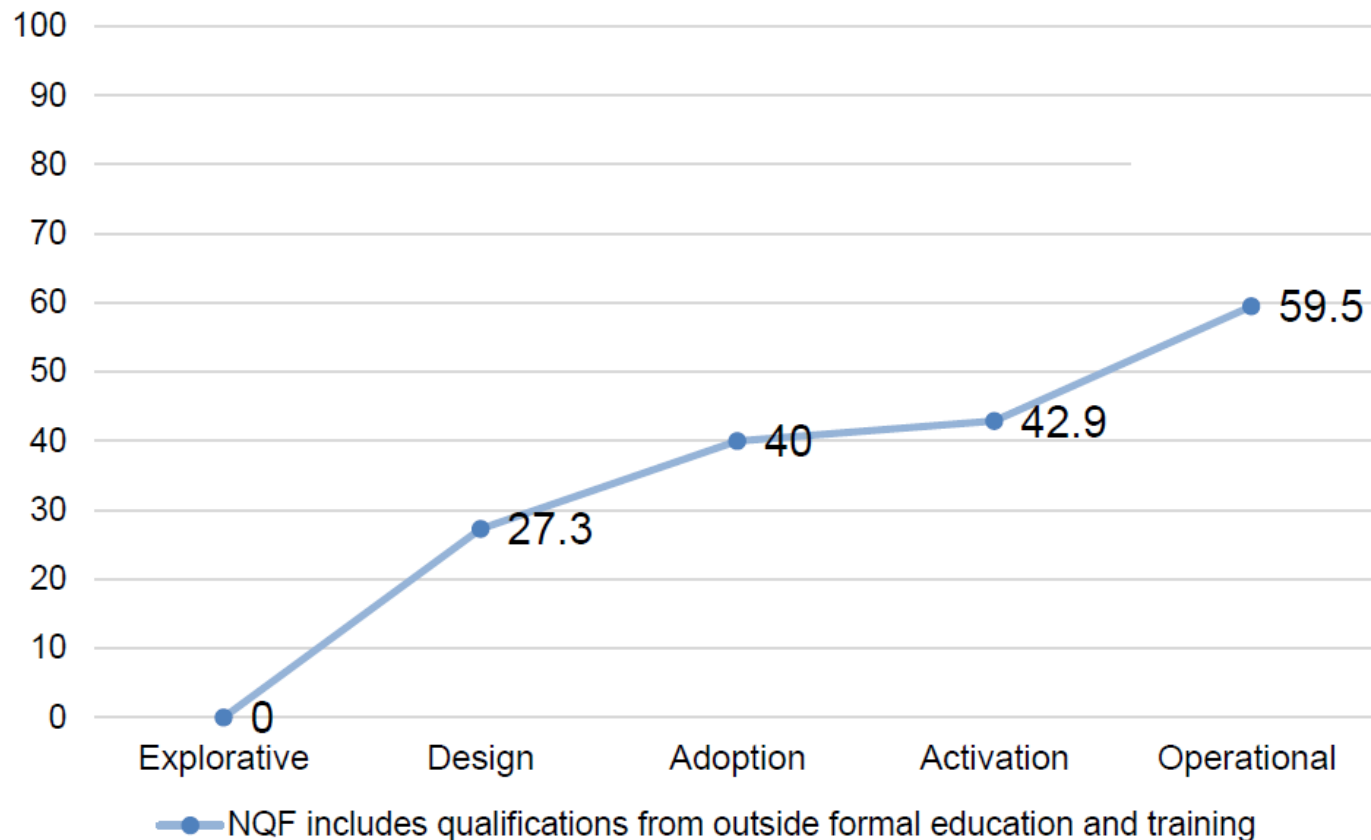


Inclusion into the NQFs?



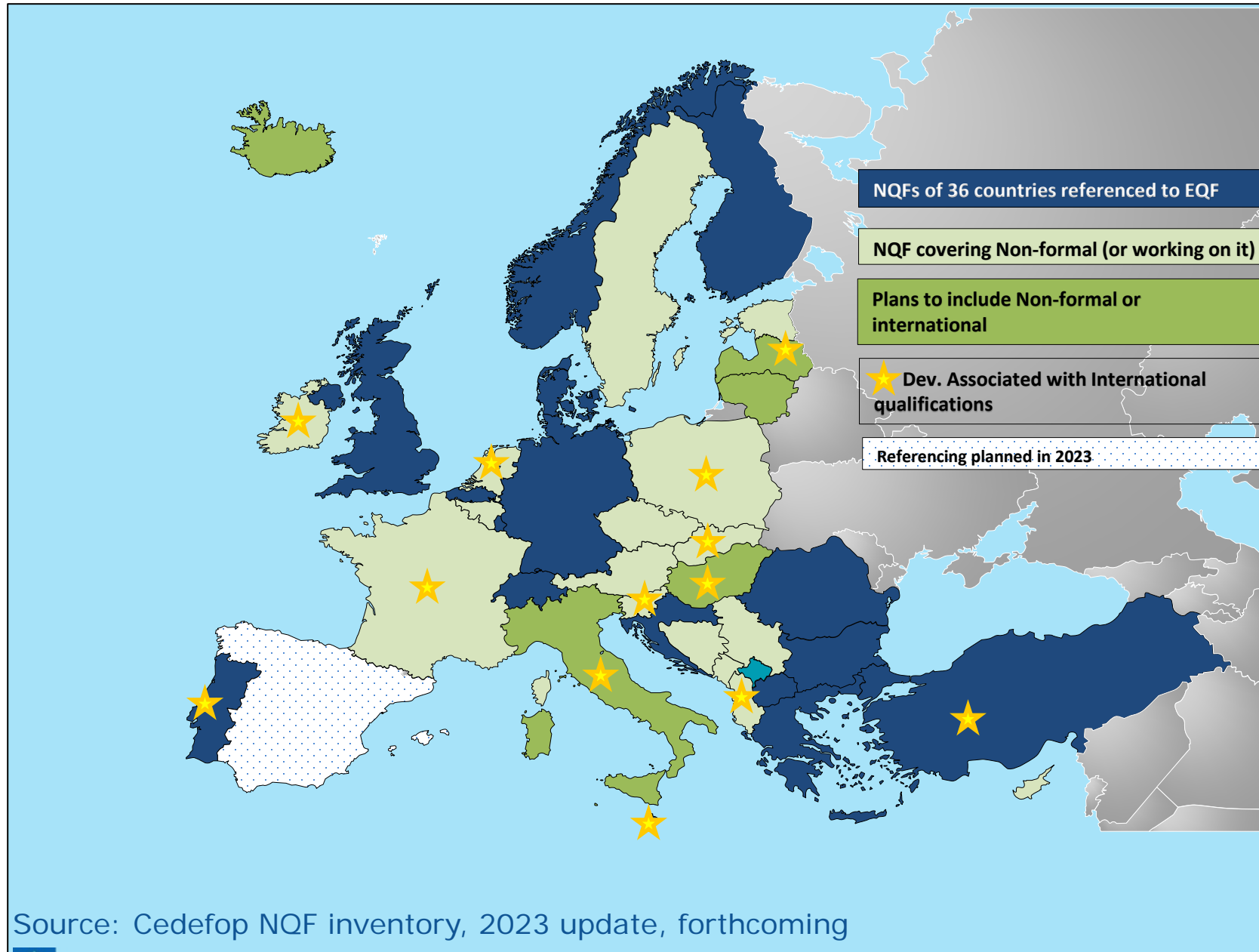
Global trends – preliminary results NQF cross-analysis

Percentage of comprehensive NQFs open for qualifications awarded outside formal system, by NQF stage



Source: Forthcoming, Global Inventory on NQF

Towards operational frameworks

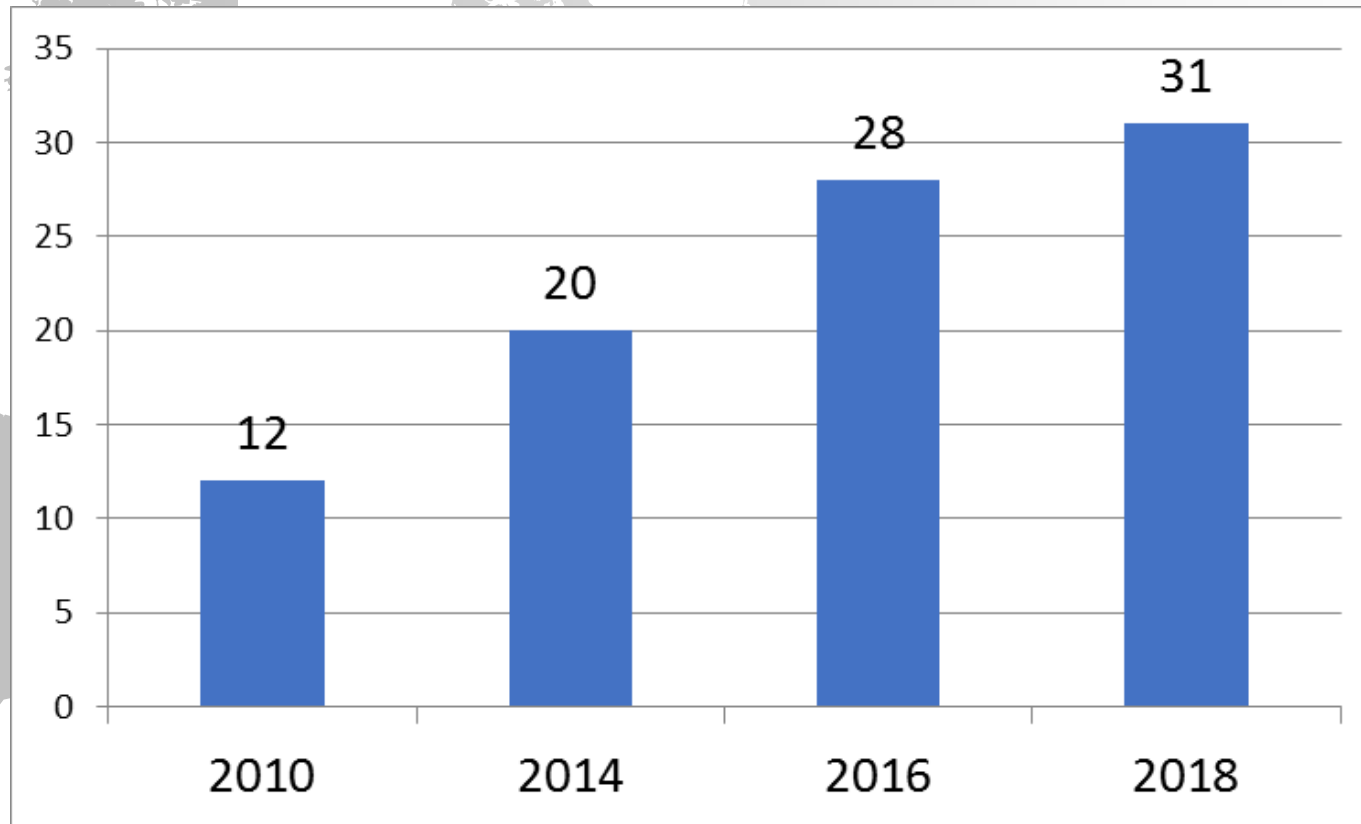


Source: Cedefop NQF inventory, 2023 update, forthcoming

Links to NQFs

A bridge between sectors

Number of countries in which it is possible to access/ acquire a NQF qualification through validation



Source: European Inventory 2018

● NQFs in all countries

The NQFs established in all countries now provide a way to structure and promote validation which only existed in a minority of countries in 2000

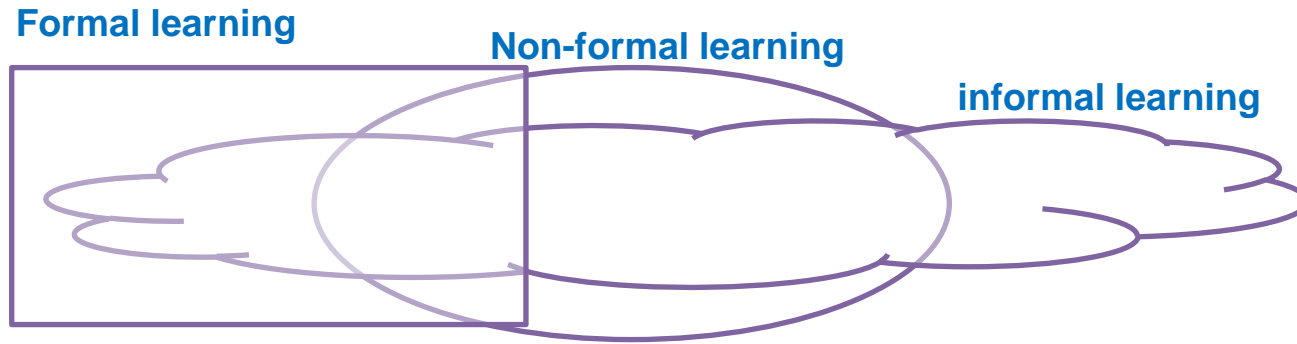
● Learning outcomes approach

QFs focus on and reinforces learning outcomes at all levels and all forms of qualifications stressing the need for lifelong and life-wide learning

● Supporting progression

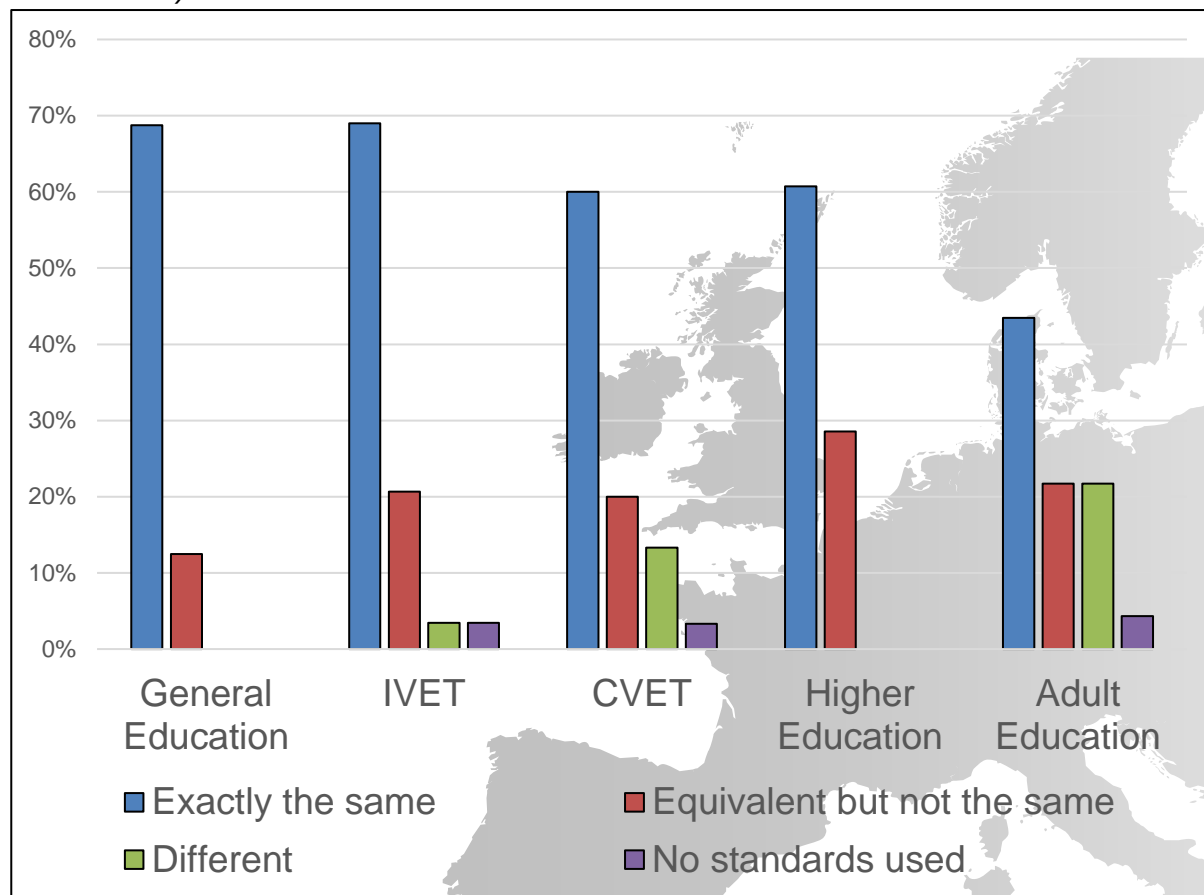
QFs underline the importance of allowing progression between all levels and types of qualifications, stressing the need for facilitators like validation and guidance.

Standards and learning outcomes

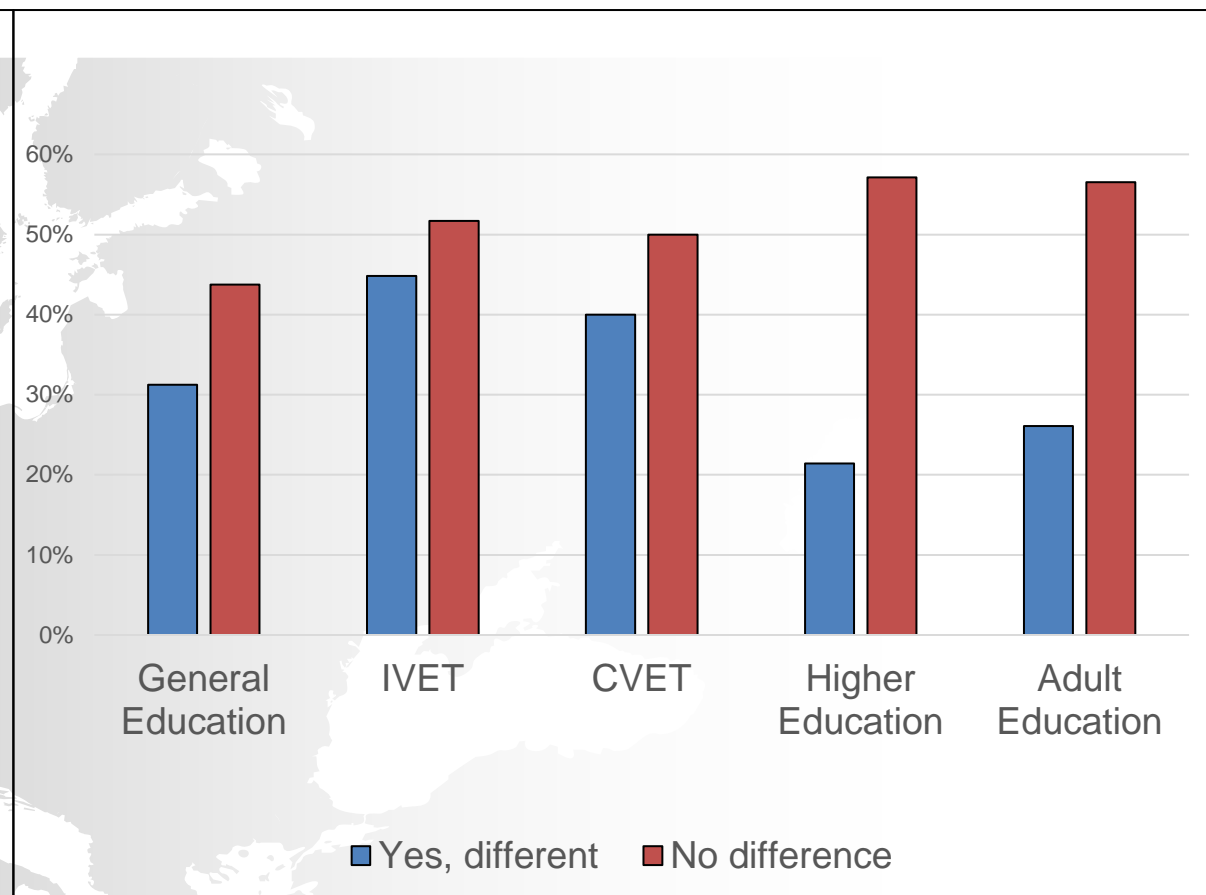


Connection to formal standards

Extent to which standards used for validation relate to those used in the formal education system (% of validation arrangements in E&T)



Certificates obtained through validation are different to those obtained through formal education (% of validation arrangements in E&T)

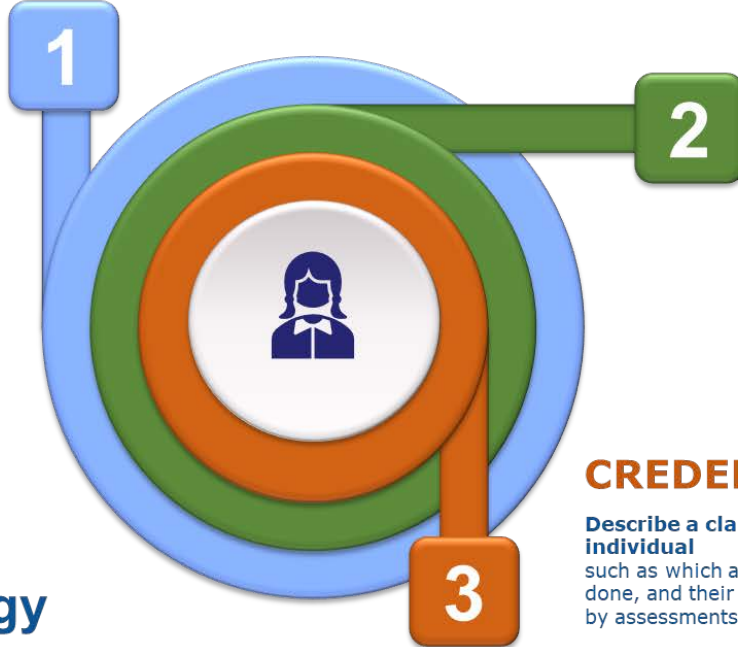


Source: European Inventory 2018

SPECIFICATIONS

specify what can be learned, what can be done and how it can be assessed.

Examples include: qualifications, occupational profiles, competence frameworks, curricula, skill classifications



OPPORTUNITIES

Describe an offer by an organization to direct an activity which leads to a learning outcome (proven by an assessment)

Examples include: courses, apprenticeships, voluntary experiences, etc.

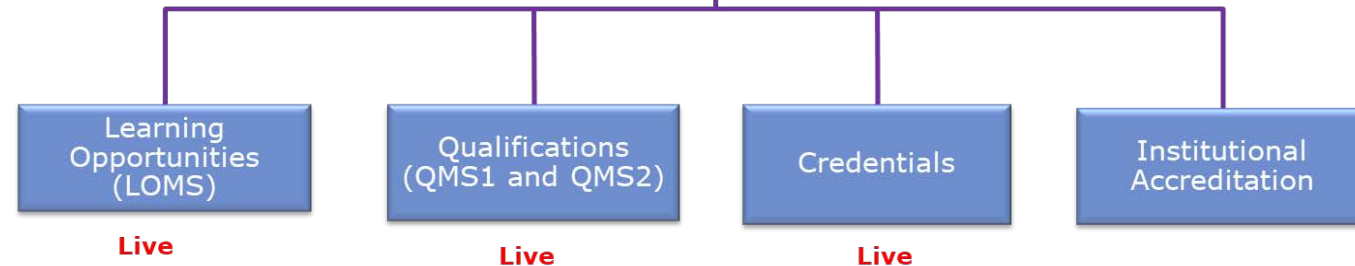
CREDENTIALS

Describe a claim about an individual such as which activities they have done, and their achievements proven by assessments.

Examples include: attendance certificate, degree, diploma supplement, letter of recommendation

A Basic Ontology of a Lifecycle Concepts

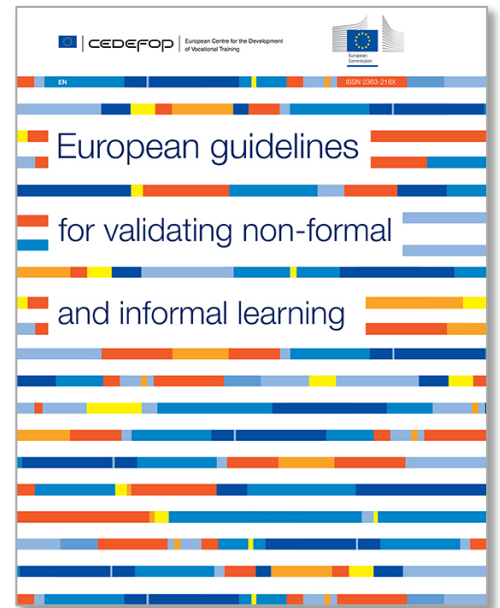
Europass Learning Model



The European guidelines

- Assisting stakeholders by clarifying the different options and possible steps they face when establishing and operating validation arrangements

<https://www.cedefop.europa.eu/en/publications/3073>



What is the purpose of the guidelines and how do they add value?(I)

- Written for **everybody involved** in developing, implementing and operating validation
- Addresses **common challenges** at different levels and contexts
- A source of inspiration and reflection for **peer learning**
- Works **together with the European Inventory**

What is the purpose of the guidelines and how do they add value? (II)

- Builds on the principles outlined by the **2012 Recommendation**
- Underlines that any solution must be **fit for purpose** and reflect the context in question
- Identifies **relevant factors** for the design, development, promotion and implementation of validation
- Points to available **options**, and the **implications** of these, when establishing and operating validation arrangements

A harder than expected climb

May 2023 Published guidelines

Publication of the guidelines

Translation into other languages (EN, ES, DE, IT, FR) - TBC

December 2nd – Written comments

28-29 November 2022

Last discussion at next EQF AG

October 28 – 2nd Draft TO EQF AG

July - September 2022

Consultation with EQF project group on validation

Grown work since 2020

Projects and events and forums

Plenary discussions in EQF AG meetings

A specific project group

Consultation with experts

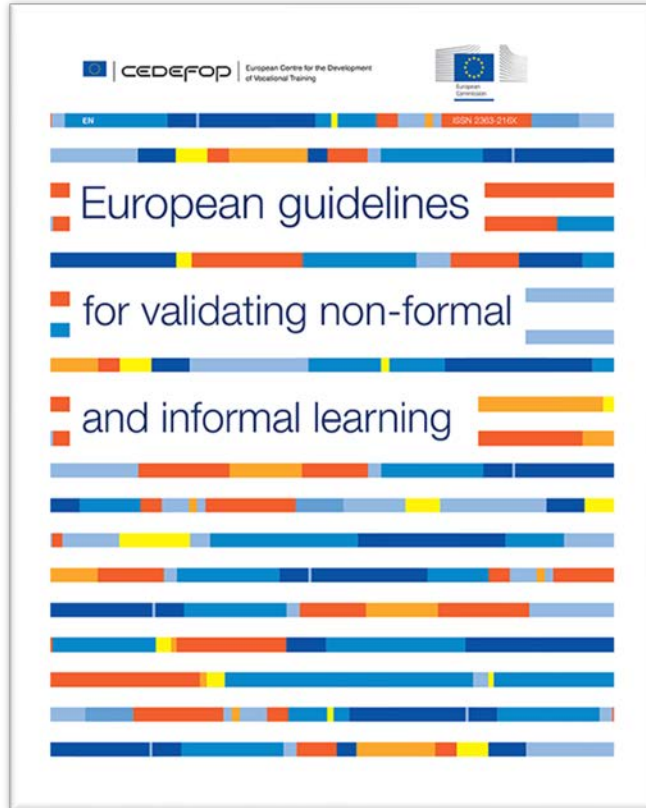
2 half-day expert event in November 2021

A EU Survey – +100 respondents

GOAL

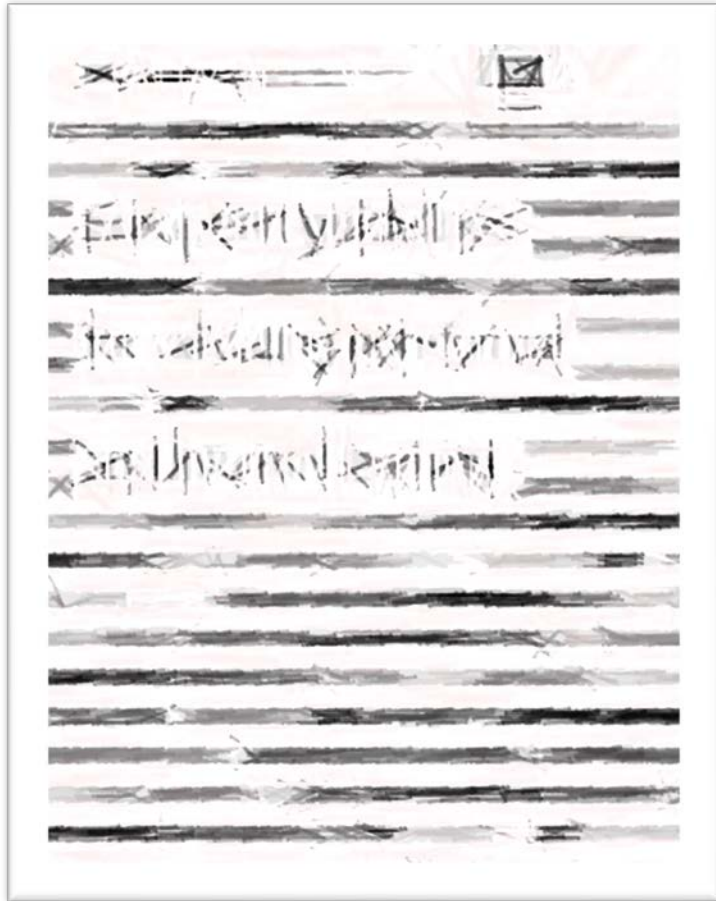


The 2015 Guidelines: 10 Focal points



1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks
6. Standards and learning outcomes
7. Quality assurance
8. Professionalism and practitioners competences
9. Validation in context
10. Validation tools

The new guidelines



- Work at a **strategic** and **technical** level
- Includes **new aspects**
 - Awareness raising
 - Digitalisation of credentials
 - Transversal skills and competences
 - Financing
- A need to **deepen** and further detail existing aspects
 - Standards and reference points
 - Methodologies and tools

CHAPTER 1. Purpose of the European guidelines

- Together with the foreword and acknowledgements show the **context** and political developments
- Present **definition** of validation as agreed in the recommendation
- Addresses main **audience**
- Overarching **questions** → Repeated at the end
- **Structure** of the guidelines



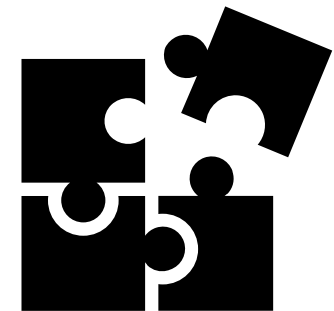
CHAPTER 2. A strategic vision – The individual at the centre

- The centrality of the individual as a fundamental feature of **all aspects** of a validation arrangement
- The **four phases** as a principle to make the concept adaptable to different circumstances and objectives
- Highlights briefly issues related to **objectives** and **benefits**



CHAPTER 3. Validation as a facilitator of individual, lifelong and life-wide learning

- Validation **contexts**
 - Education and training
 - Labour market
 - Third sector
- Validation in skills and lifelong learning **strategies**
- Implications for **Stakeholder** involvement
- **Financing** and cost
- **Professionalising** validation
 - Counsellors
 - Assessors
 - Others



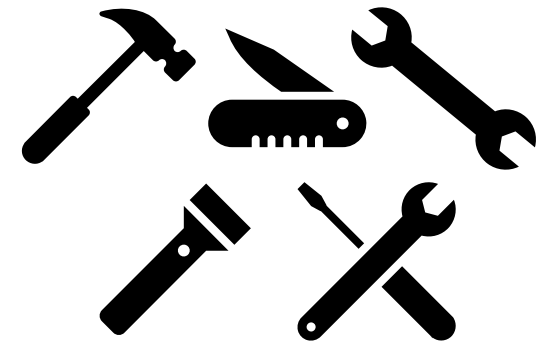
CHAPTER 4. Elements to consider for validation provision

- From **Learning outcomes** to certification
 - Learning outcomes
 - Reference points
 - Credentials
 - Qualification frameworks
- Provision of **information**, **awareness** raising and **outreach** measures
- Provision of **guidance** and counselling before, during and after
- Efficient use of **information and communication technologies**
- Assuring trust through **Quality assurance**

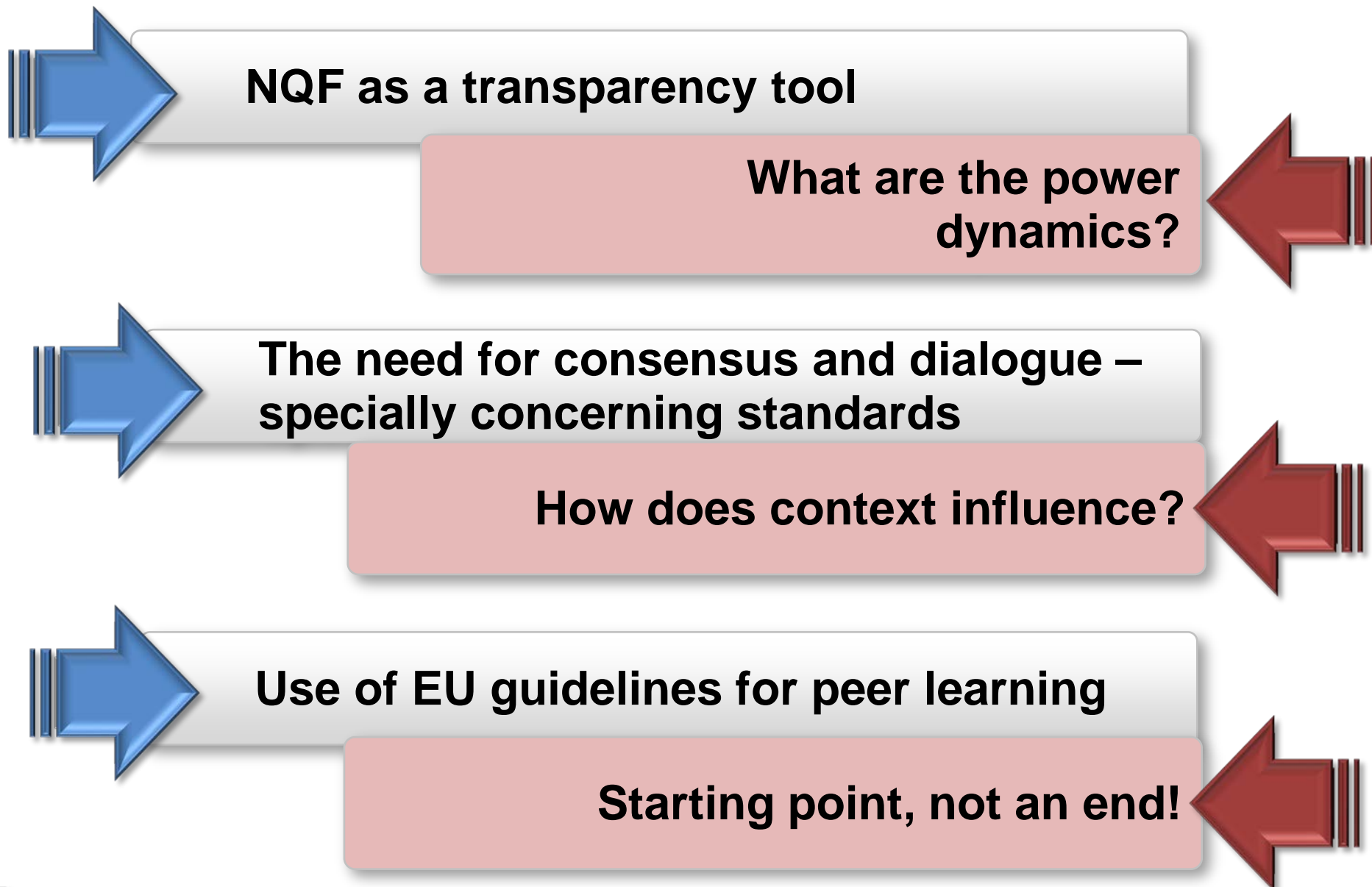


CHAPTER 5. Validation methodologies and tools

- **Balancing act** of different factors (reliability, validity, cost and scalability)
- Methodologies need to be **fit for purpose**
 - Formative vs. summative requirements
- **Outcomes** of learning
 - Identifying domains
 - Criteria vs. construct
- **Tools** and techniques



Some concluding remarks



References and further reading

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Thank you



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SKILLS MEETUP

Sweden 2023



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Nordic Quality Compass on Validation of Prior Learning

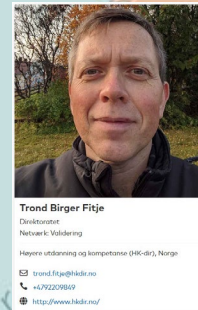
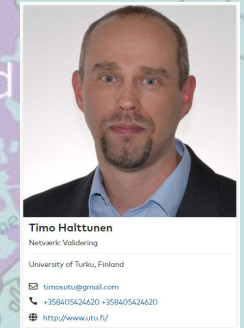
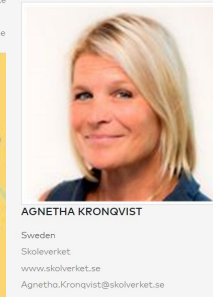
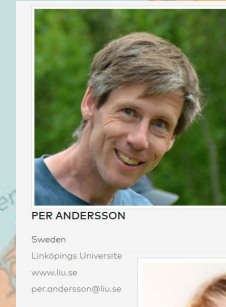
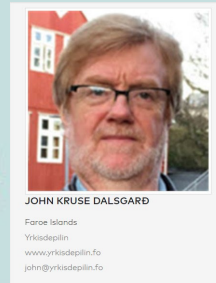
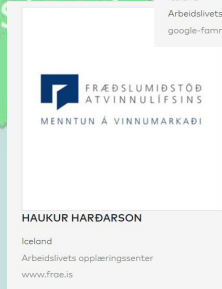
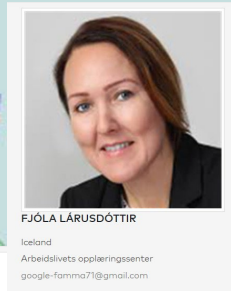
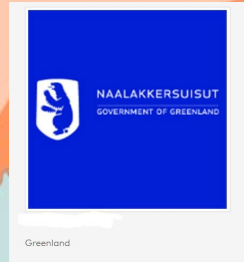


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NVL Network for VNFIL



Nordic Network for Adult Learning

Berg

Glaciärer

Vulkaner

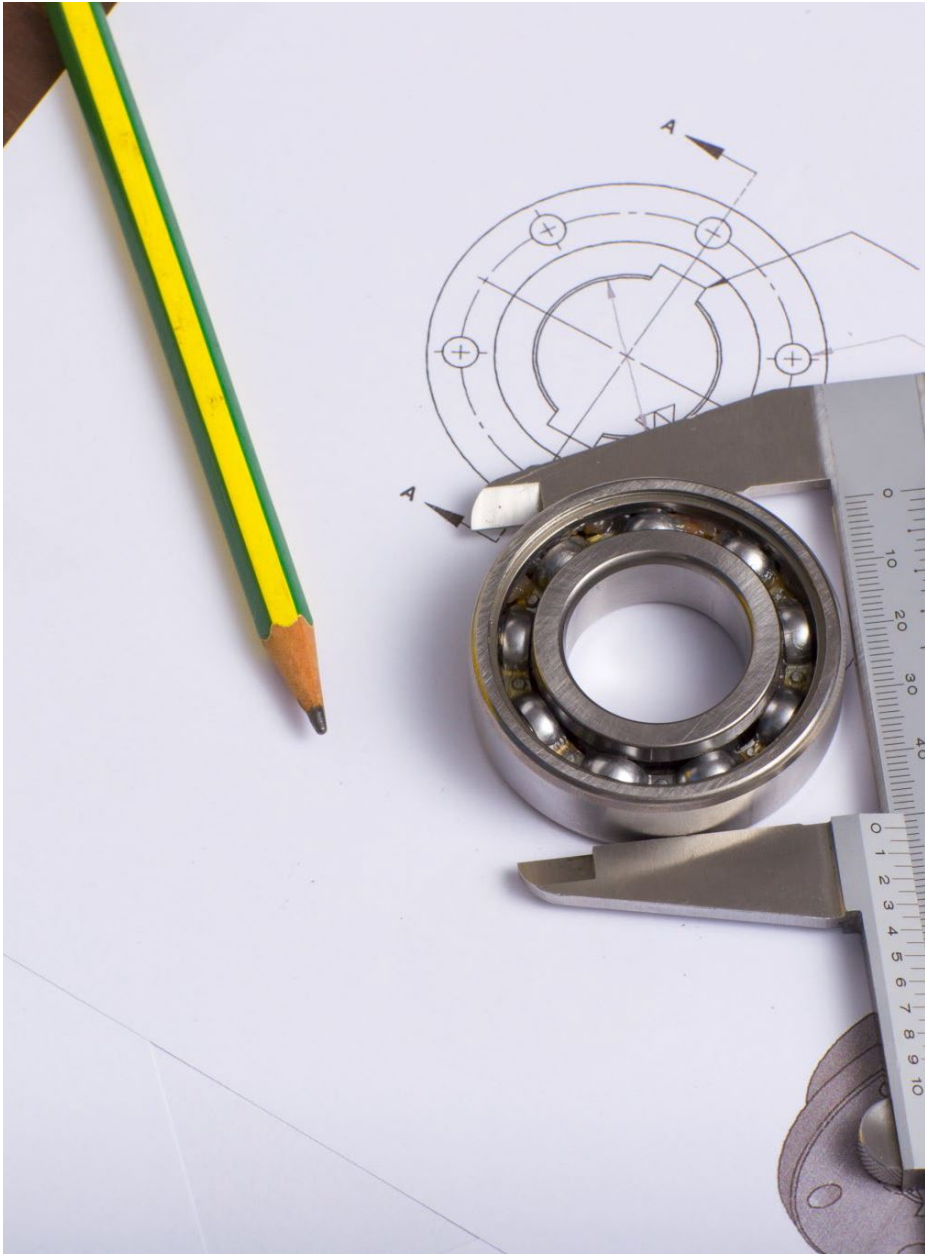
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|--------------------------------|-----------------|-------------------|------------------------------------|
| 1. Halde fjäll (1 328 m ö.h.) | 1. Drangajökull | 5. Vatnajökull | 1. Hvannadalshnúkur (2 119 m ö.h.) |
| 2. Kebnekaise (2 099 m ö.h.) | 2. Hofsjökull | 6. Jostedalsbreen | 2. Hekla |
| 3. Galdhøpiggen (2 469 m ö.h.) | 3. Langjökull | | |

Represented by:
**Agnetha Krongvist and
Pär Sellberg**

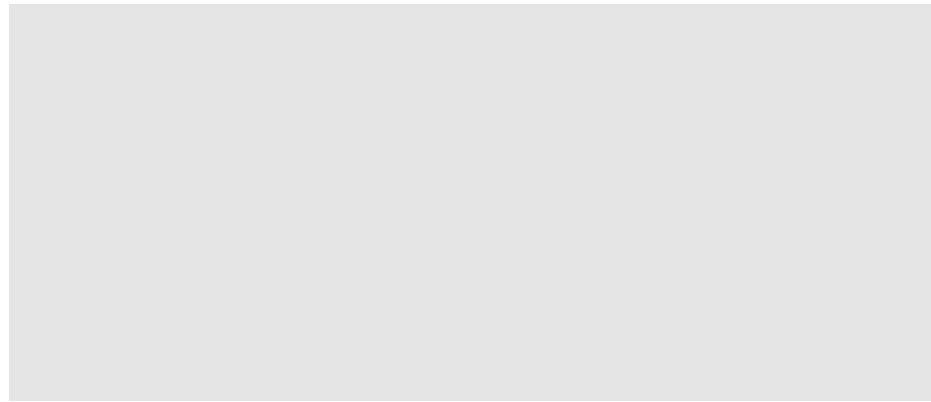
Nordic Quality Compass on Validation of Prior Learning



NVL - Nordic Network for
Adult Learning



Five tools in one
place



Making of quality in validation of prior learning (VPL)

- ***Governance*** of validation policies and practices
- ***Quality assurance*** of validation procedures
- ***Competence development*** of practitioners



Evaluation Tool for VPL Policies and Practices

Evaluation tool – VPL Policies and Practices

- **Aim:** *evaluation* (short term), *monitoring* (long term) of your VPL -system and *benchmarking* between VPL –systems
- **To whom:** individuals developing validation systems and policies (e.g. educational authorities or policy makers) or carrying out benchmarking activities (either between sectors or even countries)
- **Result:** information in graphical form of your validation system's strengths and areas that require further development. A development plan (according to your replies in open questions embedded in the tool)
- This tool is based on an NVL report [*Validation and the Value of Competences – Roadmap 2018*](#).



Evaluation Tool for VPL Procedures and Quality

Evaluation tool – VPL procedures and Quality

- **Aim:** quality assurance and development of QA mechanisms in different phases of validation
- **To whom:** people responsible for quality assurance; managers; coordinators of validation practices
- **Result:** information about the strengths of your validation system and needs for development including an action plan for quality development in validation
- This tool is based on the NVL publication Quality Model for [Validation in the Nordic Countries](#).



Self assessment
Tool for VPL
Assessors



Self assessment
Tool for VPL
Counsellors



Self assessment
Tool for VPL
Coordinators

Self-assessment tools

- **Use:** self-assessment according to processes that are typical for assessors, counsellors and coordinators in validation
- **To whom:** assessors, guidance counsellors and coordinators working with validation of prior learning
- **Result:** information in graphical form of your strengths and development needs along with a further development plan
- Partly based on NVL publication [Nordic Competence Profiles of Validation Practitioners and Competence Development](#)

How?



Step 1: Go to qualitycompass.eu



Step 2: Register and create your personal account



Step 3: Choose the tool that you wish to use



Step 4. Start the assessment



Step 5: You may return to your assessment later, edit it or retake the self-assessment (via your personal account)



Step 6: Print your results (pdf) that are presented in graphical form, including your open answers, that serve as a further development plan



Your results are saved and you can access them anytime through your personal account



Nobody else has access to your results.

National systems for validation

The government has a great responsibility to promote the right requirements and incentives for VPL in order to make it an accepted, accessible, legally secured and applied tool. Regardless of a nation's choice to centralize or decentralize the responsibility of VPL, legislation, financing systems, bodies responsible for educating professionals, supervision and eventual authorized coordinating bodies must cooperate in carrying out VPL. The same applies for infrastructures necessary to make the results of VPL transferable.

Indicators for legislation

VLP is a right of the individual (or an obligation of a competent body).

1	2	N/A
Partly true	Completely true	Not applicable

VPL is regulated by national legislation.

1	2	N/A
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Feedback

Results for: Evaluate VPL Policies and Practices

Created:

Tue, 11/10/2020 - 09:16

Completed:

Tue, 11/10/2020 - 09:36

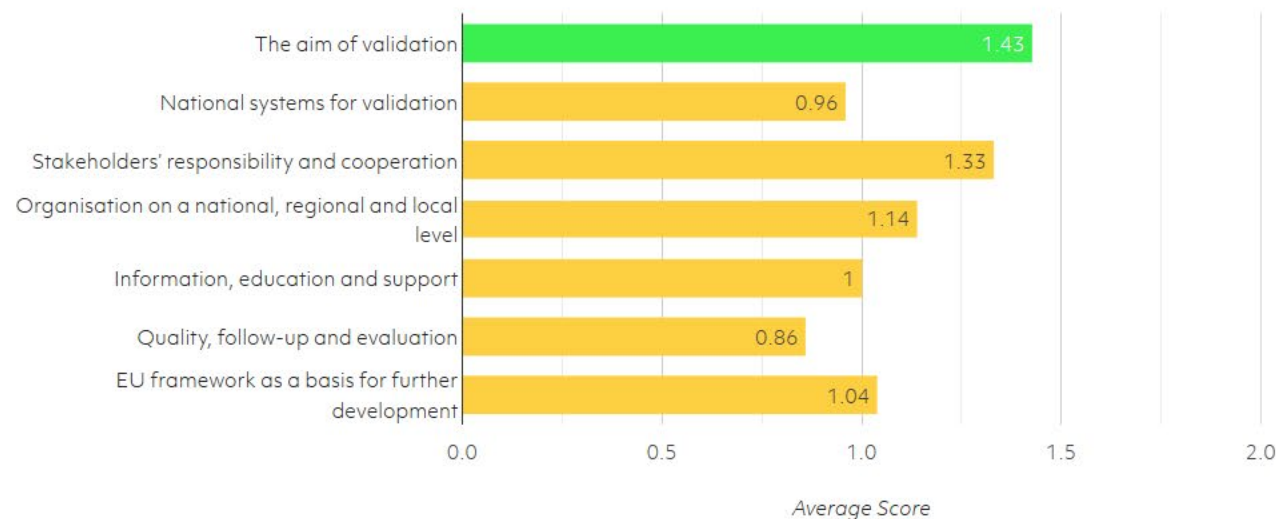
Changed:

Tue, 11/10/2020 - 09:36

[Download summary](#)

[Delete submission](#)

Evaluate VPL Policies and Practices



[Feedback](#)

Thank you for your attention!

Contact information:

Agnetha Kronqvist (Agnetha.Kronqvist@skolverket.se)

Director of education

Swedish National Agency for Education

Pär Sellberg (Par.Sellberg@myh.se)

Senior Advisor

Swedish National Agency for Higher Vocational Education

[Nordic Quality Compass](#)



**Nordic Network for
Adult Learning**

Berg



Glaciärer



Vulkaner



1. Halde fjäll (1 328 m ö.h.)

1. Drangajökull

5. Vatnajökull

1. Hvannadalshnúkur (2 119 m ö.h.)

2. Kebnekaise (2 099 m ö.h.)

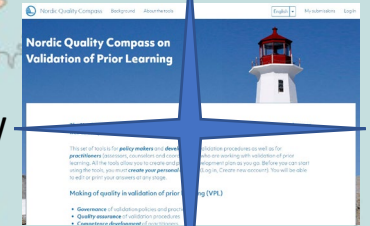
2. Hofsjökull

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3. Galdhøpiggen (2 469 m ö.h.)

3. Langjökull



[NVL Network for VNFIL](#)

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National qualifications databases - Qualification databases and Europass



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SKILLS MEETUP Sweden 2023



The EQF, Qualifications databases and Europass

Skills Meetup Sweden 21 April 2023



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Diploma Supplement

Issuing Diploma Supplements

Certificate supplement

Issuing Certificate supplements

Europass mobility

Mobility document

Employment and recruitment

Interoperability with Europass

European Digital

National qualifications Frameworks (NQF's) on Europass

- Contact details for EQF National Coordination Points
- Information on national qualifications frameworks (NQFs)
- EQF referencing reports (only available in English)
- Link to *Cedefop European Inventory on NQFs*

— Netherlands

Netherlands

STICHTING CINOP CENTRUM VOOR INNOVATIE VAN OPLEIDINGEN

Contact Information

- Tijs Pijls - [contact via email](#)

Information about NQF

[National Qualifications Framework \(NQF\) in Netherlands](#)

[Database or register of qualifications](#)

Referencing Report

[Referencing Report](#)

+ Norway

+ Poland

+ Portugal

+ Romania

+ Serbia

+ Slovakia

+ Slovenia

+ Sweden

Sweden

SWEDISH NATIONAL AGENCY FOR HIGHER VOCATIONAL EDUCATION

Contact Information

- Anna Kahlson - [contact via email](#)

MYNDIGHETEN FOR YRKESHOOGSKOLAN (Swedish National Agency for Higher Vocational Education)

- Johnny Henriksson - [contact via email](#)

Information about NQF

[National Qualifications Framework \(NQF\) in Sweden](#)

[Database or register of qualifications \(seqf.se\)](#)

[Database or register of qualifications \(utbildningsinfo.se\)](#)

[Database or register of qualifications \(gymnasieinfo.se\)](#)

[Database or register of qualifications \(studera.nu\)](#)

[Database or register of qualifications \(studyinsweden.se\)](#)

[Database or register of qualifications \(yrkeshogskolan.se\)](#)

[Further information](#)


Compare NQFs across Europe

- With the EQF you can see how the NQF's and systems relate to each other
- Select 2 countries to see what types of qualifications are included in national frameworks referenced to the EQF.
- You can find up to 5 examples of qualifications for each national qualification type.


1. What is my EQF level?

EQF Level 5

2. Where did I study or follow training?


 Sweden

3. Select a country for comparison

 Ireland

Compare

Results

 Sweden

NQF 5
Qualified graduate from Upper secondary engineering course (Gymnasieingenjörsexamen från gymnasieskolan)


- Key account manager Authorised payroll consultants

Diploma in Higher Vocational Education (Yrkeshögskoleexamen från yrkeshögskolan)

- Key account manager Authorised payroll consultants
- Bergsskoletekniker – Metall- och verkstadsindustri, Bergsskoletekniker – Berg- och anläggningsindustri

Qualifications awarded outside formal education

- Key account manager Authorised payroll consultants

 Ireland

NQF 6
Advanced Certificate

- Level 6 Advanced Certificate in Horticulture

Higher Certificate

- Higher Certificate in Business

Professional Award

- Professional award-types are generally used in conjunction with other award-types e.g. Honours Bachelor degree

Results

Sweden

NQF 5

**Qualified graduate from Upper secondary engineering course
(Gymnasieingenjörsexamen från gymnasieskolan)**

- Key account manager Authorised payroll consultants

Diploma in Higher Vocational Education (Yrkeshögskoleexamen från yrkeshögskolan)

- Key account manager Authorised payroll consultants
- Bergsskoletekniker – Metall- och verkstadsindustri,
Bergsskoletekniker – Berg- och anläggningsindustri

Qualifications awarded outside formal education

- Key account manager Authorised payroll consultants

Austria

NQF 5

**VET college school leaving certificate (Reife- und Diplomprüfung der
berufsbildenden höheren Schulen)**

- Higher Federal Technical College of Mechanical Engineering
- Higher Federal Technical College of Computer Sciences /
Informatics
- Higher Federal Technical College of Construction Engineering
- Secondary School for Fashion
- Secondary School for Tourism
- Secondary School for Economic Professions
- College for Agriculture
- College for Agriculture and Nutrition
- College of Social Pedagogic
- Commercial Academy
- Higher College of Business Administration Specialist Subject
Area „Controlling, business practice and taxes“
- "Higher College of Business Administration Specialist Subject
Area „Entrepreneurship and management“
- Higher College of Business Administration Specialist Subject
Area „Financial and risk management“
- Higher College of Business Administration Specialist Subject
Area „Information and communication technology –e-business“
- Higher College of Business Administration Specialist Subject
Area „International business“

Find a course – links to learning opportunities across Europe

Find a course (beta version)

You can find courses from all countries that submit information to Europass: Belgium (FR+NL), Czechia, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Sweden, Turkey.

What are you looking for?

Courses Qualification All

Search by keyword

Search by keyword

Place ⓘ

Find

Level in EQF ▼ Thematic area ▼ Mode of learning ▼ Teaching language(s) ▼

Compare your EQF level with

Showing 0 Results

- ☐ Health and welfare
- ☐ Agriculture, forestry, fisheries and veterinary
- ☐ Generic programmes and qualifications
- ☐ Social sciences, journalism and information
- ☐ Arts and humanities
- ☐ Information and Communication Technologies (ICTs)
- ☐ Engineering, manufacturing and construction
- ☐ Engineering and engineering trades


Apply


Engineering and engineering trades

Beta version


International designer within textile/fashion


Internationell designer inom textil/mode/funktion


 Spara som favorit


 Skriv en ansökan

svenska ▾

 Information om kursen

 Utfärdad av
STIFTELSEN PROTEKO

 Om den här kvalifikationen

 Vad får du lära dig?

Om den här kvalifikationen

Om meriten

↑ EQF-nivå
Nivå 5

↑ Nivå i den nationella referensramen för kvalifikationer
Sveriges referensram för kvalifikationer Nivå 5

📄 Tematiskt område
label for uri 'http://data.europa.eu/snb/iscsd-f/0212' cannot be found

🗣️ Språk
svenska

Benämning
Internationell designer inom textil/mode/funktion

Utfärdad av
STIFTELSEN PROTEKO

Identifierare
<https://www.myh.se/kvalifikationer?id=d0cd3243-cb1b-452c-8ee3-34c6c124da8c>

Mer information

Senaste ändring
13-04-2023 14:37:06

Thank you!

[Home](#) | [Europass](#)



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europass

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National qualifications databases

- Guidelines for short descriptions of qualifications



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Project group on short descriptions of learning outcomes

Guidelines for short descriptions of qualifications

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

Malmö, April 2023

Overview

- Focus and purpose of the guidelines
- Working group
- Learning outcome based short descriptions
- Testing phase
- Challenges

Working group

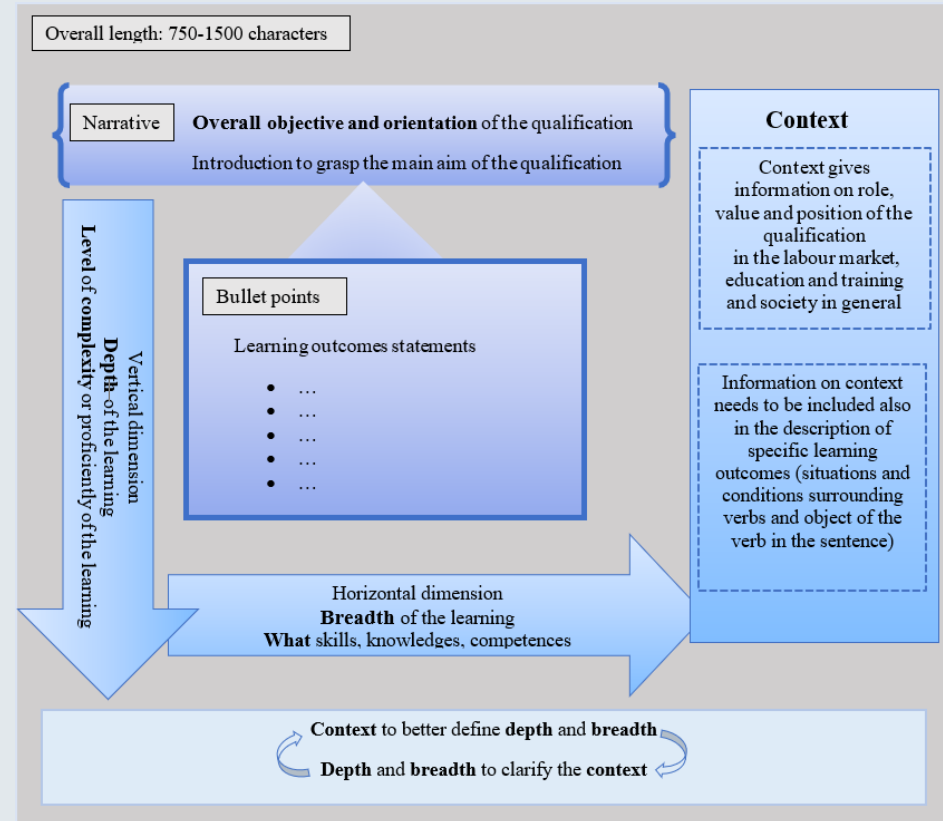
- EC, CEDEFOP, ETF, AT, BE(NL), CY, DE, FI, FR, HU, IT, NL, NO, PT, SI
- Mandate by Joint Note EQF AG 56-3/E-PASS 10-2
- Reporting back to EQF-Advisory Group

Learning outcome based short descriptions

To be considered:

- Length of the description
- Syntax of the description
- Overall objective and orientation of the qualification
- Context in which the qualification operates
- Breadth of learning required
- Depth of learning required

Learning outcome based short descriptions



Testing phase

- **Seven countries** (AT, FI, DE, IT, NO, PT and SI)
- **15 qualifications**
- **VET qualifications on level IV and V**
- **Feedback on the Guidelines**
- **DL April 2023, Results by June 2023 for the EQF Meeting**

Challenges

- The vast breadth of the target group (sectors, levels, etc.)
- Finding examples (best practice but also to agree on bad examples)
- Purpose of the short description
- Who reads the short description and for what purpose

Thank you for your attention!

Do you have a question?

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

karl.muellner@oead.at

www.qualifikationsregister.at

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