

NOVA Nordic: Comparative study

This questionnaire is divided into six sections:

- A. Legal and institutional arrangements and stakeholder involvement
- B. Quality Assurance
- C. Transparency
- D. Including non-formal learning and non-formal qualifications in NQFs
- E. Qualification design and development
- F. Links between national qualification frameworks and validation arrangements

Most of the items are multiple choice statements, with a few open questions per section, in which it is possible to elaborate your answers and provide more information.

Special attention should be paid to the focus of the statements: some statements concern the system in general and some focus solely on the non-formal learning/qualifications and their relationship with the NQF and validation.

Based on the results of the questionnaire, additional interviews with the NCP representatives will be conducted.

It would be highly appreciated if you could fill out this questionnaire by **8th April 2022**.

For further inquiries, please contact: Anni Karttunen, anni@globedu.fi or Anna Kahlson, anna.kahlson@myh.se

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1) * My answers concern the following country:

- Austria
- Denmark
- Finland
- Iceland
- Netherlands
- Norway
- Sweden

The working definition of non-formal qualifications within the NOVA Nordic project is all qualifications that are not part of and awarded through formal education

2) * In your context, what qualifications would be considered non-formal?

A. Legal and institutional arrangements and stakeholder involvement

3) * A.

	Yes	No	Under development/partly/to some degree	Not applicable
There is legislation supporting the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a coordinating body for NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is active key stakeholder involvement in the NQF development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder involvement is regulated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are formal steering/reference groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) * When was legislation put in place? What does it regulate?

5) * Coordinating body - what is its role and mandate?

6) * Formal reference groups - what is their role and or mandate?

B. Quality Assurance

7) * B.

	Yes	No	Under development/partly/to some degree	Not applicable
There are quality assurance arrangements for the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are quality assurance arrangements concerning included qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are regular external audits for the NQF in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a regular review process in place for included qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance principles in the EQF recommendation are implemented in quality assurance arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Under development/partly/to some degree	Not applicable
There are specific quality assurance procedures for non-formal qualifications/learning included in the NQFs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) * How long is a levelling decision valid? What is the lifespan of a levelled qualification? Are there clear procedures for revising qualifications/learning outcomes?

9) * Can a decision of qualification level be revoked? For what reason?

C. Transparency

10) * C.

	Yes	No	Under development/partly/to some degree	Not applicable
There is a dedicated NQF website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a comprehensive database/register of all qualifications, both formal and non-formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning outcomes of specific qualifications (included in the NQFs) are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Under development/partly/to some degree	Not applicable
publicly available in the register/database				
Diplomas, certificates, etc include the level of the qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key learning outcomes are included in the diploma/ certificate/etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma/certificate supplements or other supporting documents are provided to individuals who have been awarded the qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) * How is the NQF/qualifications database/register structured/what does it include?

12) * Are qualifications that are no longer awarded to people still in the NQF register/database? How have "legacy" qualifications been addressed in terms of NQF levels?

13) * What are the main target groups for information/communication?

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

14) * D.

	Yes	No	Under development / partly / to some degree	Not applicable
Non-formal learning/non-formal qualifications are included in the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If non-formal qualifications/learning are included in the NQF, there are specific criteria (procedures) for levelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part qualifications are given individual level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a specific credit system for non-formal qualifications included in the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible to include micro-credentials in the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible to include international qualifications in the NQF, for example a Microsoft qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15) * If not possible now, is there a national strategy/plan to include non-formal qualifications in the NQF in the future?

16) * Can you describe the procedure for levelling? Who decides on the level? What factors are considered when deciding level? What is the official body that decides, which qualifications are included and levelled in the NQF? Who is involved in the process of validating the qualification before/during a levelling decision?

17) * Who is allowed/authorised to have qualifications included in NQFs? Who is allowed/authorised to have non-formal qualifications included in NQFs? Who can apply for "levelling"?

18) * What type of credit system linked with the NQF (ECTS, ECVET, other)? What is the "smallest" qualification that can be included?

E. Qualification design and development

19) * E.

	Yes	No	Under development / partly / to some degree	Not applicable
Qualifications included in the NQF are described in learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an agreed format for designing qualifications (modular/part-qualifications, etc) that can be included in the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are guidelines for writing learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an agreed, common way for formulating learning outcomes (for example using active verbs or a specific grammatical form) for qualifications that can be included in NQFs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning outcomes for formal qualifications are developed in cooperation with relevant stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning outcomes for non-formal qualifications are developed in cooperation with relevant stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20) * **Who are the stakeholders involved in developing learning outcomes? How are they involved?**

21) * **Which actors/stakeholders are involved in developing non-formal qualifications?**

22) * What types of standards, e.g national occupational standards, training standards etc. are behind qualifications? What type of bodies are responsible for designing the standards?

23) * Are there examples of qualification dossiers/files? What information is included in the dossier/file? The learning outcomes? Other information? Are dossiers/files publicly available?

F. Links between national qualification frameworks and validation arrangements

24) * F.

	Yes	No	Under development / partly / to some degree	Not applicable
All qualifications in the NQF can be awarded through validation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-qualifications can be awarded through validation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an individual (legal, subjective) right to validation linked with the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible for learners to accumulate part-qualifications and/or micro credentials towards a full qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The same learning outcomes (competence criteria/qualification requirements) are used for awarding qualifications regardless of the learning pathway (e.g training or validation of prior learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible to obtain non-formal qualifications through validation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible to obtain parts of non-formal qualifications through validation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25) Anything else we have not asked and that you would like to add?