Linking validation arrangements and NQFs

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Cedefop research and evidence

- European inventory on validation (since 2004)

- European NQF Inventory (since 2009)

- National studies and reports

- European inventory of non-formal and informal learning

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What knowledge are we qualifying?

Youtuber

Market research/data miner

Digital marketing specialist

Social media manager

App designer:

Search engine optimization specialist

Big data analyst:

Cloud computing

National qualification systems and frameworks

Formal learning

Non-formal learning

informal learning

EQF

NQFs

DIPLOMA

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National qualification systems and frameworks

Formal learning

Non-formal learning

informal learning

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EQF

NQFs

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Towards operational frameworks

Operational stage

Activation stage

Design stage

NQF Overview developments 2020

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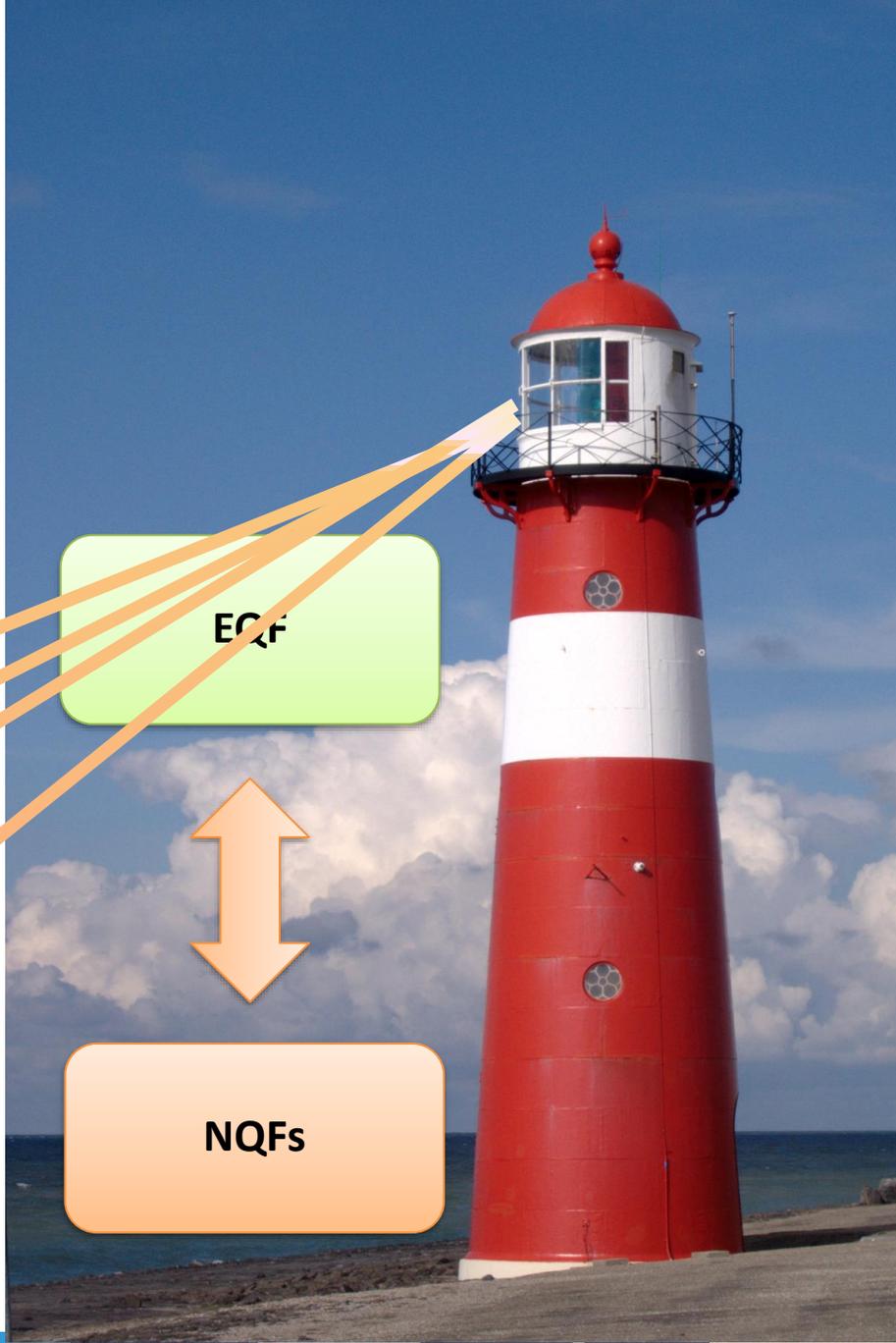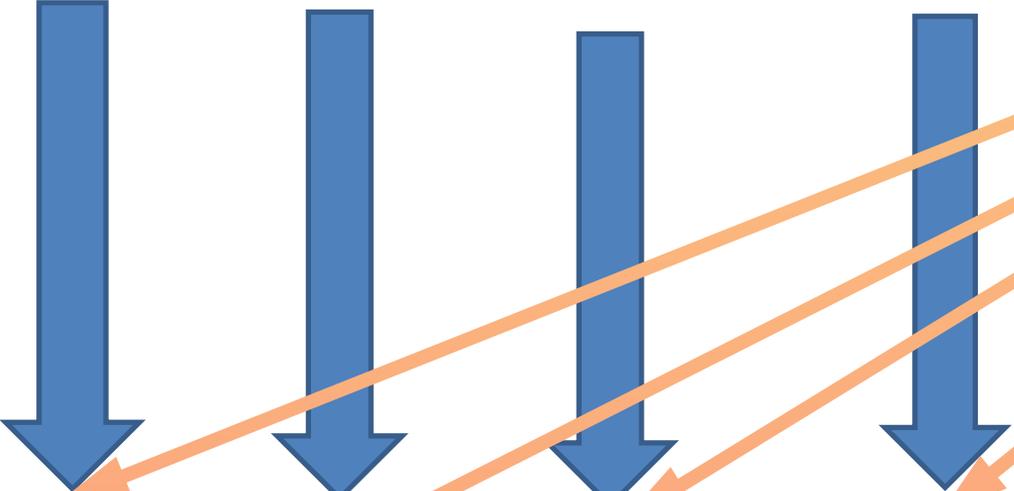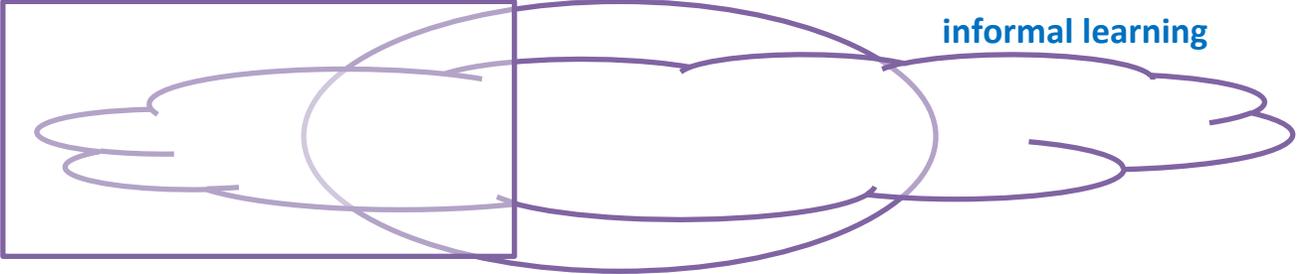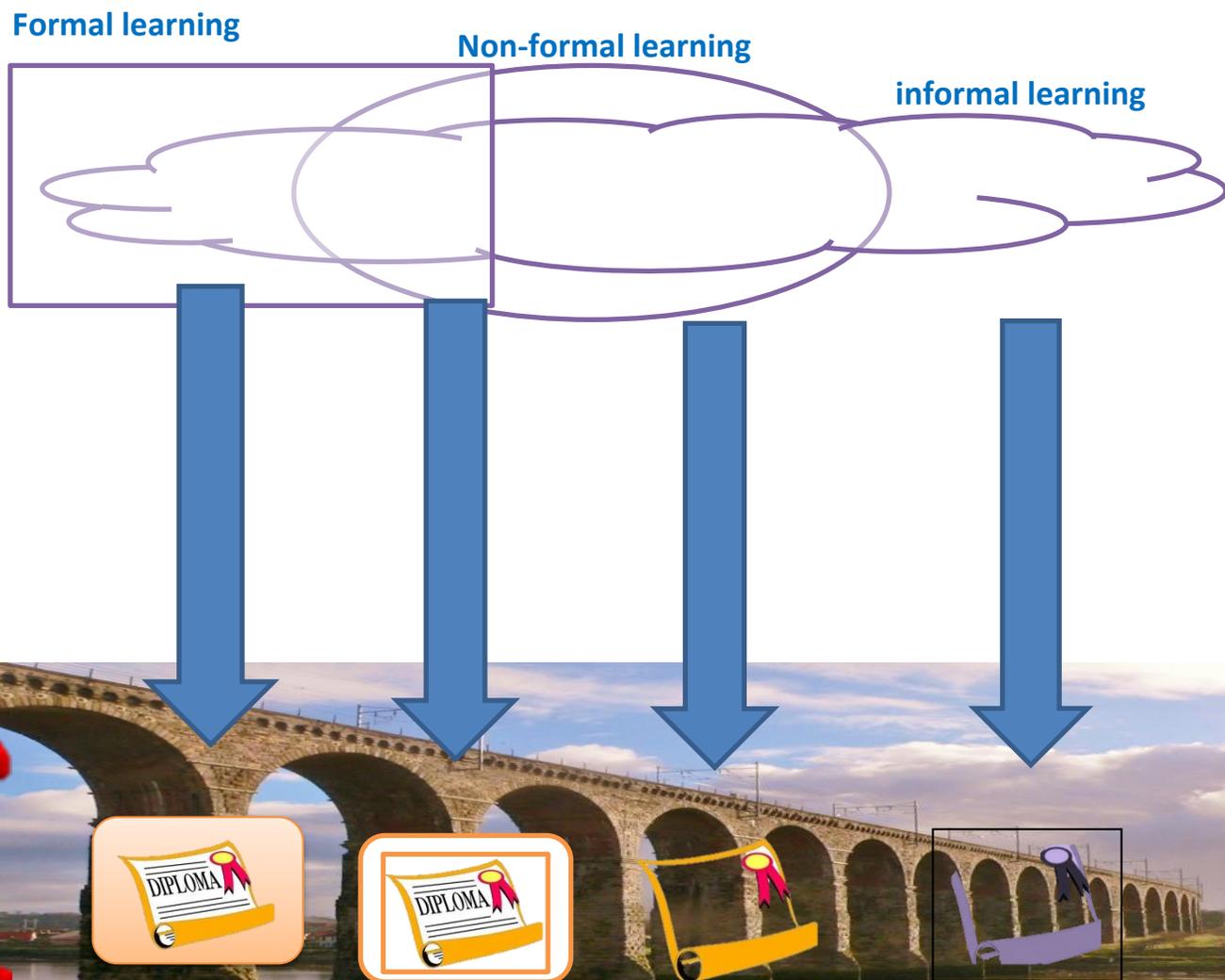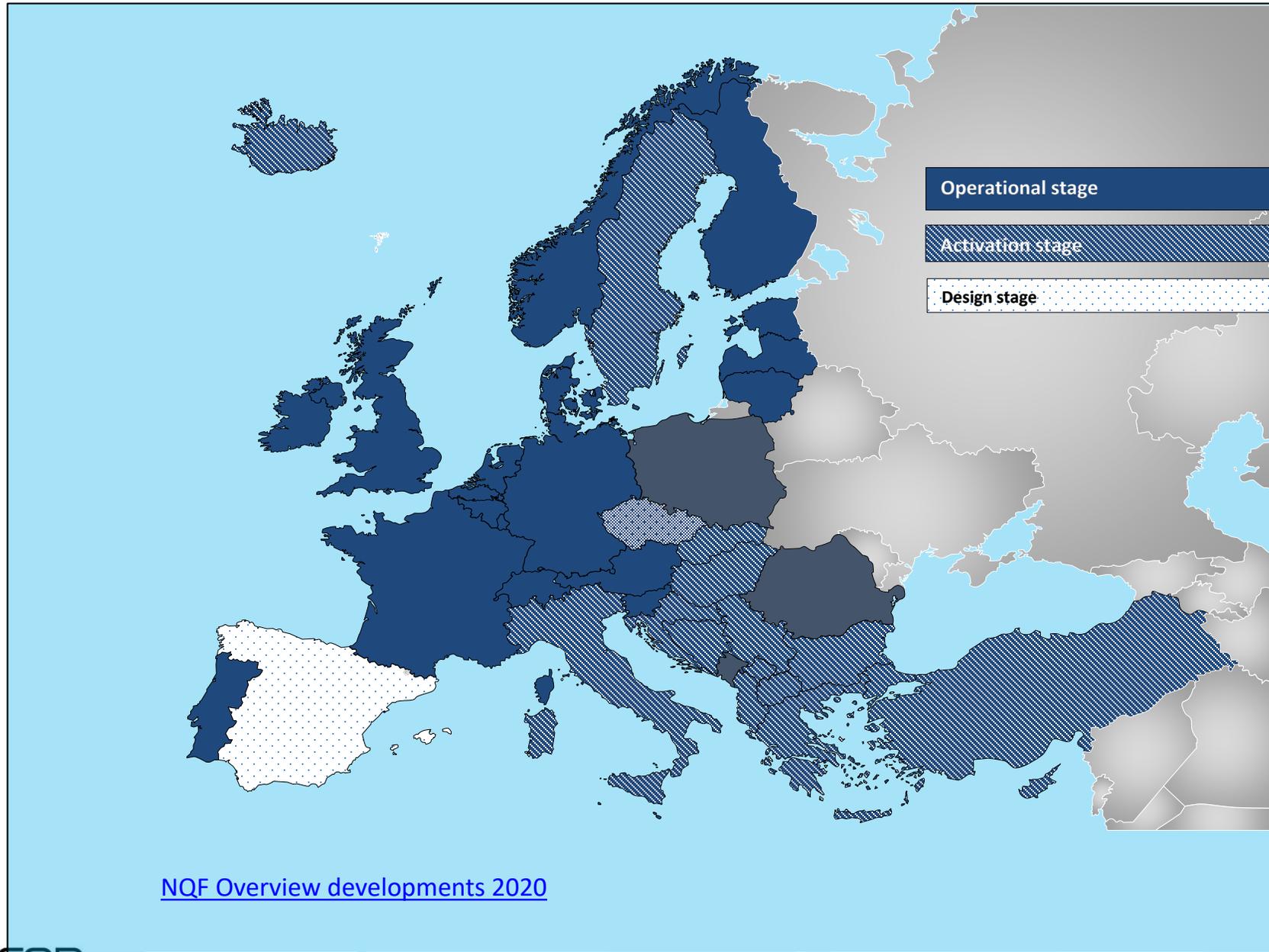
Towards operational frameworks

- 38 countries developing 40 national frameworks
- The **initial design and formal adoption of NQFs** is completed in most countries
- Several countries are working towards a **strengthening of the legal basis of their frameworks** (EL, NL)

- **Implementation structures and tools are** increasingly put in place,
  - by-laws and secondary legislation
  - communication strategies
- Important progress made in last two years, however differences across countries
- NQFs more embedded and visible
- Important progress in developing qualifications databases:
  - Significant number of qualifications included
  - Clear commitment to respond to annex VI of the EQF Recommendation with elements of information on qualifications, including on description of LO) – implementation though varies
  - Frameworks have become **more visible and accessible** to main stakeholders and end-users, for example through national databases

NQF Overview developments 2020

Towards comprehensive frameworks

Most design as **comprehensive** frameworks

The **coverage of NQF**s is growing:

- General education qualifications included in Germany

- Regulated further VET included in a number of countries, new professional awards included in Ireland

- Regional qualifications in Italy (4.000 +) now included in the registry of regional qualifications in Italy

Opening up towards qualifications awarded **outside formal education** and training systems
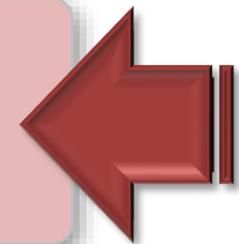
Outside FORMAL education?
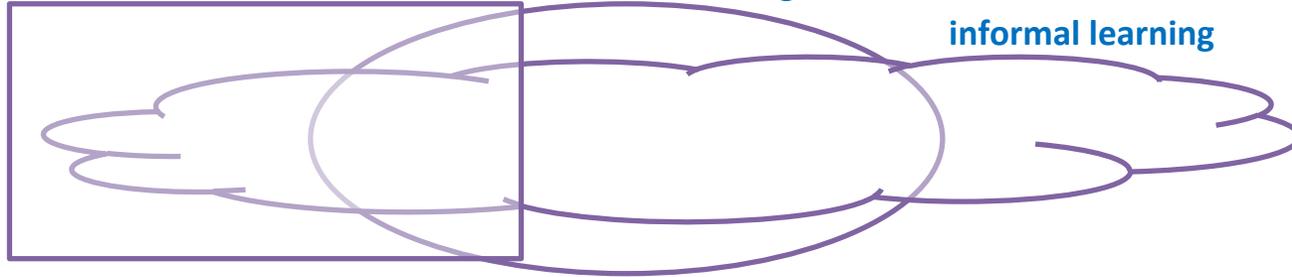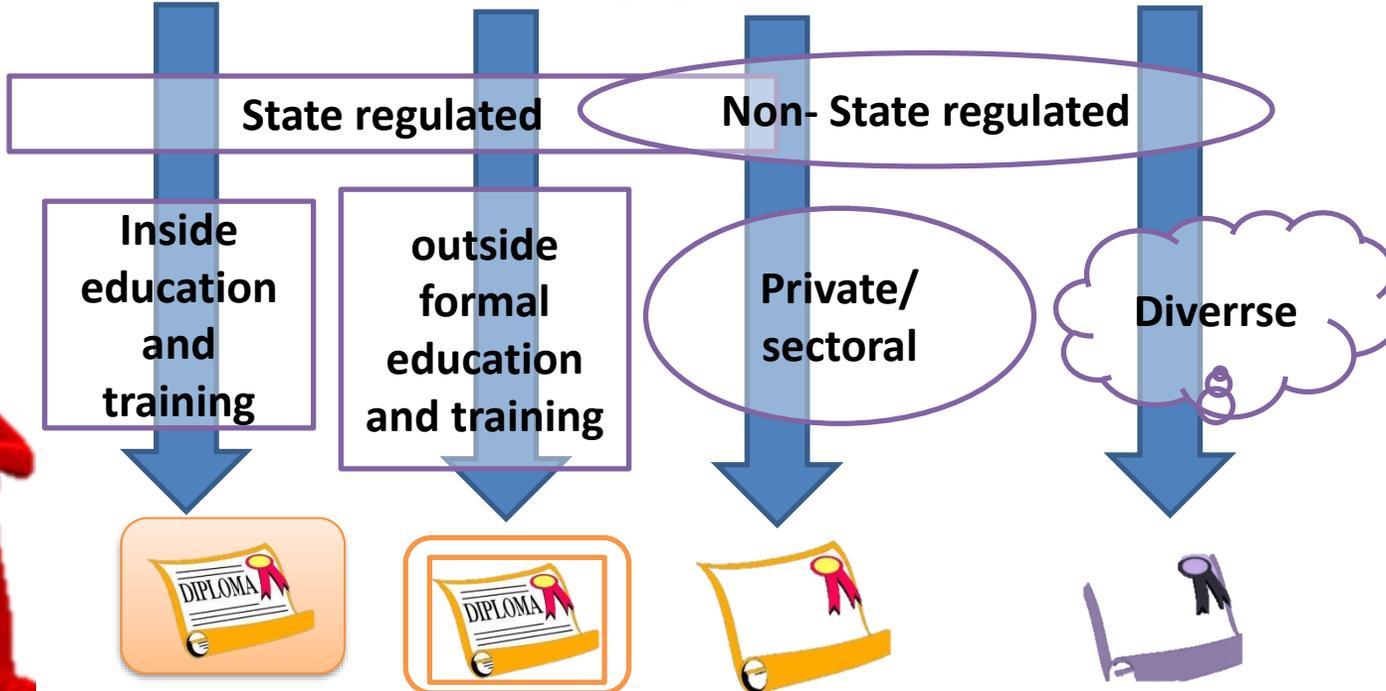
Qualifications

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**.
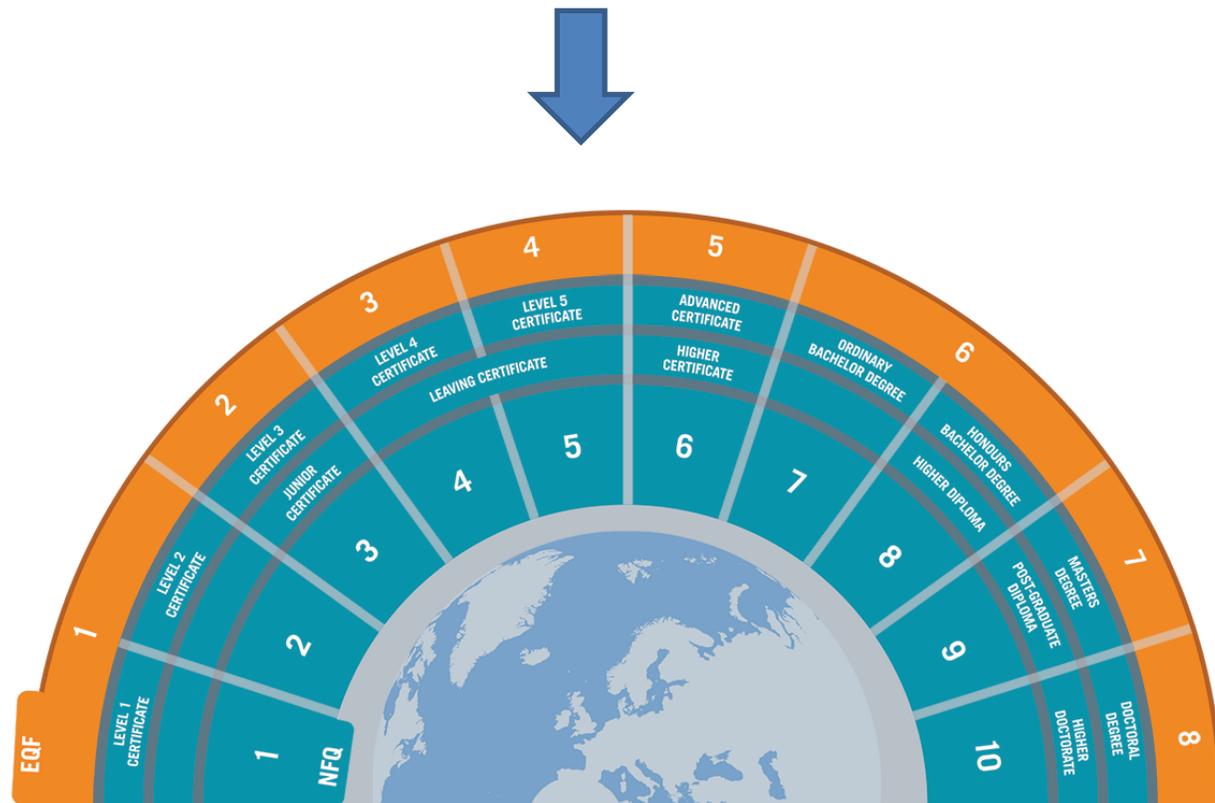
Inclusion into NQFs?

qualification

Including　**certification**

Allocating　**Credentials**

mapping　**badges**

levelling　**proof**

referencing

- Intentional
- Period of time
- Standards
- Structured
- Instructor

Inclusion into the NQFs?

Inside education and training

**outside formal education and training**

Private/ sectoral

Diverrse
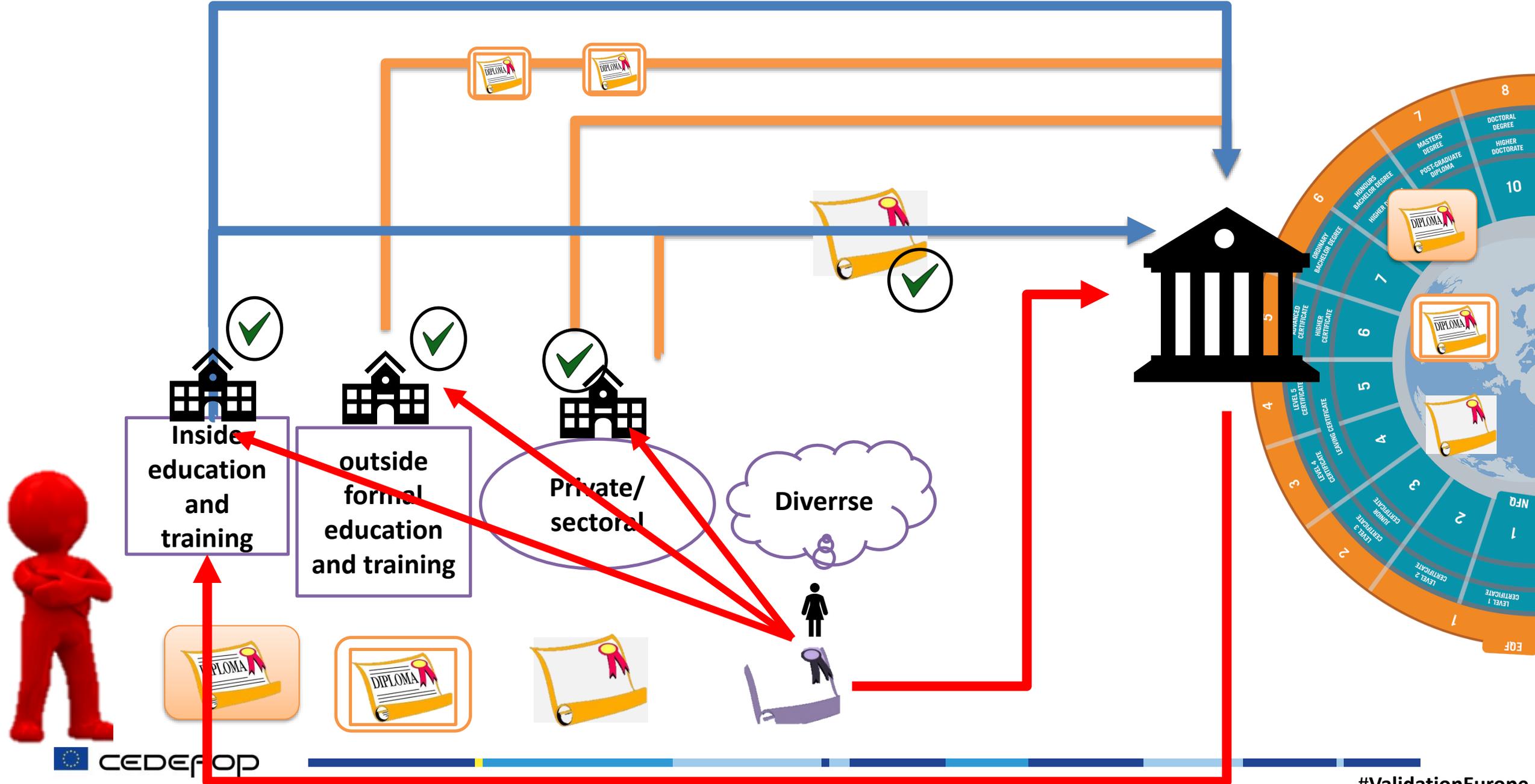
Linking Validation to NQFs

Qualifications by sector
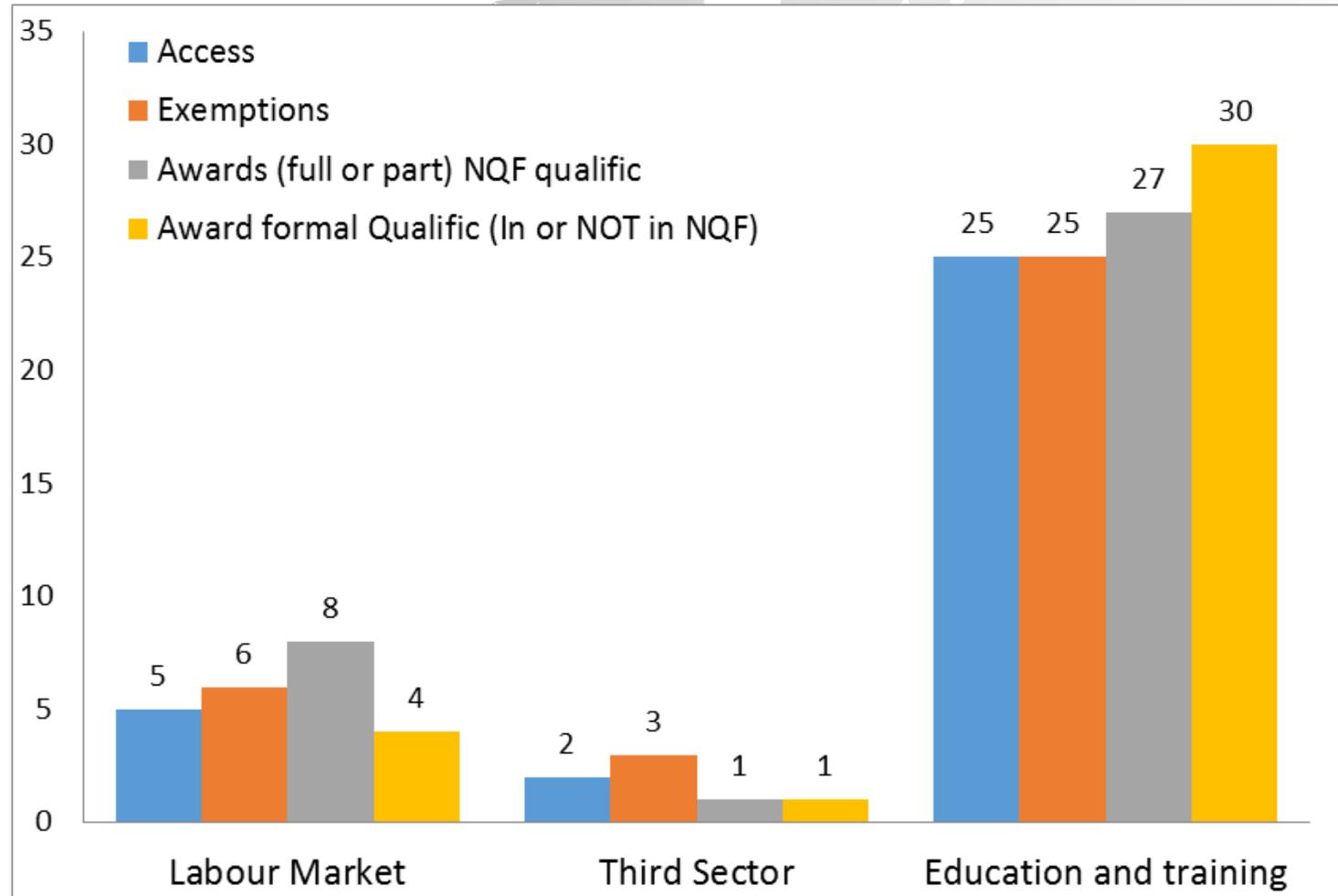
Source: 2016 European inventory on validation of non-formal and informal learning

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Inclusive and comprehensive NQFs – challenges

Qualifications are **currencies** and have a value only if they are trusted – how do we protect and strengthen **trust, quality and relevance** while opening up NQFs?
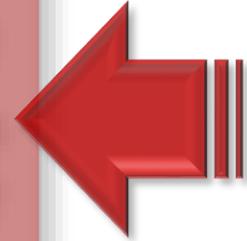
Qualifications from formal system and those awarded outside the formal system may have different **purposes** or differ in **format** and **content**
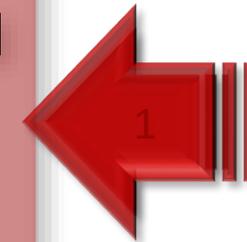
→ what are **criteria** for inclusion or exclusion?

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Challenges

1 **System level**

2 **Procedures and actors**

3 **Criteria for inclusion**

System level

- How do we assure the **coherence** of the system?
- **Who** determines the **levelling** and assures quality?
- **Similar** or **separate** than the formal qualifications (or automatic)
- Procedures for
  - Approval of the **awarding** body
  - Inclusion of the **qualification**
  - **Validation**
- **Relationship** between qualifications clear?
- What is the **value** of the qualifications if too many are in?
- How do the **final users** navigate if too many qualifications?

2 Procedures and actors

- What **awarding body**?
  - Legal status (training provider, NGOs, employers)
  - Permanence/renewal/update
  - Expertise/ personnel
  - External quality assure?
  - Internal quality assurance
    - Expected vs. actual learning outcomes?
- Who **accredits**? (centralised, decentralised)
- **Ownership** of the qualification (public, private)
- **Coherence** of qualifications: links to existing qualifications; how similar/different
- **Costs** for inclusion
- **Legal basis**
- **Stakeholder involvement**

3 Criteria for inclusion

What makes a qualification NQF material?

- **Learning outcomes** precondition
- Which are the requirements to the **learning outcomes**?
  - Format
  - Level of detail
- In relation to **what standards**? Should qualifications explicitly link to occupations and the labour market?
- Should qualifications be of a **minimum size** (workload)?
- Should qualifications be possible to acquire through **validation**?

Thank you for your attention!

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