



Work required for a typology of EQF application

Deliverable:	No 74	Version:	2.0
WP:	7	Last update:	September 2011
Prepared by:	Ana-Maria Nisioiu (ANC, RO)		

I. Approaches Analysis

Our approaches will take into account the following directions of analysis:

- Legal regulations of professions (professional profiles etc.)
- Educational content (curricula, study programmes etc.)
- Assessment and certification procedures
- Quality management approaches
- Stakeholders & institutions

The results of this stage are studies based on responses to the questions raised by the direction of analysis mentioned before. These studies provide possible approaches, giving us a solid foundation for next steps.

II. Achievement Investigation

At this stage, we identify existing initiatives, lack of clear vision and interdependence of EQF/NQF/SQF initiatives. The objective of this analysis is the systematization of visions, strategies and initiatives in the research and implementation of qualifications and analysis of key trends, focusing on the research activities, initiatives and strategies. Analysis will be done by researching relevant bibliographic sources on strategies, policies and studies "state-of-art" with similar objectives. We chose those related to:

- Current EQF/NQF/SQF research programs, the European Commission strategies for EQF adoption and development in different European countries;
- Qualifications policies and strategies in Europe and their implementation;

The result of this stage is a study based on analysis carried out and initial achievement estimation.

III. Building national scenarios based on general EQF application scenario

In the predictable general framework adaptation of educational key elements can take place in terms of probable invariants and possible variants.

Information needed for building national scenarios are:

- 1) Information about professional profiles
- 2) Information about curricula and study programmes
- 3) Information about assessment and certification procedures
- 4) Information about quality management approaches
- 5) Information about responsibilities of stakeholders in education and training

Scenarios will be developed within transnational workshops where we invite European experts, government, industry and academic researchers.

Experts will be asked to extract the important aspects from scenarios and to assign the degree of impact and uncertainty.

Each scenario can contain a number of issues identified in relation to directions and correlations between them.

IV. Gap analysis

Scenarios will present a set of coherent vision, future alternatives for common understanding of issues crucial for EQF assignment. This could be achieved by an agreement on principles of assigning educational key elements to the EQF.

A holistic view on the work process should therefore be the starting point for designing educational key elements and determining the reference to the EQF. According to the function of partial work processes relationship to the goals of work they will be not described in an empirical, but conceptual way.

There is a common understanding that the involvement of stakeholders into the process of setting up and maintaining educational systems has a positive influence on the quality of training and education. Success stories, mostly dealing with the common activities of social partners, are sometimes considered to be useable as models which can be easily transferred to countries where comparable structures of collaboration in the field do not (yet) exist.

The following *criteria* which have an influence on the success of EQF adaptation were identified:

- more regulated systems: identification and involvement of stakeholders as advantage; less flexibility of higher rigidity of the system as disadvantage
- more market-driven system: history of developing systems of structuring qualifications as advantage; harder adaptation processes of qualification frameworks because of less authority of the state as disadvantage
- degree of openness to prior learning

- degree of outcome-orientation in occupational profiles

The following *key elements for curricula design and implementation* in order to EQF-adaptation were confirmed by the expert interviewees:

- a description of learning outcomes (to be derived from work processes) and a clear explanation on how learning sequences foreseen in the curriculum contribute to achieve these learning outcomes
- description of assessment procedures and how these refer to the specific quality of abilities to be assessed
- information about alternative education and training pathways
- modularization enabling learners to combine learning units according to their career objectives
- teaching and training methods and practices applied in VET curricula and learning programmes
- organisations involved in curricula design and updating

Assessment procedures are the interface between the world of work and the world of education and training; they are based on mutual trust of stakeholders all over Europe. Essentials of assessment procedures are that assessment rules should specify the learning outcomes to be achieved; these abilities should be approved on the levels of knowledge, skills and competences; they should mirror the structure of work processes and therefore should show flexibility of differing education and training paths for same learning outcomes; they should be based on collaboration of stakeholders in zones of mutual trust; they should refer to European quality assurance standards as defined by EQAVET and EQAR.

Descriptions of *assessment procedures* should cover the following issues:

- title and definition of assessment measure
- reference to work processes via occupational profiles or equivalent instruments
- learning outcomes derived from the requirements of work processes, described in terms of abilities expressed by the EQF descriptors knowledge, skills and competences
- education and training pathways to which the assessment procedure(s) refer
- description of the way(s) how assessment is carried out
- references to European quality assurance standards
- responsible bodies and their role in national/sectoral environments

Gap analysis allows extraction of major discontinuities, unknowns, contrasts between the current and possible future scenarios. The gap in this case refers to the difference between "what it is" and "what should be", but with a wider comparison of the achievement with possible future alternative scenarios.

Stages of the analysis phase are

- Identify gaps in the common problems where current research will not meet future demands and where research needs further investigation required to meet future challenges of a particular problem. Identify common problems of current research and future needs will be made based on sizing, areas of interest in scenarios and the current situation. Sizing will be done by observing that the current research answers the future needs, if there is a gap or risk of failure of research because it does not meet the challenges of future scenarios. Special attention will be given to investigate situations that do not meet future needs. Thus, the relevance of current research for future needs to be validated. The result of this stage will be a list of identified gaps that are not sufficiently investigated. Each research gap will be argued;
- Identify sizing gaps and areas of interest The purpose of this stage is to identify and define the emerging issues that are not related to current research. Arguments will be provided to highlight the need for research on certain aspects. The result of this stage will be a list of issues identified during the research, but to be investigated in the future;
- Gap evaluation will be made depending on the impact and relevance of the optimal model proposed in the project. The gap development was considered to be defined by a collection of coherent aspects of a problem, a purpose or a potential solution. These improve aspects in scenarios making them more comprehensive and consistent. For issues with a strong impact and relevance in the optimal model proposed in the project studies will be developed.