

Swedish framework for qualification



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European Qualifications Framework – EQF

The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' **mobility** between countries and facilitating their **lifelong learning**.

European Qualifications Framework – EQF

The EQF aims to relate different countries' national qualifications systems to a common European reference framework.

Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

European Qualifications Framework – EQF

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – **learning outcomes**.

Each reference level reflect the **knowledge**, **skills** and **competence** a person must have attained to obtain qualification - regardless of how these results have been achieved.

Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8).

This approach shifts the focus from the traditional system which emphasises 'learning inputs', such as the length of a learning experience, or type of institution.

It also encourages lifelong learning by promoting the **validation** of **non-formal** and **informal learning**.

Transparent quality assurance principles and information to help build **mutual trust**.

Proposal for the Swedish framework, NQF

The Swedish government's wishes in the development of a Swedish NQF has been to create a qualifications framework on the basis of EQF that would cover the public education system's qualifications but also makes it possible for other qualifications to be connected to the framework.

Conclusion

- The National Qualifications Framework should be as near Europe as possible.
- The national frame categorization and assessment expression should be given a general formulation that allows placement of the experience and knowledge and be a tool in future changes
- The national framework will be designed so as to facilitate the professional development that is constantly going on in education, and employment.
- The national framework should be reviewed at regular intervals.

Proposal for the Swedish framework, NQF

The umbrella concept of **learning outcomes** is defined as that which an individual knows, understands and can perform when a learning process is finished.

Knowledge is the result of the acquisition of information through learning. Knowledge consists of facts, principles, theories and practice, linked to a particular field of work or study. Knowledge may be experience-based and/or theoretical.

Skill is the ability to apply knowledge and tested experience to perform tasks and resolve problems. Skills are described as cognitive (that involve the use of logical, intuitive and creative thinking and innovative solutions) or practical (that involve manual dexterity and the use of procedures, materials, tools and instruments).

Competence is the ability to use knowledge and skills, to cooperate with others and take responsibility in work or study situations, and one's in professional and personal development. Responsibility and independence are central concepts.

Proposal for the Swedish framework, NQF

Formal learning is learning that takes place in an organised and structured environment and that is clearly presented as "learning" in terms of subjects/fields, time and resources. Formal learning is intentional. Formal learning is governed by laws, ordinances and regulations and in some cases results in a degree, diploma or certificate that is recognised by the public education system. Supervision, inspection and follow-up are carried out by government authorities.

Non-formal learning is reminiscent of formal learning but is not governed by laws, ordinances or regulations made by government or public authorities. This form of learning takes place through adult-education courses, in-service training, courses provided by organisations, etc. In many industries, certificates or diplomas recognised by the industry are issued after completed non-formal learning. Any supervision, inspection or follow-up is carried out by the industry itself or by organisations recognised by the industry.

Informal learning is ongoing throughout an individual's professional life, in the home, during leisure time and in other contexts. This form of learning is not organised or structured and may be unintentional.

Proposal for the Swedish framework, NQF

The qualifications described in **levels 1-3** can be summarized with the concepts of basic and **elementary knowledge** of a **growing** and **deepening** in the descriptor skills with increasing capacity for autonomy, accountability and evaluation of own and others' results.

Levels 4-6 are characterized by **greater depth and specialization, developed critical thinking and ability to lead.**

The qualifications described in **levels 7 and 8** can best be summarized by the concept of **excellence**. Such qualifications are characterized by a **very advanced knowledge** in a work or study, a **very highly developed ability to complete tasks** and solve problems of various kinds and in varying environments and a very highly developed ability to act with responsibility and autonomy, make decisions, communicate and lead.

Proposal for the Swedish framework, NQF

Level	Knowledge
1	Basic general knowledge of a field of work or study,
2	Broader knowledge in a field of work or study,
3	The knowledge necessary to perform assignments in a certain field of work or study,
4	Deeper knowledge in a field of work or study,
5	Specialised knowledge in a field of work or study,
6	Advanced knowledge in the primary area of the field of work or study,
7	Highly advanced knowledge in a field of work or study,
8	The most advanced and systematic knowledge in a field of work, study or research,

Proposal for the Swedish framework, NQF

Level 6	Knowledge (experience-based and/or theoretical)	Skills (performs tasks and solve problems)	Competence (ability to take responsibility, to evaluate, and to act autonomously and to cooperate with others)	Graduation level/Qualification
	<p>Can demonstrate:</p> <p>Advanced knowledge in the primary area of the field of work or study, insight into the field's established methods of knowledge development, in-depth knowledge in some part of the field and an orientation in current research and development topics in the field.</p>	<p>Knows how:</p> <p>To identify, formulate, analyse and solve problems and perform complex tasks, to communicate undertakings and solutions within the field of work or study, in both national and international contexts.</p>	<p>Knows how:</p> <p>To evaluate information and methods within the field of work or study in consideration of relevant social, ethical and scientific aspects, to apply specialised knowledge for development with the field of work or study, to take responsibility for leading individuals' and groups' development through work</p>	<p>Foundation degree</p> <p>Bachelor's degree</p> <p>Vocational qualifications in accordance with the System of Qualifications, Appendix 2 to the Higher Education Ordinance at first-cycle level.</p> <p>Artistic degrees in accordance with the System of Qualifications, Appendix 2 to the Higher Education Ordinance at first-cycle level.</p> <p>Advance Diploma in Higher Vocational Education</p>

Proposal for the Swedish framework, NQF

Proposal - a model to include the qualifications outside of the public education system to the Swedish NQF

- **The National Council for Qualifications** – (Agencies, Social partners, Universities, Student organization, Providers and the NCP.)
- The owner of a qualification **applying** to join the NQF.
- In order to join the national framework some **national criteria** must be fulfilled.
 - one example - The result of the learning outcome should be clearly described and is referred to the pending NQF-level all descriptors.
- The Council decide if the qualification can join NQF or not. An agency determines the Council decision.
- The decision applies 4 year + 4 year
- Is it possible to appeal the decision? – No.

What is the situation in Europe right now?

- 34 countries have joined the EQF Recommendation
- 28 has been developed a NQF
- 14 NQF has been established by the government or by the relevant authority
- 12 NQF från 10 countries have been referred to EQF
- 26 countries have an 8-level structure except England (9), Scotland (12), Ireland, Slovenia (10), Iceland and Norway (7)
- Some countries have parallel descriptors, such as Belgium and Austria for levels 6-8, and Norway for levels 3 and 5
- Germany and Austria will use the NQF / EQF as a reference point for validating non-formal learning
- Denmark uses the NQF as a communication framework, ie. no legislation or regulation

Thank you for your attention

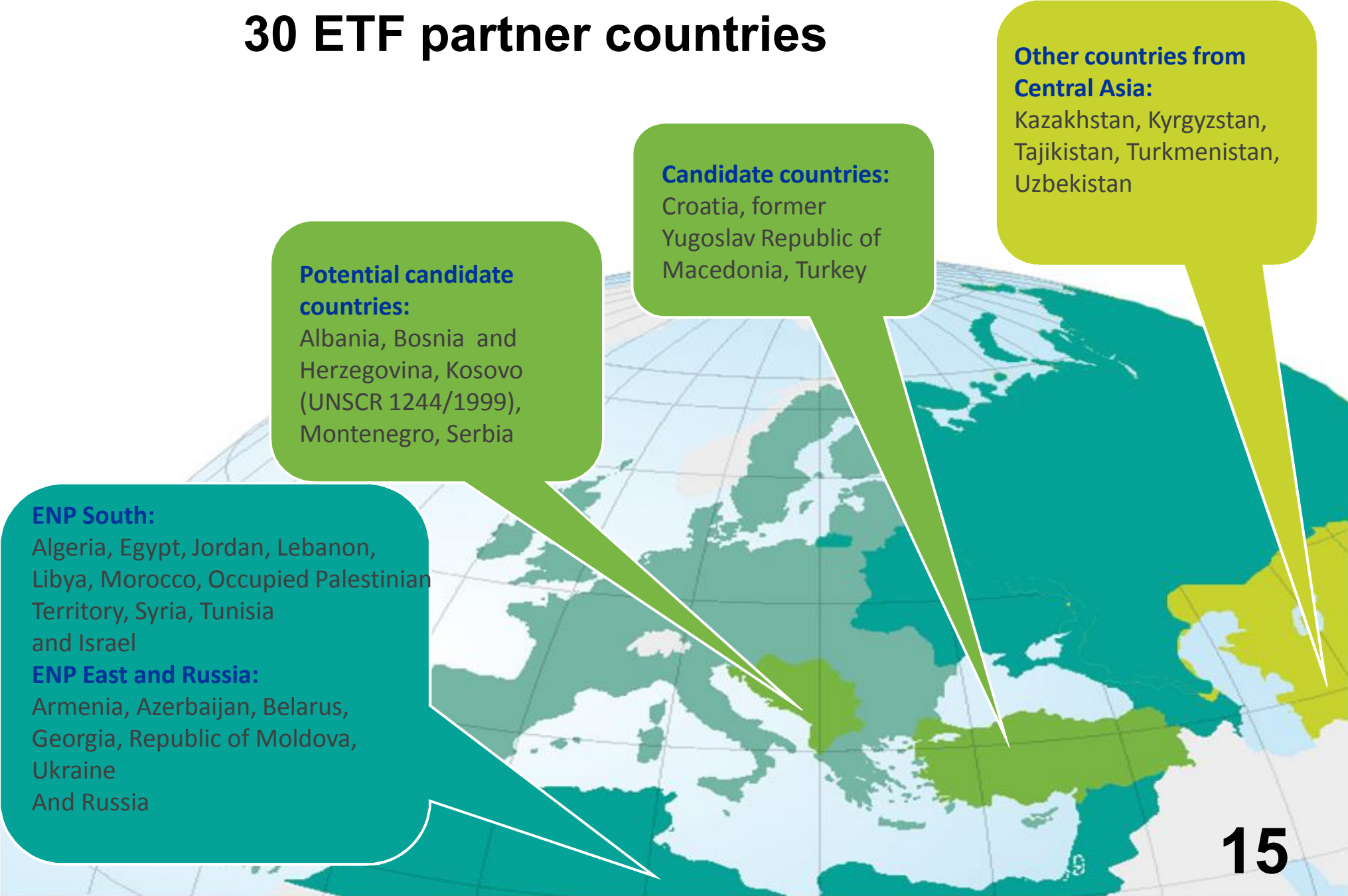
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What is the situation in Europe right now?

- Some countries use the NQF / EQF to describe the status quo.
- EQF does not change the education system, example Norway
- Other countries are reforming their educational systems based on the EQF as Poland and Iceland
- Germany and Austria will use the NQF / EQF as a reference point for validating non-formal learning
- Finland and Austria will introduce legislation for NQF
- Denmark uses the NQF as a communication framework, ie. no legislation or regulation

30 ETF partner countries



23 ETF partner countries developing/considering a NQF

Potential candidate countries:

Albania, Bosnia and Herzegovina, Kosovo (UNSCR 1244/1999), Montenegro, Serbia

Candidate countries:

Croatia, former Yugoslav Republic of Macedonia, Turkey

Other countries from Central Asia:

Kazakhstan,
Kyrgyzstan, Tajikistan,
Uzbekistan

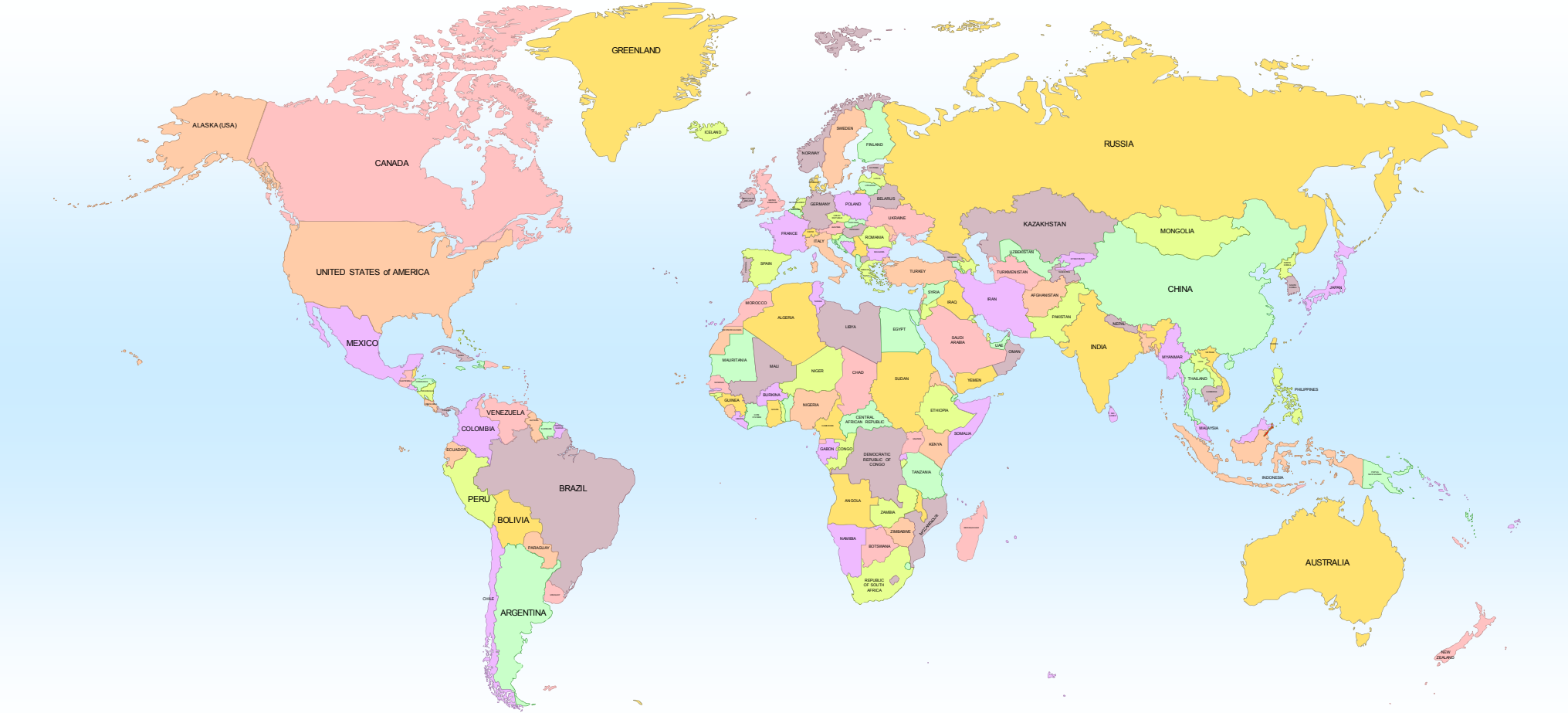
ENP South:

Egypt, Jordan, Lebanon, Morocco, Syria, Tunisia

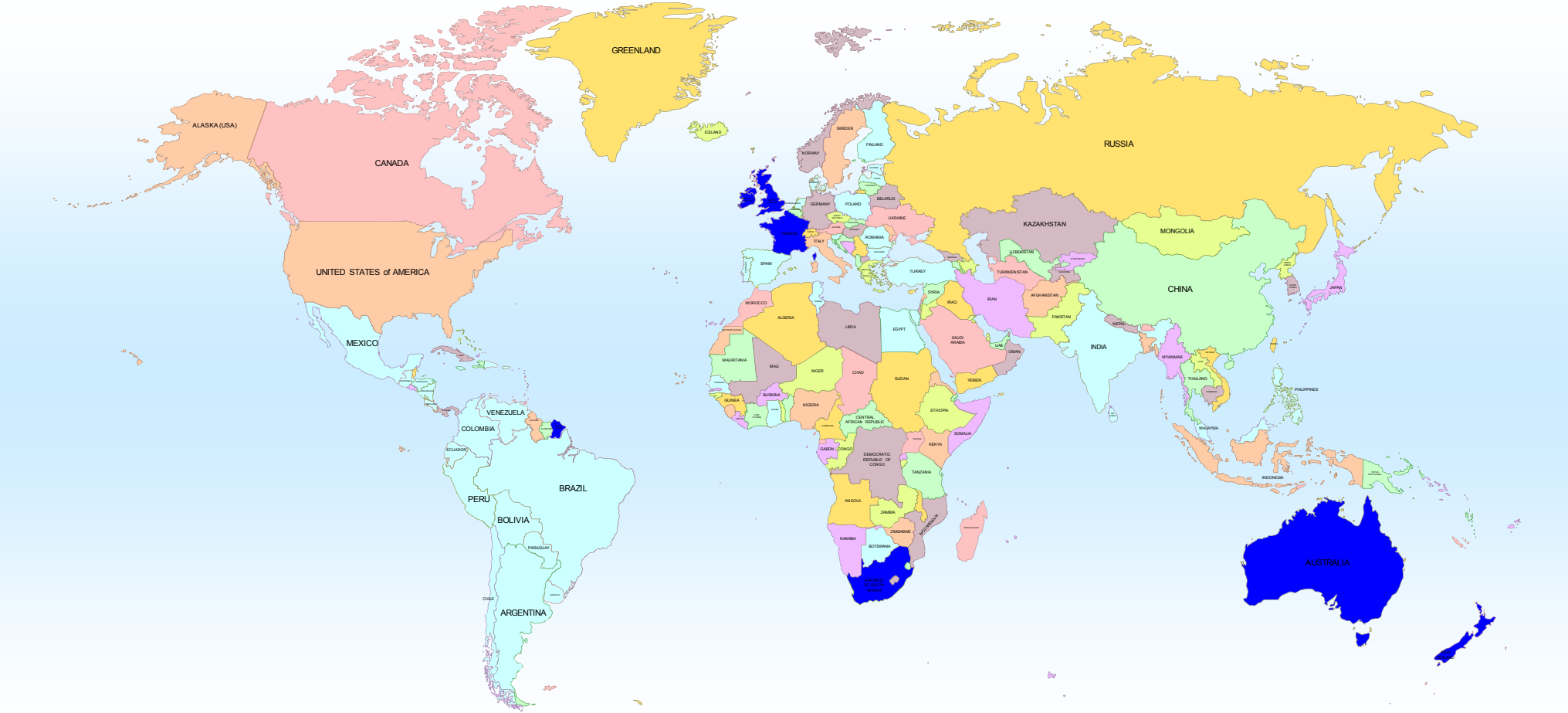
ENP East and Russia:

Armenia, Azerbaijan, Georgia, Republic of Moldova, Ukraine And Russia

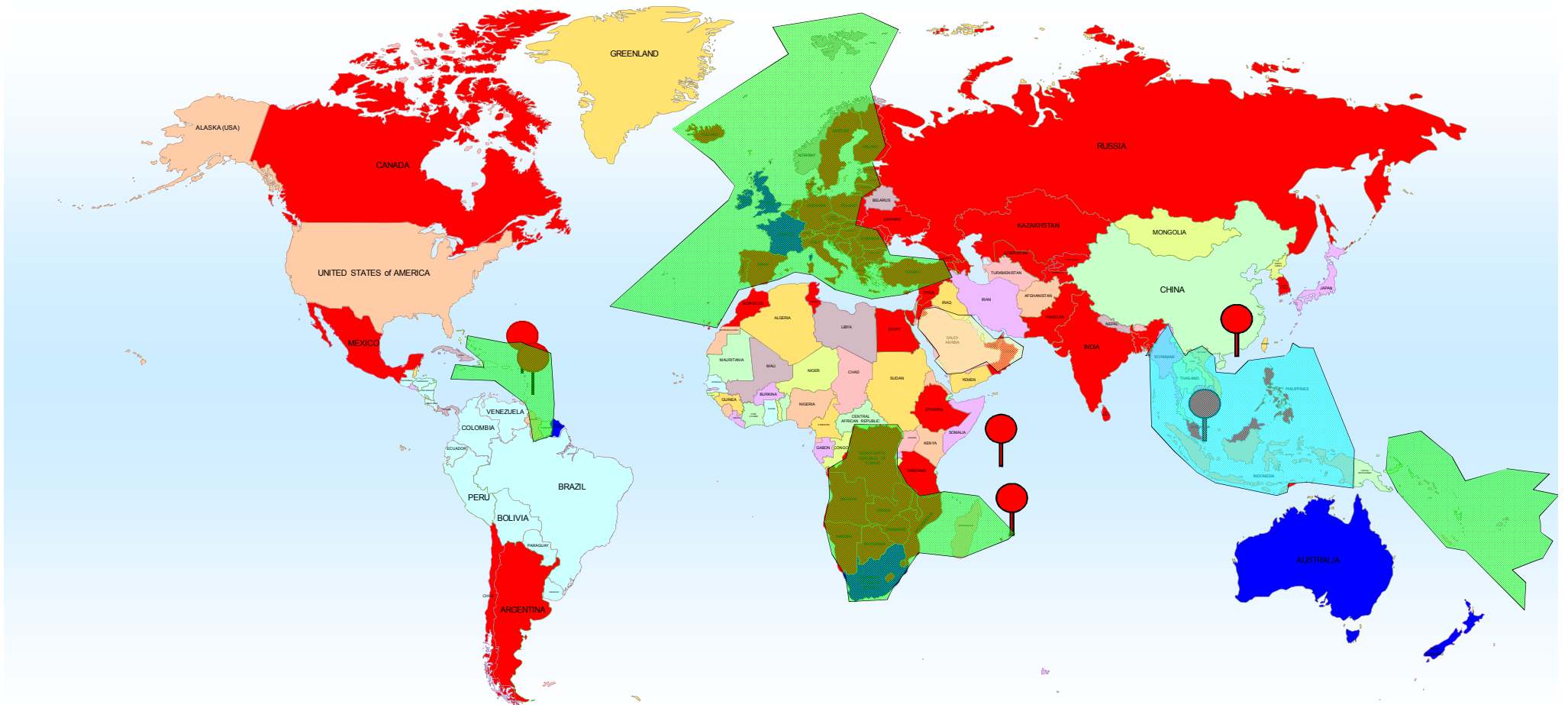
Global Developments



Global Developments



Global Developments



Leonardo project – PROOF-project

The profile for the new future for local managers of European small and medium-sized construction companies - representatives from France, Italy, Spain, Germany, Bulgaria, Romania, Switzerland and Sweden.

KA B. Human Resources management: Coordination

Tasks	Knowledge	Skills	Competences
KAA05 Planning and basic features	<p>To define the management procedures necessary for the development of the project.</p> <p>To recognize project planning and to identify activities and human and materials resources to be allocated to each stage according to the project schedule in order to ensure the quality and the safety in the site.</p> <p>To compare different work approaches and to select the appropriate; to analyze and to compare proposals from subcontracting and suppliers and to set up comparative forms.</p>	<p>To locate, select, organize and document information using appropriate technology and information sources and to analyze, evaluate, and apply relevant information from a contractor, suppliers, subcontractors, specialists and labourers</p> <p>To organize the implementation of the works related to the temporary buildings: optimize planning, split the tasks and refigure the working time for avoid losses.</p> <p>To provide critical input into your organization's strategic initiatives. To cultivate internal consulting skills and become involved in implementing</p>	<p>Analytical Thinking. Is able to understand a situation, issue, problem, etc., by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way.</p> <p>Is able to foster the planning culture in the site among site manager, contractor, suppliers, subcontractors, specialists and labourers.</p>

EQF 5

Knowledge	Skills	Competences
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

Thank you for your attention

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Europa 2000

Copenhagenprocess

-further develop on European cooperation on vocational education and training

Resolution on the increased European cooperation in vocational training, November 2002.

Objective: Increased voluntary cooperation to promote mutual trust, transparency and recognition of competences and qualifications, thereby creating a basis for increasing mobility and facilitating access to lifelong learning.

Europa 2000

Copenhagenprocess

-further develop on European cooperation on vocational education and training

- European principles for identification and validation of non formal and informal learning
- Resolution on lifelong guidance
- Common Reference Model for Quality Assurance – **EQAVET**
- **Europass**
- European Qualifications Framework – **EQF**
- Recommendations for a credit transfer system in VET - **ECVET**

European Qualifications Framework – EQF

Develop a national framework, NQF, and link the national public education systems to NQF/EQF.

Refer all new certificates and diplomas and Europass to NQF/EQF in 2012.

Promote the **validation** of non-formal and informal learning.

Appoint a national coordination point, **NCP**.

Promote and apply the principles of **quality assurance** when qualifications should be linked to the NQF/EQF.

Proposal for the Swedish framework, NQF

Full Fit means that the learning outcomes, will be in complete harmony with the descriptors for qualifications at a given level.

If Full Fit does not exist, an overall assessment of descriptors for qualifications made as to the level that best corresponds to the weighted qualifications are selected - **Best Fit**.

Descriptors for the categories of knowledge, skills and competencies shall demonstrate the fundamental qualities of the **progression** is increasingly deepened. They will lead both to greater accountability as to an increased ability to act with independence and development responsibility for their own and others' work and learning.

Proposal for the Swedish framework, NQF

Level 4	Knowledge (experience-based and/or theoretical)	Skills (performs tasks and solve problems)	Competence (ability to take responsibility, to evaluate, and to act autonomously and to cooperate with others)	Graduation level/qualification
	<p>Can demonstrate:</p> <p>Deeper knowledge in a field of work or study,</p> <p>knowledge of models and methods in a field of work or study.</p>	<p>Knows how:</p> <p>To select and use relevant concepts, theories, models, materials, tools and methods in a particular field of work or study,</p> <p>to follow instructions and perform defined practical and theoretical tasks within given timeframes,</p> <p>to communicate in at least one foreign language in the particular field of work or study.</p>	<p>Knows how:</p> <p>To take initiative, reflect, organise and carry out work and studies autonomously,</p> <p>to autonomously deal with content in a particular field of work or study that could lead to further learning and professional development,</p> <p>to critically evaluate and maintain an independent stance relative to source selection,</p> <p>to evaluate and draw conclusions of his or her own results and group results,</p> <p>to take responsibility in cooperation with others and to a limited extent to lead and evaluate others' work.</p>	<p>Upper-secondary school qualification</p> <p>Upper-secondary adult education</p> <p>Basic training offered by the Swedish Customs Agency</p>

Proposal for the Swedish framework, NQF

Level	Knowledge (experience-based and/or theoretical)	Skills (performs tasks and solve problems)	Competence (ability to take responsibility, to evaluate, and to act autonomously and to cooperate with others)	Graduation level/Qualification
5	<p>Can demonstrate:</p> <p>Specialised knowledge in a field of work or study,</p> <p>knowledge of and an overview of fields touching on the person's own field of work or study.</p> <p>knowledge of work processes and quality criteria within a field of work or study.</p>	<p>Knows how:</p> <p>To plan, perform and identify resources for carrying out specialised assignments,</p> <p>to resolve complex problems within a field of work or study,</p> <p>to communicate undertakings and solutions in a field of work or study in at least one foreign language.</p>	<p>Knows how:</p> <p>To autonomously handle content in a field of work or study that leads to further learning and professional development,</p> <p>to supervise work or study activities and complete assigned projects.</p>	<p>The fourth year of the engineering programme</p> <p>Basic training provided by the Swedish Coast Guard</p> <p>Diploma in Higher Vocational Education</p>

Proposal for the Swedish framework, NQF

Level 8	Knowledge (experience-based and/or theoretical)	Skills (performs tasks and solve problems)	Competence (ability to take responsibility, to evaluate, and to act autonomously and to cooperate with others)	Graduation level/Qualification
	<p>Can demonstrate:</p> <p>The most advanced and systematic knowledge in a field of work, study or research,</p> <p>current specialist knowledge within a well-defined subfield and a general picture of closely related fields,</p> <p>a mastery of methods of knowledge development in general, and of the methods of the particular field of work, study or research in particular.</p>	<p>Knows how:</p> <p>To analyse, synthesise and critically review and assess complex phenomena, questions and situations,</p> <p>to plan and implement development or research work and other qualified tasks,</p> <p>to communicate the results of development and research in both national and international contexts.</p>	<p>Knows how:</p> <p>To evaluate the research or development work of the particular field of work or study,</p> <p>to create and select his or her own research/innovation/development tasks,</p> <p>to evaluate the potential and limitations of qualified development work or science,</p> <p>to take responsibility for how the results of development or research are used,</p> <p>to take responsibility for/lead professional and operations development.</p>	<p>Licentiate degree</p> <p>Doctoral degree</p> <p>Artistic degrees in accordance with the System of Qualifications, Appendix 2 at third-cycle level.</p>

Referencing the Swedish NQF to EQF

