SEMINAR FOR BOLOGNA AND HIGHER EDUCATION REFORM EXPERTS

"Management of Quality in the Context of National Qualifications Framework"

PROGRAMME AND READER

Ivane Javakhishvili Tbilisi State University
4-5 November 2010

CONTENT

INTRODUCTION: SEMINAR RATIONALE

PROGRAMME

SPEAKER'S BIOGRAPHIES

SEMINAR READER

INTRODUCTION: SEMINAR RATIONALE

UNICA invites all stakeholders from ENPI East Region Countries to meet in Tbilisi to discuss the future of quality management in the context of National Qualifications Frameworks, which are main components of Bologna process. For more information see the Seminar website: http://tbilisi2010.bolognaexperts.net/

- **Theme:** Quality Assurance (QA) and development of National Qualifications Frameworks (NQF) for higher education are main components of Bologna process. Tempus countries from the ENPI East region have started implementing these elements, although with different pace. At the same time, "Introduction of Quality Assurance" and "Qualifications Frameworks" are national priorities for Structural Measures projects for all countries of the ENPI East region, thus showing awareness of local authorities of high importance of these themes to higher education reform.

But there are still many questions to be addressed: how exactly NQF and QA systems complement each other? How can the introduction of NQF influence quality assurance process both at national and institutional levels? What does it mean for universities? And how can NQF influence enhancement of higher education quality in general? Having clear answers to these questions would support NQF & QA development and implementation process in the region.

- **Objectives:**

    To encourage discussion among participants on general trends and problems in NQF implementation and adjustment of QA mechanisms, providing some examples of good practices;
    To increase visibility of the Tempus programme;

- **Expected results:**

    Elaboration of recommendations for practitioners and decision-makers at national levels on:
    Redesign of curricula with focus on learning outcomes, set in the NQF;
    Adjustment of quality assurance criteria and mechanisms to NQF requirements;

Provide ideas and suggestions for the development of new proposals for Tempus projects.

- **Partner countries concerned:** ENPI East region

    Armenia
    Azerbaijan
    Georgia

- **Participants:**

    Higher Education Institutions (academic staff, QA departments)
    Accreditation agencies
    Other decision-makers (e.g. ministries) responsible for development and implementation of NQF & QA system
    HERE & NTO
    Other stakeholders

- **Host institution:** Ivane Javakhishvili Tbilisi State University / TSU, Georgia (www.tsu.edu.ge). Founded in 1918 TSU is the oldest and one of the largest research universities in Georgia with over 18.000 students and 6 faculties. TSU is a part of the Bologna process since 2005; it has close academic contacts with over hundred universities in the world and is a member of two Erasmus Mundus Consortia.

TSU runs more than 200 Bachelor, Master and Doctoral programs, offers joint (multiple) degrees with European HEIs, runs the biggest number of Tempus Projects (19) in the region and the biggest number of national and international research grants in Georgia - more than 150 scientific projects funded by different national and international foundations and organizations. TSU professors have highest citation index in Georgia (according to Thomson Science and Google Scholar). TSU hosted over 80 international seminars and conferences during last five years (e.g. Bologna Official Seminar on NQF self-certification in 2008). The priorities of TSU are the development of teaching and research quality culture, establishment of lifelong learning and enhancement of international relations.

PROGRAMME

All Plenary Sessions and Working Group Sessions during the Seminar will take place at the International School of Economics at Ivane Javakhishvili Tbilisi State University.

Thursday 4 November 2010

12.00-13.30	Registration - *Ground floor foyer*
12.30-13.30	Lunch - *Ground floor foyer*
13.30-14.00	**Welcome Addresses** - *ISET Conference Hall*
14.00-16.00	**Opening Plenary Session: "NQF and QA"** - *ISET Conference Hall*
	Facilitator: David Kereselidze, Head of National Center for Educational Quality Enhancement (Georgia)
14.00-14.30	"NQF and QA in Europe – a General Overview"
	Speaker: Heinz-Ulrich Schmidt, Expert, Foundation for International Business Administration Accreditation, FIBAA (Germany)
14.30-15.00	Discussion
15.00-15.45	"NQF & QA in ENPI East Region Countries - a General Overview"
	Speakers: Nvard Manasian, Head of QA Center, Yerevan State Linguistic University, HERE (Armenia) Jala Garibova, Vice-Rector, Azerbaijan University of Languages, HERE (Azerbaijan) Irine Darchia, Associate Professor, Ivane Javakhishvili Tbilisi State University, HERE (Georgia)
15.45-16.00	Discussion
16.00-16.30	Coffee Break - *Ground floor foyer*

16.30-18.00	**Seminar I: "Implementing NQF at National Level"** - *ISET Conference Hall*
	Facilitator: Ruben Topchyan, Head of National Center for Professional Education Quality Assurance Foundation, ANQA (Armenia)
16.30-17.15	*Sub-topics of the Seminar:* "Conceptualization of NQF versus QA" "Agents for the Effective Implementation of NQF at National Level" "NQF Challenge for the Institutions of HE"
	Speaker: Irma Spūdytė, Researcher, Vytautas Magnus University (Lithuania)
17.15-17.45	Discussion
17.45-18.00	Closing Remarks
18.00-20.00	**Guided city tour** *(to be booked)*
20.00-22.00	**Welcome Dinner** - Restaurant "Meidani" *6, Rkinis Rigi, Tbilisi*

Friday 5 November 2010

09.00-11.00	**Seminar II: "Implementing NQF at Institutional Level"** - *ISET Conference Hall*
	Facilitator: Habib Zarbaliyev, Head of Accreditation Unit of the Ministry of Education (Azerbaijan)
09.00-09.45	*Sub-topics of the Seminar:* "Redesigning Curricula with Focus on Learning Outcomes" "Changes in Students' Assessment System" "Changes in Internal Quality Assurance Processes"
	Speaker: Melita Kovačević, Vice-Rector of the University of Zagreb (Croatia)
09.45-10.15	Discussion
10.15-10.30	Closing Remarks

|	
10.30-11.00	Coffee Break - *Ground floor foyer*
11.00-13.00	**Parallel Working Group (WG) Sessions**
	WG 1: Implementing NQF at National Level (Participants elaborate action plan for Accreditation Agency, Center, Ministry etc.) - *ISET Auditorium 5.1*
	Chair: Irma Spūdytė, Researcher, Vytautas Magnus University (Lithuania)
	Reporter: Lika Glonti, NTO Coordinator (Georgia)
	WG 2: Implementing NQF at Institutional Level (Participants elaborate action plan for their HEI) - *ISET Auditorium 5.3*
	Chair: Melita Kovačević, Vice-Rector of the University of Zagreb (Croatia)
	Reporter: Irine Darchia, Associate Professor, Ivane Javakhishvili Tbilisi State University, HERE (Georgia)
13.00-14.00	Lunch - *Ground floor foyer*
14.00-16.00	**Closing Plenary Session** - *ISET Conference Hall*
	Chair: Heinz-Ulrich Schmidt, Expert, Foundation for International Business Administration Accreditation, FIBAA (Germany)
14.00-14.30	Discussion on Results of WG1 and WG2
14.30-15.00	Speakers' Corner
15.00-15.30	Final Recommendations
15.30-16.00	Closing Remarks by invited speakers and organizers, HERE-s, invited persons
16.00-18.00	**Museums/Walk in Old Tbilisi** *(to be booked)*

SPEAKER'S BIOGRAPHIES

Heinz-Ulrich Schmidt

Dr. Heinz Ulrich Schmidt studied Classics and Law in Germany. He is a former director general for science and research in the State Ministry for Science, Research and Cultural Affairs of Brandenburg (Germany) and he is a former managing director of FIBAA (Foundation for International Business Administration Accreditation).

During last seven years Dr. Heinz Ulrich Schmidt took part in many international conferences, seminars, workshops, trainings, projects on educational issues organized by CEIBAL, ARACIS, ENQA, ECA, HRK, MUBS etc. He is a member of Scientific Board of ARACIS, Supervisory Board of AKORK, Honorary Professor Brasov (Romania) (1995-1999) etc.

Irma Spūdytė
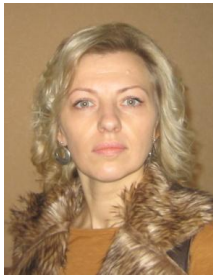
Irma Spūdytė obtained her Bachelor and Master Degrees in Sociology (additional qualification in Business Administration) and in Vocational Education and Training. She is a researcher at Vytautas Magnus University and field of her current research is implementation of National Qualifications Framework. She has published several articles on qualifications of Higher Education, qualifications system, National Qualifications Framework etc. She took part in many conferences and seminars and presented papers on National Qualifications Framework development, evaluation and recognition etc. Irma Spūdytė was a member of the working groups coordinated by the Ministry of Social Security and Labour of Lithuania aiming to put in practice different documents related to the implementation of National Qualifications Framework (accreditation requirements for the institutions, seeking to pursue the functions of assessing competencies and recognizing qualifications, etc.).

Irma Spūdytė did an internship on qualifications system, management and quality assurance of qualifications system, higher education policy etc. at the Ministry of Education (Finland), Scottish Qualifications Authority – SQA (Scotland), Center for Higher Education Policy Studies – CHEPS (Netherlands).

Irma Spūdytė participated in the project "Creation of the National Qualifications System" and took part in preparation of the *Outlines for the Lithuanian NQF* (in cooperation with co-authors), of the article "*Modeling the Lithuanian NQF*" (in cooperation with co-authors) and of the *Guidelines for the Implementation of NQF in Lithuania* (in cooperation with co-authors) etc.

Melita Kovačević

Dr. Melita Kovačević studied in Croatia (bachelor's and doctoral degree) and in the United States (master's degree). Her basic academic background is psychology. Her second bachelor degree was in phonetics. She had a numerous short and long visits to different European and American universities as a researcher, senior scholar or invited lecturer. Her main research interests are: cognitive psychology, psycholinguistics, neurolinguistics, cognitive neuroscience and language pathology. She participated in numerous Croatian and European scientific and professional projects as a head of the project/project coordinator, or as a team member.

Dr. Melita Kovačević is a Full Professor at the University of Zagreb, Department of Speech and Language Pathology. She is a head of the Laboratory for Psycholinguistic Research, a director of Interdisciplinary Postgraduate Doctoral Study *Language and Cognitive Neuroscience* and a coordinator of the *Middle European Interdisciplinary Master Programme in Cognitive Science.* Currently she is a Vice-Rector for Science and Technology of the University of Zagreb.

Dr. Melita Kovačević is a member of many national and international working groups, bodies, foundations, councils, committees etc. (e.g. Steering Committee of EUA Council of Doctoral Education - EUA

CDE, Executive Board of the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia, UNICA Bologna Lab Coordinators, BFUG, National Committee for follow-up Bologna Process etc.). She is a National Expert for Strategic Action Plan for the Implementation of Bologna Process and National Promoter of Bologna Process. Dr. Melita Kovačević organized and participated in many national and international projects, conferences, workshops and seminars on educational issues and Bologna Process.

SEMINAR READER

The Seminar Reader aims at providing the participants with basic information concerning the main topics of the Seminar and related issues. Extracts from Bologna Process official documents, general overview of QA and NQF development in Europe and ENPI East Region Countries prepared by European and regional experts, glossary with basic terms, some useful links and resources, conclusions and outcomes of different European projects, conferences, seminars and workshops, recommendations on QA and NQF development and implementation elaborated by European experts and draft recommendations prepared by Dr. Irine Darchia (HERE, Georgia) have been included in the given reader. The style of the speakers' written contributions to the publication has been kept unchanged.

CHAPTER 1: SPEAKERS' CONTRIBUTIONS

1.1 NQF and QA in Europe - a General Overview
(Based on EHEA Documents)

Quality assurance and qualifications systems were two of the Bologna Process action lines. The ministers adopted the Standards and Guidelines for the European Higher Education Area (EHEA) and the Framework for Qualifications of the EHEA in the Bergen Communiqué in 2005. Stocktaking for the London ministerial meeting in May 2007 and the Leuven/Louvain-la-Neuve Communiqué 2009 reported on the implementation of these two tools for the reform of European higher education.

There has been significant effort towards implementing NQF, however, the deadline for having completed the implementation by 2010 was too ambitious.

All countries have introduced external quality assurance (QA) systems including self-assessment and external review; but there is still a long way to go before there is clear evidence that all countries are working according to the European Standards and Guidelines (ESG).

The ESG call for quality assurance to pay attention to the learning outcomes of programmes. The Bologna qualifications framework calls for the specification of higher education programmes in terms of learning outcomes. The relationship between qualifications framework and quality assurance is crucial. There is still not enough integration at national and HEI level between the qualifications framework, learning outcomes

and ECTS. While systems for approval of programmes and qualifications are well developed, it is clear that linking programmes with learning outcomes and designing assessment procedures to measure achievement of the intended learning outcomes are the most difficult parts and will take longer to implement. This is a great challenge, in particular for HEI on department and faculty level.

Work needs to be continued over the next few years, at national and institutional as well as at European and regional level, to improve the links and interaction between the work done on qualifications framework and on quality assurance.

Heinz-Ulrich Schmidt, Expert, Foundation for International
Business Administration Accreditation, FIBAA

1.2 Quality Assurance (QA) and National Qualifications Framework (NQF) in ENPI East Region Countries - a General Overview

ARMENIA

After 2005, following Armenia's accession to Bologna Process and its commitment to integration to the EHEA, certain changes have been introduced. A relatively supportive legal framework has been adopted. There are some institutions and programs with international experience. Although the external agency for quality assurance has been established, it is yet in the process of internal capacity development. Besides, the absence of the National Qualifications Framework leaves the education sector fragmented and remains with many unanswered questions for the stakeholders, who want to know something about the end result. Most of all, there is a tendency of growing demand of quality education at this level among the main stakeholders, but most of all among students.

A recent report on QA process in Armenia had highlighted the lack of evidence that internal quality standards, at the level and scope of those articulated in the Dublin Descriptors, the learning outcome descriptors that define levels in the European Qualifications Framework (EQF), or in other publications including those produced by ENQA even exist (World Bank, 2008). Currently, a new agency, i.e. Armenian National Quality Assurance Agency with the mandate to carry out Quality Assurance processes was created in 2008. The team of ANQA works with the government agencies and higher education institutions in order to develop the advisory products and technical tools for the implementa-

tion of external quality assurance. Finally, the NQF concept paper and the draft of the Government Decree were presented to some of the stakeholders. It was decided to postpone the adoption, since there was a need to further work on the NQF and discuss it with more stakeholders.

Nvard Manasian, Head of Quality Assurance Center
Yerevan State Linguistic University, HERE

AZERBAIJAN

Azerbaijan joined the Bologna Declaration in 2005. Following the signature a working group was established to advise and ensure the implementation process. From the very inception, a heavy emphasis was placed on the transfer of all study programs at higher education institutions to the credit system. Although the principles of transfer were not too clear at the beginning, certain procedures became regulated by the following legislation and official instructions.

The State Program on Reforms for the period of 2009-2013 covered the major aspects of the alignment of Azerbaijan's Higher Education System to Bologna principles. The Program set forth requirements for preparation of appropriate legal-normative basis, transfer to ECTS, development of national qualifications framework, and establishment of quality assurance procedures. Following these requirements, concrete steps were taken to establish bases for internal and external quality control and accreditation, approval of the national framework of specialties at the undergraduate and graduate levels, revision of diploma supplements etc.

A number of universities have established quality control mechanisms by establishing separate units and developing procedures for hiring, performance evaluation, student feedback procedures etc. While performance evaluation procedures have reached a certain level of elaboration at a number of institutions, serious steps need to be initiated to launch external program audit.

External quality assurance is currently being conducted by a separate Department of Accreditation at the Ministry of Education of Azerbaijan. Already 20 Universities have been accredited by this Department.

The work is underway, and reforms are progressing. Some challenges also exist, which can successfully be met if two major factors are taken into account: a) more autonomy should be given to Universities so that they are able to diversify their programs and to take a more flexible approach to curriculum design (unified approach to the adoption of

ECTS cannot always be justified); b) the 2-cycle system should be based on the clear understating of the objectives of each of this cycle (the question of the learning outcomes and knowledge structure should be emphasized in the course of future reforms).

Jala Garibova, Vice-Rector
Azerbaijan University of Languages, HERE

GEORGIA

As a result of Georgia's joining of the Bologna Process 3-cycle degree system and modular curricula are introduced in all HEIs of Georgia; student workload is calculated in terms of ECTS at Bachelor's, Master's and PhD levels; Diploma Supplement is issued. Unified National Admission Exams based on the principles of transparency and meritocracy, and system of internal and external quality assurance/accreditation are established. The reforms also envisaged changing the system of financing, enhancing student self-governance, as well as life-long learning, internationalization, accessibility, synergy between research and education etc.

QA services are established in all HEI-s and the following QA mechanisms are developed, officially approved and implemented: guidelines for curricula and e-courses development and their approval procedures; internal evaluation of syllabi, curricula and e-courses; evaluation of study programs by international experts; online evaluation of all courses by the students; self-evaluation reports etc.

National Center for Educational Quality Enhancement aims at ensuring the following goals: to support establishment of internal and external mechanisms of educational quality; to create a database for programs/staff/personnel; to support mobility of pupils, students, academic personnel; to support integration of HEI-s into the international educational area; to assess the significance of learning outcomes and their relevance to the state recognized qualifications etc.

The development of NQF started in 2006. The draft of the document is elaborated by different working groups under the supervision of the Ministry/Accreditation/Quality Enhancement Center and it will be officially adopted by the special decree of the Minister of Education and Sciences.

Irine Darchia, Associate Professor
Ivane Javakhishvili Tbilisi State University, HERE

CHAPTER 2: BACKGROUND DOCUMENTS

2.1. The Overarching Framework of Qualifications for the European Higher Education Area – Bologna Framework (QF EHEA)

The framework comprises three cycles, including, within national contexts, the possibility of intermediate qualifications, generic descriptors for each cycle based on learning outcomes and competences (the so-called Dublin Descriptors), and credit ranges in the first and second cycles. Ministers committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2012 (Leuven Communiqué, 2009).

	Outcomes	ECTS Credits
Short cycle qualification (within or linked to the first cycle)*	*Qualifications that signify completion of* **the higher education short cycle (within or linked to the first cycle)** *are awarded to students who:* *• have demonstrated knowledge and understanding in a field of study that builds upon general secondary education, and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;* *• can apply their knowledge and understanding in occupational contexts;* *• have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;* *• can communicate about their understanding, skills and activities, with peers, supervisors and clients;* *• have the learning skills to undertake further studies with some autonomy.*	*Approximately 120 ECTS*
First cycle qualification	Qualifications that signify completion of **the first cycle** are awarded to students who: • have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that,	Typically include 180-240 ECTS

16

	whilst supported by advanced text-books, includes some aspects that will be informed by knowledge of the fore-front of their field of study; • can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; • have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; • can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; • have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	
Second cycle qualification	Qualifications that signify completion of **the second cycle** are awarded to students who: • have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; • can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; • have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;	Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle

	• can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously; • have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	
Third cycle qualification	Qualifications that signify completion of **the third cycle** are awarded to students who: • have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; • have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; • have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; • are capable of critical analysis, evaluation and synthesis of new and complex ideas; • can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; • can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.	Not specified

This is not formally part of the Bologna Framework (the "short cycle" is taken from the "Dublin Descriptors", which are internationally acceptable descriptors, developed jointly by stakeholders across Europe). In adopting the Bologna Framework, Ministers agreed that the Framework would include within national contexts, the possibility of intermediate qualifications.

2.2. Rationale and Purpose of the Bologna Framework

The rationale for the Bologna Framework is to provide a mechanism to relate national frameworks to each other so as to enable:

(a) International transparency – this is at the heart of the Bologna process and while devices, such as the Diploma Supplement, have a role to play in this objective, it is difficult to ensure that qualifications can be easily read and compared across borders without a simplifying architecture for mutual understanding.

(b) International recognition of qualifications – this will be assisted through a framework, which provides a common understanding of the outcomes represented by qualifications for the purposes of employment and access to continuing education.

(c) International mobility of learners and graduates – this depends on the recognition of their prior learning and qualifications gained. Learners can ultimately have greater confidence that the outcomes of study abroad will contribute to the qualification sought in their home country. A framework will also be of particular help in supporting the development and recognition of joint degrees from more than one country.

2.3. The European Qualifications Framework for Lifelong Learning (EQF - LLL)

The core of the framework consists of 8 qualification levels described through learning outcomes (knowledge, skills and competence). EU Member States have been invited to relate their national qualification levels to the references established by the EQF-LLL. Following the Recommendation adopted by the European Parliament and the Council, a process of implementation has been started in 2008. EQF-LLL relates to all education and training awards in Europe thus including also those covered by the QF-EHEA. The countries that decide to go ahead with the EQF-LLL were asked to do this in two stages. The first stage – referring national qualification levels to the EQF-LLL and the second – introducing a reference to the EQF-LLL in all new certificates should be completed by 2012.

Thus at higher education level it was necessary to align the two qualification frameworks at European level. Both frameworks have their own descriptors, and they are not identical, however, to a large extent compatible. The European Qualifications Framework for Lifelong Learning is provided in the following table.

		Knowledge	Skills	Competence
		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
Level 1	Learning outcomes	• basic general knowledge	• basic skills required to carry out simple tasks	• work or study under direct supervision in a structured context
Level 2	Learning outcomes	• basic factual knowledge of a field of work or study	• basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	• work or study under supervision with some autonomy
Level 3	Learning outcomes	• knowledge of facts, principles, processes and general concepts, in a field of work or study	• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study; • adapt own behaviour to circumstances in solving problems

Level 4	Learning outcomes	• factual and theoretical knowledge in broad contexts within a field of work or study	• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5*	Learning outcomes	• 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
Level 6**	Learning outcomes	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; • take responsibility for managing professional development of individuals and groups

Level 7***	Learning outcomes	• highly special-ised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original think-ing and/or re-search; • critical aware-ness of knowledge issues in a field and at the interface be-tween different fields	• specialised problem-solving skills required in research and/or innovation in order to develop new know-ledge and procedures and to integrate knowledge from dif-ferent fields	• manage and trans-form work or study contexts that are complex, unpredict-able and require new strategic ap-proaches; • take responsibility for contributing to professional knowledge and practice and/or for reviewing the stra-tegic performance of teams
Level 8****	Learning outcomes	• knowledge at the most ad-vanced frontier of a field of work or study and at the inter-face between fields	• the most advanced and specialised skills and techniques, in-cluding synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate sub-stantial authority, innovation, auton-omy, scholarly and professional integri-ty and sustained commitment to the development of new ideas or pro-cesses at the fore-front of work or study contexts in-cluding research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides de-scriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* The descriptor for the higher education short cycle (within or linked to the first cycle), devel-oped by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

** The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

*** The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their

meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.
**** The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

2.4. Rationale and Purpose
of the National Qualifications Frameworks (NQF)

• The national framework for qualifications will make existing qualifications easily understandable for students, parents, employers, and academic staff and will clearly define differences between particular levels in the national system.

• It allows for more levels than 3 QF-EHEA cycles but the levels have to be clearly linked to the European ones.

• It describes the interrelation between qualifications that exist in any given country and contribute to greater transferability (permeability) in the system.

• Support of lifelong learning - clearly defined learning outcomes of degree programmes as well as their components (modules) will open new possibilities for recognition of prior learning and, thus, "flexible learning" paths can be established leading to generally accepted, credible qualifications.

• In general study offers can be better diversified as it will be clear/transparent who is doing what.

• The relationship between degree programmes and professions can be better highlighted.

• In EHEA the methodology based on learning outcomes and ECTS can also help evaluations of how successfully the restructuralisation of studies in two cycles has been realised. But also how **effectively** the restructuralisation was done. Are there not similar learning outcomes in different degree programmes? Could the modular structure be better used? And there are probably many other questions. Involvement of stakeholders (mainly employers and alumni) can help to identify how the programmes serve labour market needs. All these aspects can point towards both innovations of the existing degree programmes as well as more appropriately designing new ones. In parallel improvements to the methodology of quality assessment of degree programmes (modules) could be achieved. Thus this methodology can assist higher education institutions in planning education processes and supporting quality

assurance systems as well as quality enhancement (internal as well as external).

2.5. National Frameworks and QF-EHEA

The table below shows how the national frameworks for qualifications and QF-EHEA create the system. National frameworks for qualifications are the responsibility of competent national authorities. They allow for descriptions of all specificities of particular national systems and are owned by the national systems. It is very important that in any given national qualifications framework all academic awards (diplomas, certificates) are granted by higher education institutions or other institutions which have degree awarding competence. It is also necessary that the admission and progression requirements are described as well as possible vertical paths through national systems.

National Framework	QF - EHEA
• closest to the operational reality; it allows for descriptions of all specificities within the national system	• provides the broad structure within which national qualification frameworks will be developed and allows diversity within these limits
• owned by the national system	• facilitates movement between systems
• ultimately determines which qualifications learners will earn	• ensures compatibility among different national frameworks for qualifications – serves as a "translation tool"
• describes the qualifications within a given education system and how they interlink	• presents a common face of "Bologna/EHEA qualifications" to the rest of the world

2.6. Ten Steps in Developing a National Qualifications Framework (NQF)

National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system.

1. Decision to start taken by the national body responsible for higher education.

24

2. Setting the agenda: The purpose of our national qualifications framework WG-Report nr. 1[12] (section 2.3).
3. Organising the process: Identifying stakeholders; setting up a committee/working group.
4. Design Profile: Level structure, Level descriptors (based on learning outcomes), Credit ranges.
5. Consultation: National discussion and acceptance of design by stakeholders.
6. Approval: According to national tradition by Minister/Government/legislation.
7. Administrative set-up: Division of tasks of implementation between HEI, QAA and other bodies.
8. Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach.
9. Inclusion of qualifications in the NQF; Accreditation or similar (cfr. Berlin Communiqué).
10. Self-certification of compatibility with the EHEA framework (Alignment to Bologna cycles etc.); WG Report nr. 1; Pilot projects.

The sequence of steps need not be identical in all countries.

2.7. Good Practice for the Development of National Frameworks of Qualifications

(Extract from Working Group on Qualifications Frameworks Report, 2005)

An examination of the nature, development and effectiveness of existing 'new style' higher education national frameworks of qualifications reveals a wide pattern of different experiences from which a number of good practice recommendations can be identified. The following list indicates some of the most useful aspects that can facilitate the creation of successful new national frameworks of qualifications.

•   The development and review process for producing good frameworks is most effective when it involves all relevant stakeholders both within and outside higher education. Higher educations frameworks naturally link to VET and post-secondary education and as such are best viewed and treated as a national initiative. This also makes possible the inclusion of, or links to, other areas of education and training outside higher education.

- The framework for higher education qualifications should identify a clear and nationally-agreed set of purposes.

- Frameworks for higher education qualifications benefit from the inclusion of cycles and /or levels, and articulation with outcome-focused indicators and/or descriptors of qualifications.

- The use of learning outcomes in describing units, modules, and whole qualifications aids their transparency, recognition and subsequent student and citizen mobility. The identification of formal links to learning outcomes should play an important role in the development of national frameworks of qualifications.

- More flexible higher education frameworks of qualifications have the benefit of promoting multiple pathways into and through higher education, and thus through encouraging lifelong learning and the efficient use of resources promote greater social cohesion.

- Higher education frameworks of qualifications benefit from being directly linked to credit accumulation and transfer systems. Credits are student-centred tools that can enhance the flexibility, clarity, progression and coherence of educational systems when they are expressed in terms of learning outcomes, levels/cycles and workload. Credit systems facilitate bridges and links between different forms, modes, levels and sectors of education and can be instrumental in facilitating access, inclusion and lifelong learning.

- Higher education frameworks of qualifications should explicitly link to academic standards, national and institutional quality assurance systems, and public understanding of the place and level of nationally recognised qualifications.

- Public confidence in academic standards requires public understanding of the achievements represented by different higher education qualifications and titles. This confidence and understanding is enhanced by the publication of appropriate institutional audits and/or subject review reports.

- The development and application of 'new style' national frameworks of qualifications facilitates the development of autonomous higher education institutions by creating clear external reference points that help to promote high quality, responsible and responsive institutions.

- National frameworks of qualifications need to articulate in a transparent way with the overarching European framework for qualifications. The process of articulation should involve the careful mapping of

national qualifications (their levels, learning outcomes and descriptors) with the cycle descriptors identified for the European overarching framework.

2.8. Criteria and Procedures for Verifying the Compatibility of Frameworks with the Framework for Qualifications of the EHEA

The following criteria are proposed for the verification that national frameworks are compatible with the EHEA framework:

1. The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.
2. There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework.
3. The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits.
4. The procedures for inclusion of qualifications in the national framework are transparent.
5. The national quality assurance system for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna Process.
6. The national framework, and any alignment with the European framework, is referenced in all Diploma Supplements.
7. The responsibilities of the domestic parties to the national framework are clearly determined and published.
The following procedures are proposed for self-certification of compatibility:
1. The competent national body/bodies shall self-certify the compatibility of the national framework with the European framework.
2. The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognized through the Bologna Process.
3. The self-certification process shall involve international experts.
4. The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out.

5. The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process.

6. The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

2.9. Self-certification against QF – EHEA and Referencing to EQF-LLL

A country which has completed the self-certification process against QF-EHEA has the choice of not repeating it for the relevant levels of the EQF-LLL. And vice versa, a country which refers its qualifications levels to the EQF-LLL has likewise the choice not to repeat it for the self-certification within the QF-EHEA. Thus it should in principle be possible to carry out one of the two exercises and mutually recognise the results. Having one national verification process covering both the EQF-LLL and the EHEA would not only help to avoid double work but also most importantly contribute to greater transparency, avoid confusion among all stakeholders, including students and employers, i.e., those who could benefit the most from the national as well as the European framework for qualifications, and make the work at the national level and in particular at the higher education institutions easier.

Self-certification against QF – EHEA	Referencing to EQF-LLL
Procedures for self-certification (Psc)	
Psc1. The competent national body/bodies shall certify the compatibility of the national framework with the European framework.	Cr8. The competent national body or bodies shall certify the referencing of the national framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria.

Psc2. The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process.	Cr6. The referencing process shall include the stated agreement of the relevant quality assurance bodies.
Psc3. The self-certification process shall involve international experts.	Cr7. The referencing process shall involve international experts.
Psc4. The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out.	Cr8. see above.
Psc5. The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self certification process [www.enicnaric. net].	Cr9. The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports.
Psc6. The completion of the self certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.	Cr10. Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.
Criteria for self- certification (Csc)	
Csc1. The national framework or higher education qualifications and the body or bodes responsible for its development are designated by the national ministry with responsibility for higher education.	Cr3. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities.
Csc2. There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework.	Cr2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework.
Csc3. The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications	Cr3. The national framework or qualifications system and its qualifications are based on the principle and objec-

are linked to ECTS or ECTS compatible credits.	tive of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit system.
Csc4. The procedures for inclusion for qualification into national framework are transparent.	Cr4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.
Csc5. The national quality assurance systems for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna Process.	Cr5. The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines (as indicated in annex 3 of the Recommendation.
Csc6. The national framework and any alignment with the European framework is referenced in all Diploma Supplements.	Cr10. see above.
Csc7. The responsibilities of he domestic party to the national framework are clearly determined and published.	Cr3. see above.

2.10. Quality Assurance and National Frameworks of Qualifications within National Contexts

In recent years there has been an increasing emphasis on the development and use of explicit criteria and processes that are open to external scrutiny, and the majority of Bologna countries now have quality assurance bodies linked to higher education. There are however significant differences in approach to quality assurance, both amongst countries and amongst institutions within countries between nations and their HE institutions. Some countries include direct ministerial accreditation of individual programmes, whilst other systems accredit institutions. In yet others the quality assurance processes involve either the review of individual programmes and /or the audit of the institutions responsible for delivering the programmes of study. However, all systems include an element of 'externality', whether by external inspectors or by academic peers. There is also a general trend towards increasing the input of students and other stakeholders within quality assurance.

Increasingly, quality assurance involves procedures that are more clearly defined, and relies upon the use of explicit criteria including, where they

have been developed, national frameworks of qualifications. Greater transparency of quality assurance procedures is also being supported through inclusion of a wider range of external, and in some cases international, reference points.

In all cases where national frameworks of qualifications have been developed, whether for general, vocational, and/or higher education, they are primarily intended to provide information on qualifications and in particular their inter-relationships; but they can be and are also used in quality assurance. There are, however, differences in the ways in which the frameworks are used, and intended to be used. Where the delivery of programmes is formally regulated, either by a ministry or other organization external to the delivering institutions, the framework and its components may be used to establish and/or identify whether specified minimum standards have been met. Such can be the basis of accreditation, although regulation of programmes is not necessarily linked to minimum standards. Elsewhere, and in particular in those countries where the academic institutions have autonomous powers to design their own programmes and set academic standards themselves, qualification frameworks are used as a 'point of reference' for both general guidance and within a quality assurance system. In such cases the components of the framework tend to be expressed within a less prescriptive context.

'Externality' is increasingly recognised as an essential part of quality assurance, and so it should be within the development and application of new national qualifications frameworks. For such frameworks to be of benefit to stakeholders, including intending and current students, and their employers, the frameworks need to be expressed in terms that are understandable and relevant. These may not always sit comfortably with the precise and detailed language often used or thought to be necessary for regulation.

For pedagogical reasons and to address the needs of stakeholders, the descriptors used within national frameworks are increasingly concerned with identifying 'achievements', or the outcomes of learning, rather than referring primarily to 'input measures'. The inclusion of such an achievements/outcomes based approach will be essential if national frameworks are to meet the needs of all stakeholders and interested parties. This shift in emphasis has a direct impact on quality assurance processes and provides both the rationale and the need to move away from the application of merely mechanistic approaches, particularly where these are based primarily on 'input measures' (e.g. delivered material, time, etc.).

Traditionally within higher education, and largely irrespective of national agendas, programmes have been predominantly planned by the provider(s), with the coherence of the programme setting the context for any quality assurance, whether this is based on implicit/subjective or explicit/objective criteria. With the aspirations of the lifelong learning agendas being promoted at national levels throughout the EHEA, there is increasing emphasis on the role of the stakeholder (student and employer) in programme planning. To accommodate such changes new approaches to quality assurance that can cope with a primary interest in units of study and their combination, will be required. This will also provide additional challenges.

With different emphases in purpose, and marked diversity in quality assurance practices it is inevitable that the application of national frameworks within quality assurance will vary with regard to emphasis and detail of process. Nevertheless, national frameworks have and can continue to provide the stimulus for greater clarity about qualifications and their quality assurance, and progression between them. There is no single model for the application of national frameworks of qualifications within quality assurance whether for assessing the standards of those qualifications or the quality of the provision that leads to them. Experience in those countries that have developed national frameworks has clearly demonstrated that they can be a vital component of the quality assurance environment, but if they are to be most effective their form, components and application must reflect the characteristics of the evolving national 'quality culture' of the HE community and its stakeholders.

2.11. Quality Assurance and National Frameworks of Qualifications within the Context of the EHEA

Although higher education has, to a large extent, historically reflected national cultural contexts it has also always included an international dimension in the establishment of its qualifications and their standards. Similarly, the mobility of staff and students has introduced an international element to quality assurance although again this is generally based predominantly on national contexts. In both areas the contribution of such an international element may have been somewhat implicit and there has until recently been little use of clear and explicit, internationally-recognised criteria for supporting quality assurance processes or making objective assessments.

'Trust' has to a large extent been based on personal knowledge within a limited community and 'reputation'. The development of the Bologna process brings with it increased expectations around an international 'marketplace' for students, employees and employers. If the process is to be successful it will inevitably need to address 'trust' within a much wider context, and particularly increased expectations of greater transparency about (national) qualifications, their standards and their quality assurance.

The roles of national frameworks for qualifications in the description and assurance of standards has been described above, but they can also have particular roles where there is international interest in the nature of qualifications. It is perhaps inevitable however that the greater international interest is likely to be in comparison *between* frameworks and the qualifications they include. Comparability is an important element particularly where students are seeking to utilise their qualifications within an international arena.

The Bologna process provides a platform for supporting such trust through improving knowledge and understanding; the national frameworks are integral and essential elements within this. Their value is reinforced through the establishment of an overarching European framework that can provide a reference point to establish comparability between national frameworks and their component qualifications.

Such an overarching European framework can provide a mechanism through which national frameworks and particularly their qualifications can, at a somewhat generic level, be compared. Neither a European framework nor indeed national frameworks can by themselves be expected to provide discipline specific detail, but they can provide a guide (and in some cases depending upon national contexts perhaps also a guarantee) of the range and extent of competencies that holders of particular types of qualification can be expected to have. Qualifications frameworks help provide the basis for confidence in whether an applicant has the relevant skills for employment or further study at a particular level.

In addition to providing a template for national frameworks, a European framework can provide a means for building international confidence in the standards of qualifications by setting quality assurance within trans- and inter-national contexts. It is not possible for a qualifications framework to do this by itself. In addition this requires an understanding and application, perhaps only within a national context, of a series of principles for quality assurance that are agreed within an international context.

2.12. Common Principles for Quality Assurance in Higher Education and Vocational Education and Training in the Context of the European Qualifications Framework (EQF)

When implementing the European Qualifications Framework, quality assurance – which is necessary to ensure accountability and the improvement of higher education and vocational education and training – should be carried out in accordance with the following principles:

– Quality assurance policies and procedures should underpin all levels of the European Qualifications Framework.
– Quality assurance should be an integral part of the internal management of education and training institutions.
– Quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies.
– External monitoring bodies or agencies carrying out quality assurance should be subject to regular review.
– Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes.
– Quality assurance systems should include the following elements:
– clear and measurable objectives and standards;
– guidelines for implementation, including stakeholder involvement;
– appropriate resources;
– consistent evaluation methods, associating self-assessment and external review;
– feedback mechanisms and procedures for improvement;
– widely accessible evaluation results.
– Quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis.
– Quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community.
– Quality assurance orientations at Community level may provide reference points for evaluations and peer learning.

2.13. Guiding Principles of Universities Quality Assurance
(Extracts from EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area, October 2010)

i. **Primary responsibility for quality assurance lies with universities themselves**. The role of external quality is to review these internal processes while respecting and promoting the primary responsibility of HEIs in assigning them.

ii. **Institutional quality management requires a comprehensive, all-encompassing approach**. This covers all activities of a university: research, teaching and learning, service to society and support services. Quality management should be derived from the mission statement and strategic goals of each institution and constitutes a fundamental part of an overarching institutional quality culture that aims at continuous enhancement of the quality.

iii. **Quality is contextual**. This is important in order to take account of and further promote the diversity of the sector, both the diversity of institutional missions and profiles, as well as of national contexts and traditions, including national quality assurance procedures. There is no one-dimensional definition of quality for the purposes of quality assurance.

iv. **The ultimate goal of all quality assurance – both internal and external – is to enhance quality thus promoting trust among stakeholders**. Regardless of how quality is defined, the ultimate aim of all quality assurance processes – whether they are internal or external and related to research, teaching and learning or other activities – should always be to enhance quality levels through a considered examination of processes and their outcomes and by maintaining a balance between accountability and improvement.

Sources: The Bologna Framework and National Qualifications Frameworks – An Introduction; Working Group on Qualifications Frameworks Report, 2005; Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning; V. Šťastná, Final Report of the Official Bologna Conference "Aligning National against European Qualification Frameworks: the Principles of Self-Certification", Tbilisi State University, November 27-28, 2008; EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area (October 2010) etc.

CHAPTER 3: RECOMMENDATIONS

Final recommendations will be elaborated during the Seminar, after plenary sessions and working groups discussions, in close collaboration with all participants (speakers and experts), taking into consideration present situation of the development of NQF and QA in European and ENPI countries, different legislative systems etc.

3.1. Draft Recommendations for Implementing NQF at National Level

1) Body/bodies responsible for NQF development should be identified (Ministry, Accreditation/Quality Assurance Agency, Working Group, Steering Committee, Professional Body etc.) and the action plan (timetable) for NQF development and implementation should be developed and approved by responsible body/bodies;

2) All stakeholders, HEI-s, Accreditation/Quality Assurance Agencies, Ministries, HERE-s, Bologna Experts, social partners and employers, business and industry representatives should be involved in the development of NQF and the process of NQF development should be open, democratic and transparent;

3) The NQF should be nationally agreed, but at the same time it should call for high academic standards recognized worldwide;

4) Good and bad practices, experience of other countries should be taken into consideration;

5) The NQF should be compatible with QF-EHEA and referencing EQF-LLL;

6) Self-certification should be done according to the requirements and recommendations of the Bologna Process;

7) Subject specific frameworks (benchmarks/standards) should be developed on the basis of the NQF by professional bodies/experts in close collaboration with HEI-s, Accreditation/Quality Assurance Agencies, international experts, social partners and employers, business and industry representatives etc.;

8) Compatibility with NQF and subject specific frameworks of all study programs, compatibility of students assessment system with learning outcomes, compatibility of the aims of the programs with expected outcomes should become the main criteria of accreditation/external evaluation;

9) Special trainings, information seminars, workshops should be organized by Accreditation/Quality Assurance Agencies/Bologna Experts/HERE-s to HEI-s, accreditation experts/agents and potential employers for better understanding and promotion of NQF, modern curricula development principles and new accreditation/external evaluation criteria;

10) The development and implementation of NQF and new accreditation/external evaluation standards should be well funded by state and private sectors.

3.2. Draft Recommendations for Implementing NQF at Institutional Level

1) The HEI-s, academic and administrative staff should be actively involved in the development of NQF and subject specific frameworks (benchmarks/standards);

2) Unit responsible for implementation of NQF and subject specific frameworks (benchmarks, standards) for all study programs should be identified (Quality Assurance Department/Team, curricula development team, Department of Academic Affairs, Faculty administration etc.);

3) Action plan (timetable) for curricula redesigning should be developed and approved by responsible body/bodies (Rector, Academic Board, Faculty Board etc.);

4) All stakeholders, academic staff, students, international experts, social partners and employers, business and industry representatives should be involved in redesigning curricula according to NQF and subject specific frameworks (benchmarks/standards);

5) Good and bad practices, experience of national and international partner universities should be taken into consideration;

6) Study programs should be adjusted to new accreditation/external evaluation criteria;

7) Students assessment system should be adjusted to learning outcomes indicated in study programs;

8) Compatibility with NQF and subject specific frameworks of all study programs, compatibility of students assessment system with learning outcomes, compatibility of the aims of the programs with expected outcomes should become the main criteria of internal evaluation;

9) Special trainings, informational seminars, workshops should be organized by the HEI-s to the academic staff for better understanding and right use of NQF, modern curricula development principles and new accreditation/external evaluation criteria;

10) Redesigning curricula according to new standards and requirements should be funded from the University budget/external sponsors.

3.3. Recommendations for Self-certification

Results of the Official Bologna Conference "Aligning National against European Qualification Frameworks: the Principles of Self-Certification", Tbilisi State University, November 27-28, 2008.

3.3.1. Recommendations to National Authorities:

National authorities should

1) focus on communication with and involvement of all relevant stakeholders (higher education institutions, students, employers, including small and medium-sized enterprises (SMEs), quality assurance experts, ENIC and NARIC networks, and alumni…);

2) make certain that all stakeholders involved understand why the national framework for qualifications is needed and what its particular benefits are;

3) not rush, but take the time to do proper implementation. It is necessary to complete the national frameworks for qualifications soon, but even more important to do it well;

4) take into account international developments, in particular under the Bologna Process and in the EU;

5) introduce international participation in the self-certification process from the very beginning of the establishing of a national framework for qualifications as a *conditio sine qua non;*

6) prepare all documents in both the national language(s) and a widely understood foreign language (English);

7) ensure that national quality assurance mechanisms are in line with European Standards and Guidelines and that they form part of the national framework for qualifications;

8) look for synergies between EQF and QF-EHEA and establish one national framework for qualifications for higher education compatible with both;

9) follow the agreed set of criteria and standards for self-certification;

10) have in mind that development of national frameworks for qualification costs money and provide funds for it;

11) create direct as well as indirect incentives for higher education institutions to be able to implement the learning outcomes methodology.

3.3.2. Recommendations to Higher Education Institutions

Higher education institutions should

1) be actively looking for involvement, otherwise somebody else will prepare standards for them;

2) they should create networks in which they can co-operate on discipline specific descriptors with employers, national authorities, quality assurance experts, students, alumni…

CHAPTER 4: GLOSSARY

Accreditation: 1. The process by which a (non-)governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers. The accreditation process generally involves three specific steps: (i) *a self-evaluation process* conducted by the faculty, the administrators, and the staff of the institution or academic programme, resulting in a report that takes as its reference the set of standards and criteria of the accrediting body; (ii) *a study visit*, conducted by a team of peers, selected by the accrediting organization, which reviews the evidence, visits the premises, and interviews the academic and administrative staff, resulting in an assessment report, including a recommendation to the commission of the accrediting body; (iii) *an examination by the commission* of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final Terms and Definitions judgment and the communication of the formal decision to the institution and other constituencies, if appropriate.

2. The instrument by which one institution, without its own degree awarding powers or choosing not to use its awarding powers, gains wide authority to award, and/or gains recognition of its qualifications from another competent authority, and to exercise powers and responsibility for academic provision. This authority might be the State, a government agency, or another domestic or foreign higher education institution.

Code of (Professional) Ethics Concerning Quality Assurance and Accreditation in Higher Education: A public document establishing a framework for ethical behaviour and decision making in the conduct of quality assurance and accreditation activities in higher education.

As useful instruments for achieving transparency and comparability of internal and external quality assurance of higher education, codes of ethics usually consist of a set of basic principles, values and rules of

conduct to be considered as reference points in quality assurance and accreditation work together with a set of procedural regulations for observing compliance with the Code. Tailored to the needs and values of the respective organization, codes of ethics may include references to issues such as conflict of interest, confidentiality, intellectual property, permanent development, trust, etc.

Competence: the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in personal and professional development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Credit: a quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workloads.

Cycle: the three sequential levels identified by the Bologna Process (first cycle, second cycle and third cycle) within which all European higher education qualifications are located.

Europe/European: Europe/European refers to those countries that are signatories to the Bologna Declaration, whilst 'national' is used to describe the contexts within each of those countries or education systems.

Evaluation: The general process of a systematic and critical analysis leading to judgments and recommendations regarding the quality of a higher education institution or a programme. An evaluation is carried out through internal or external procedures. In the United Kingdom, evaluation is also called review.

External Evaluation: The process whereby a specialized agency collects data, information, and evidence about an institution, a particular unit of a given institution, or a core activity of an institution, in order to make a statement about its quality. External evaluation is carried out by a team of external experts, peers, or inspectors, and usually requires three distinct operations: i. an analysis of a self-study report; ii. a site visit; iii. the drafting of an evaluation report.

Internal Evaluation/Self-evaluation: The process of self-evaluation consists of the systematic collection of administrative data, the questioning of students and graduates, and the holding of moderated interviews with lecturers and students, resulting in a self-study report. Self evaluation is a collective institutional reflection and an opportunity for quality enhancement. The resulting report further serves to provide information for the review team in charge of the external evaluation.

Framework for Qualifications of the European Higher Education Area (EHEA Framework): an overarching framework that makes transparent the relationship between European national higher education frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks. The overarching framework of qualifications of the European Higher Education Area (EHEA Framework or QF-EHEA) was adopted by the Ministers of Education of the Bologna Process at their meeting in Bergen in May 2005, through the Bergen Communiqué.

Knowledge: the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of European Qualifications Framework, knowledge is described as theoretical and/or factual.

Learning outcomes: statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.

Levels: represent a series of sequential steps (a developmental continuum), expressed in terms of a range of generic outcomes, against which typical qualifications can be positioned.

National Qualifications System: all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

Profile: either the specific (subject) field(s) of learning of a qualification or the broader aggregation of clusters of qualifications or programmes from different fields that share a common emphasis or purpose (e.g. an applied vocational as opposed to more theoretical academic studies).

Qualification descriptors: generic statements of the outcomes of study. They provide clear points of reference that describe the main outcomes of a qualification often with reference to national levels.

Qualification: Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting to the successful completion of a course programme. It covers a wide variety of higher education awards at different levels and across different countries (*e.g.* the Bachelor's and Master's Degree, the Doctorate, etc.). A qualification is important in terms of what it signifies: competencies and range of knowledge and skills. Sometimes it is equivalent to a license to practice. It is often synonymous with credential.

Qualifications Framework: A comprehensive policy framework, defining all nationally recognized qualifications in higher education in terms of workload, level, quality, learning outcomes, and profiles. It should be designed to be comprehensible through the use of specific descriptors for each qualification covering both its breadth (competencies associated with learning outcomes) and its depth (level). It is structured horizontally in order to coverall qualifications awarded in a system, and vertically, by level. Its purpose is to facilitate: (i) curriculum development and design of study programmes; (ii) student and graduate mobility; and (iii) recognition of periods of study and credentials. While certain higher education systems have their own qualification frameworks, others allow for the development of a wide variety of qualifications without providing an explicit framework. The emerging European Higher Education Area, envisaged by the Bologna Declaration, is regarded by many as needing a pan-European Qualification Framework. Among recent output-focused systems approaches and techniques used to classify and explain qualifications and qualification frameworks are: the Bachelor's/Master's Degree generic descriptors (*e.g.* The Joint Quality Initiative (or Dublin Descriptors); the Bachelor's/Master's Degree subject-specific benchmarks (*e.g.* The Tuning Project); the International Credit Framework (*e.g.* ECTS for transfer and accumulation); The Integrated National Credit Framework (*e.g.* Ireland, Denmark); or, Learning

Outcomes and Competencies – General and Specific (*e.g.* United Kingdom, Denmark).

National Qualifications Framework (NQF): Generally, a National Qualifications Framework (NQF) is designed to provide nationally recognized and homogeneous standards and qualifications, as well as recognition for all learning of knowledge and competencies and a basis for further review, articulation and development of existing and impending qualifications. Also, among other purposes, it should facilitate curricular change and allow for the improvement of access and social inclusion, as well as the integration of changing societal needs. A National Qualifications Framework is primarily developed through a medium-term process of policy development and public consultation. The NQFs in the European Higher Education Area are expected to be convergent by taking as reference the European Qualifications Framework.

European Qualifications Framework (EQF): A new development in higher education, the European Qualifications Framework for lifelong learning (EQF) is the targeted result of a European Commission initiative to been acted by the European Parliament and Council in 2007. It focuses on a set of eight general reference levels or learning outcomes that cover the whole range of qualifications and are valid on a trans-systemic basis. The EQF should provide stakeholders and employers with a global reference tool (or 'translation device') allowing them to clearly compare and relate qualifications and education and training systems.

Quality (Academic): Quality in higher education is a multi-dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline. Quality may thus take different, sometimes conflicting, meanings depending on (i) the understanding of various interests of different constituencies or stakeholders in higher education (*e.g.* students; universities; disciplines; the labour market; society; a government); (ii) its references: inputs, processes, outputs, Terms and Definitions, missions, objectives, etc.; (iii) the attributes or characteristics of the academic world worth evaluating; and (iv) the historical period in the development of higher education. A wide spectrum of definitions of academic quality has been used:

— *Quality as excellence*: a traditional, elitist academic view, according to which only the best standards of excellence (usually meaning a high level of difficulty and of complexity of a programme, the seriousness of the student testing procedures, etc.) are understood as revealing true academic quality.

— *Quality as fitness for purpose*: a concept that stresses the need to meet generally accepted standards such as those defined by an accreditation or quality assurance body, the focus being on the effectiveness of the processes at work in the institution or programme in fulfilling its objectives and mission. Sometimes quality in this sense is also labeled as: (i) *a value for money approach* owing to the (implicit) focus on how the inputs are effectively and efficiently used by the processes and mechanisms involved or (ii) the *value-added approach* when results are evaluated in terms of changes obtained through various educational processes (*e.g.* teaching and learning processes). A variation of the latter is the *quality as transformation* approach, which is strongly student-centered. It considers quality as a process of change, adding Terms and Definitions value to students through their learning experience.

— *Quality as fitness of purpose*: a concept that focuses on the defined objectives and mission of the institution or programme with no check of the fitness of the processes themselves in regard to any external objectives or expectations. *Fitness of purpose* evaluates whether the quality-related intention of an organization are adequate. Within this approach, one may distinguish alternative approaches developed in the 1990s: (i) *quality as threshold* whereby certain norms and criteria are set, which any programme or institution has to reach to be considered to be of quality. In many European higher education systems, a variant defining quality as a basic standard, closely linked to accreditation, is used. In this case, the starting point is the specification of a set of minimum standards to be met by an institution or programme and to generate the basis for the development of quality improvement mechanisms; (ii) *quality as consumer satisfaction*: quality perceived as closely linked to the growing importance of market forces in higher education, that focuses on the importance of the external expectations of consumers (students, families, society at large) and other stakeholders.

— *Quality as enhancement or improvement*: focusing on the continuous search for permanent improvement, stressing the responsibility of the higher education institution to make the best use of its institutional au-

tonomy and freedom. Achieving quality is central to the academic ethos and to the idea that academics themselves know best what quality is. Each approach has advantages and disadvantages, being more or less suitable for a specific period of time or national context. In terms of evolution, there are permanent movement and oscillations between relative versus absolute, internal versus externally oriented, and basic versus more advanced and sophisticated notions of quality. However, common to all of these quality approaches is the integration of the following elements: (i) the guaranteed realization of minimal standards and benchmarks; (ii) the capacity to set the objectives in a diversifying context and to achieve them with the given input and context variables; (iii) the ability to satisfy the demands and expectations of direct and indirect consumers and stakeholders; (iv) the drive towards excellence (Van Damme, 2003).

Quality Assessment/Quality Review: The actual process of external evaluation (reviewing, measuring, judging) of the quality of higher education institutions and programmes. It consists of those techniques, mechanisms, and activities that are carried out by an external body in order to evaluate the quality of the higher education processes, practices, programmes, and services. Some aspects are important when defining and working with the concept of quality assessment: (i) the context (national, institutional); (ii) the methodology (self-assessment, assessment by peer review, site visits); (iii) the levels (system, institution, department, individual); (iv) the mechanisms (rewards, policies, structures, cultures); (v) certain quality values attached to quality assessment such as academic values, traditional values (focusing upon the subject field), managerial values (focusing on procedures and practices); pedagogical values (focusing on staff and their teaching skills and classroom practice); employment values (emphasizing graduate output characteristics and learning outcomes).

Quality Assurance: An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes. As a regulatory mechanism, quality assurance focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed upon and consistent process and well-established criteria. Many systems make a distinction between internal quality assurance (*i.e.* in trainstitutional practices in view of monitoring and improving the quality of higher

education) and external quality assurance (*i.e.* inter- or supra-institutional schemes assuring the quality of higher education institutions and programmes). Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality assurance is ensured. The scope of quality assurance is determined by the shape and size of the higher education system. Quality assurance varies from accreditation, in the sense that the former is only a prerequisite for the latter. In practice, the relationship between the two varies a great deal from one country to another. Both imply various consequences such as the capacity to operate and to provide educational services, the capacity to award officially recognized degrees, and the right to be funded by the state. Quality assurance is often considered as a part of the quality management of higher education, while sometimes the two terms are used synonymously.

Quality Control: The process of quality evaluation that focuses on the internal measurement of the quality of an institution or a programme. It refers to a set of operational activities and techniques (monitoring activities and a structured internally planned and implemented policy) elaborated and used to fulfill requirements of quality. Often used interchangeably with quality management and quality assurance, it refers to an aggregate of actions and measures taken regularly to assure the quality of higher education products, services, or processes, with an emphasis on the assurance that a prescribed threshold of quality is met. It aims both at monitoring the process and at eliminating certain causes generating an unsatisfactory functioning. Sometimes a minimal quality control (mostly in the shape of some kind of certification) exists serving as a filtering mechanism in confirming that a higher education institution is fulfilling minimal agreed upon quality requirements and has appropriate quality monitoring procedures in place.

Quality Management: An aggregate of measures taken regularly at system or institutional level in order to assure the quality of higher education with an emphasis on improving quality as a whole. As a generic term, it covers all activities that ensure fulfillment of the quality policy and the quality objectives and responsibilities and implements them through quality planning, quality control, quality assurance, and quality improvement mechanisms.

Total Quality Management (TQM): A particularly influential comprehensive approach to quality management that places emphasis on factors such as continuous improvement, customer focus, strategic management, need for explicit systems to assure quality of higher education, and a view of leadership and supervision that stresses employee empowerment and delegation. Such an approach to quality management emphasizes assessment that is undertaken of: (i) defined objectives or standards (set internally or by external funding bodies); (ii) measures of customer satisfaction; (iii) expert and professional judgment; and (iv) comparator organizations. TQM is considered to have a close conceptual and philosophical link with benchmarking methodologies. Such an approach has been mostly applied in the economic sector, being less used in the academic world.

Quality Audit: The process of quality assessment by which an external body ensures that (i) the institution of programme quality assurance procedures or (ii) that the overall (internal and external) quality assurance procedures of the system are adequate and are actually being carried out. Quality audit looks to the system for achieving good quality and not at the quality itself. A quality audit can be performed only by persons (*i.e.* quality auditors) who are not directly involved in the areas being audited. Quality audits are undertaken to meet internal goals (internal audit) or external goals (external audit). The results of the audit must be documented (audit report).

Quality Culture: It refers to a set of shared, accepted, and integrated patterns of quality (often called principles of quality) to be found in the organizational cultures and the management systems of institutions. Awareness of and commitment to the quality of higher education, in conjunction with a solid culture of evidence and with the efficient management of this quality (through quality assurance procedures) are the ingredients of a quality culture. As quality elements change and evolve over time, so must the integrated system of quality supportive attitudes and arrangements (quality culture) change to support new quality paradigms in higher education.

Quality Planning: It consists of the set of actions that establishes the objectives and the conditions referring to the quality of higher education and to the application of the mechanism of the quality system. Quality planning includes product planning (identification, classification, and determination of the importance of the features referring to

quality as well as to the establishment of the objectives, the conditions referring to quality, and its restraints), managerial and operational planning (including its organization and programming), an elaboration of quality plans, and the provision of quality improvement measures.

Skills: the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Relationship between the EHEA framework and the EQF: While the wording of the EQF is not identical to that of the EHEA Framework, there are no major differences between the two, and that it is perfectly possible to develop national qualifications framework that are compatible with the EQF as well as with the EHEA Framework. The relationship between the two frameworks at European level could be exemplified by the following table:

EQF	Bologna Framework
1	
2	
3	
4	
5	*
6	First Cycle
7	Second Cycle
8	Third Cycle

* EQF level 5 is linked with Dublin Descriptor Short Cycle Qualification (within or linked to the first cycle). This is not formally part of Bologna Framework – In adopting the Bologna Framework, Ministers agreed that the Framework would include, within national contexts, the possibility of intermediate qualifications.

Reference points: non-prescriptive indicators that support the articulation of qualifications, learning outcomes and/or other related concepts.

Self-certification: Verifying compatibility of national frameworks of qualifications with the framework of qualifications of the EHEA.

Workload: a quantitative measure of the learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, private study, information retrieval, research, examinations).

Sources: Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning; V. Šťastná, Final Report of the Official Bologna Conference "Aligning National against European Qualification Frameworks: the Principles of Self-Certification", Tbilisi, November 27-28, 2008; The Bologna Framework and National Qualifications Frameworks – An Introduction; Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions compiled by Lazăr VLĂSCEANU, Laura GRÜNBERG, and Dan PÂRLEA, Bucharest 2007.

CHAPTER 5: USEFUL LINKS AND RESOURCES

Website for Qualifications Frameworks in the European Higher Education Area:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/qf.asp

The Framework of Qualifications for the European Higher Education Area:
http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf

The European Qualifications Framework (EQF):
http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

National Qualifications Frameworks:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/national.asp#D

Qualifications Frameworks – Bologna Conferences and Events:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/events.asp

Conference on the Self-certification of National Qualifications Frameworks:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/BolognaSeminars/Tbilisi2008.htm

Qualifications Frameworks outside of the European Higher Education Area:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/outside.asp

Quality Assurance and Qualifications Frameworks:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/documents/Quality_Assurance_and_Qualifications_Frameworks.pdf

ENQA Workshop on Quality Assurance and Qualifications Frameworks, 7-8 June 2007, Dublin, Ireland:
http://www.enqa.eu/eventitem.lasso?id=74&cont=pasteventDetail

Laužackas, R., Tūtlys, V. (2009). Modelling the National Qualifications Framework of Lithuania into the European Qualifications Framework // *European Journal of Vocational Training*, No. 42/43 – 2007/3, 2008/1, p. 167-183:

http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/491/42_en_Lauzackas.pdf

The Framework of Qualifications for the European Higher Education Area:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/QF-EHEA-May2005.pdf

The Bologna Framework and National Qualifications Frameworks – An Introduction:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/qf/documents/Bologna_Framework_and_Certification_revised_29_02_08.pdf

The European Qualifications Framework for Lifelong Learning (EQF):
http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf

Criteria and Procedures for Referencing National Qualifications Levels to the EQF:
http://www.nqai.ie/documents/EQFReferencingCriteria_000.pdf

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland:
http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf

Recommendation of the European Parliament and of the Council of 23 April 2008 on the Establishment of the European Qualifications Framework for Lifelong Learning:
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=oj:c:2008:111:0001:0007:en:pdf

The European Qualifications Framework for Lifelong Learning:
http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf

The Andorran Framework for Diplomas in Higher Education:
http://www.ensenyamentsuperior.ad/_pdf/Marc%20andorrà%20titulacions%20d'ensenyament%20superior.pdf

Rajcoom ar Ramchrun, Mauritius Qualifications Authority, The National Qualifications Framework and Quality Assurance:
www.gov.mu/portal/goc/mqa/file/QA-NQF%20Presentation.ppt

The National Qualifications Framework (NQF) and Quality Assurance:
http://www.saqa.org.za/structure/nqf/docs/quality_assure.pdf

The Australia Qualifications Framework (AQF):
http://www.aqf.edu.au/

Briefing Note: Qualification Frameworks:
http://www.skillsdevelopment.org/pdf/Qualification%20Frameworks.pdf

Quality Assurance and Qualifications Frameworks:
http://www.enqa.eu/files/Quality%20Assurance%20and%20Qualification%20Frameworks.pdf

Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey:
http://www.enqa.eu/files/ENQA%20Occasional%20papers%2014.pdf

European Quality Assurance Register for Higher Education:
http://www.eqar.eu/

European Association for Quality Assurance in Higher Education:
http://www.enqa.eu/

Standards and Guidelines for Quality Assurance in the European Higher Education Area:
http://www.enqa.eu/files/ESG_3edition%20(2).pdf

Terminology of Quality Assurance: towards Shared European Values?
http://www.enqa.eu/files/terminology_v01.pdf

Quality Assurance and Accreditation: Glossary of Basic Terms and Definitions:
http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf

EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area (October 2010):
http://www.eua.be/Libraries/Publications_homepage_list/EUA-QA-Policy-2010.sflb.ashx

Bologna Working Group, Report on: a Framework for Qualifications of the European Higher Education Area:
http://www.jointquality.nl/content/ierland/draft_report_qualification_framework_EHEA2.pdf

Young, M. (2005). National Qualifications Frameworks: Their Feasibility for Effective Implementation in Developing Countries // In Focus Programme on Skills, Knowledge and Employability. Geneva, International Labour Office

Young M. (2007). Qualifications Frameworks: Some Conceptual Issues // *European Journal of Education*, Vol.42, p. 445-457

Tuck, R. (2007). An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers

Young, M. (2008). *Towards a European Qualifications Framework: Some cautionary Observations* // Journal of European Industrial Training, Volume 32 issue 2/3, p. 128 – 137:
http://www.emeraldinsight.com/journals.htm?issn=0309-590&volume=32&issue=2&articleid=1718471&show=html

Allais, S., Raffe, D., Young, M. (2009). Researching NQFs: Some Conceptual Issues / ILO working paper No.44

Bjornavold, J., Coles, M. (2009). Added Value of National Qualifications Frameworks in Implementing the EQF // European Qualifications Framework series: Note 2

Laužackas, R., Tūtlys, V., Spūdytė, I. (2009). Evolution of Competence concept in Lithuania: from the VET Reform to the Development of National Qualifications System/ *Journal of European Industrial Training*, Vol.33, p. 800-816

Spūdytė, I. Vengris, S., Misiūnas, M. (2006). Qualifications of Higher Education in the National Qualifications Framework" //*Vocational Education: Research and Reality*, Vol. 12, p. 22-35

Tūtlys, V., Laužackas, R. (2006). Parametrisation of Content of the National Framework of Qualifications // *Vocational Education: Research and Reality*, Vol. 12, p. 22-35

AREA MAP

Address:

International School of Economics (ISET)
at Ivane Javakhishvili Tbilisi State University (TSU)

Zandukeli Street №16
Tbilisi, Georgia

Seminar Website: http://tbilisi2010.bolognaexperts.net/