

Feasibility study on parallel qualification structures in the Norwegian Qualification Framework for Lifelong Learning (NKR)

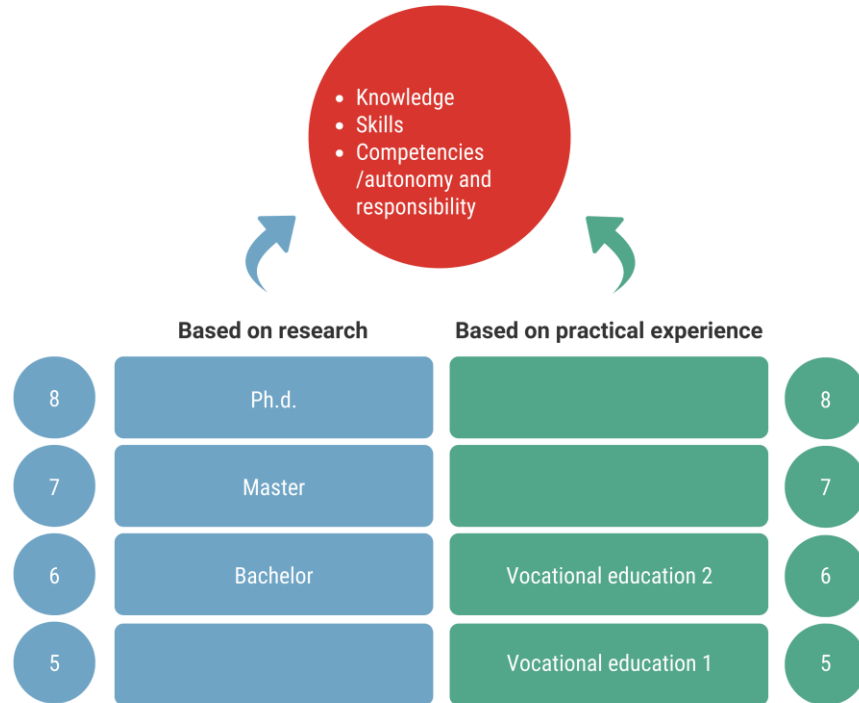


EQF, NQF and NKR

- ↗ The last 10 years NQFs have been developed and implemented throughout Europe
 - ↗ Compatible to the EQF
- ↗ The Norwegian national qualifications framework (NKR)
 - ↗ Level 6–8 was reserved for higher education and research
 - ↗ Based on Bologna-descriptors

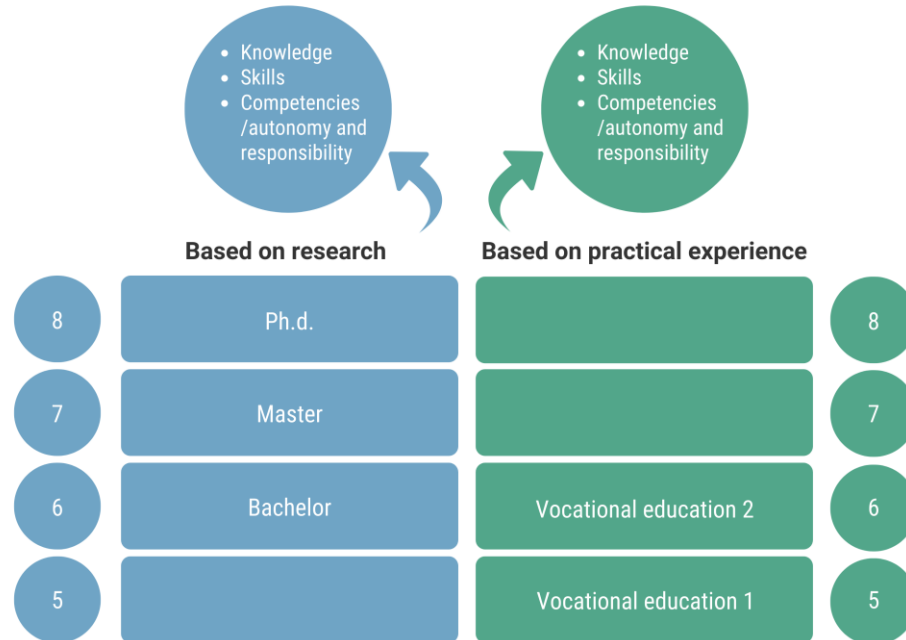
Level	National Qualification Framework
2	Certificate for primary and lower secondary education
3	Document of competence in basic competence, partially completed upper secondary education
4A	Craft certificate Journeyman's certificate
4B	Certificate for upper secondary education and training
5:1	Diploma for tertiary vocational education (Enrolled in tertiary vocational education 1)
5:2	Diploma for tertiary vocational education (Enrolled in tertiary vocational education 1)
6:1	University College Graduate (Partial level qualifications/ intermediate qualifications)
6:2	Bachelor's degree
7	Master's degree
8	Philosophiae doctor (ph.d.)

Umbrella framework structure





Parallel framework structure





In-Depth Case Studies of National Qualification Frameworks (NQFs)

Austria, Germany, Netherlands, Sweden and Wales



International examples of NQFs including VET-qualifications at EQF higher levels 6-8

- ↗ The Norwegian Agency for Quality Assurance in Education asked us to look in to:
 - ↗ International experiences/examples of using parallel level descriptors?
 - ↗ Austria (NQF)
 - ↗ Germany (DQR)
 - ↗ The Netherlands (NLQF)
 - ↗ Sweden (SeQF)
 - ↗ Wales (CQFW)
- ↗ How can they be made relevant in a Norwegian context and serve as a basis for a parallel qualification framework?



Austrian Qualification Framework for Lifelong Learning (NQF)

- Opening up NQF levels 6-8 to non-traditional higher education qualifications- agreed on a “Y-structure”
- Applies both the Dublin descriptors and EQF descriptors to enable VET qualifications at the higher levels of the framework
- The framework is the result of a compromise between the VET-sector and academia to create “parity of esteem” of learning contexts
- “Parity of Esteem” between academic and VET qualifications

Austrian NQF levels 6-8: the "Y- Design"

NQF Levels	Type of Qualifications		EQF Levels
	Dublin Descriptors	EQF Descriptors	
8	3 rd Cycle -Doctoral degree <i>(Doktorgrade)</i>		8
7	2 nd Cycle- Master's degree <i>(Master-bzw. Diplomgrade)</i>	Master Builders <i>(Baumeister)</i> Civil Engineer	7
6	1 st Cycle - Bachelor's degree <i>(Bachelorgrade)</i>	Master Craftsperson <i>(Meister)</i>	6



Germany's Qualification Framework for Lifelong Learning (DQR)

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- Key principle: of the DQR is that each qualification level should always be accessible via various educational pathways
 - Descriptors are broad and inclusive, expressed as alternatives such as “field of study or work”- makes it possible to include VET-qualification
 - Individual learner is at the centre of the framework development: able to move horizontally and vertically

DQR Level 6-8

NQF Levels	Type of Qualifications				EQF Levels
	Knowledge	Skills	Social Competence	Autonomy & Responsibility	
8	Doctorate (<i>Doktor</i>)				8
7	Master's Degree (<i>Master</i>) Strategic IT Professional (<i>Strategischer IT Professional</i>)				7
6	Bachelor's Degree (<i>Bachelor</i>) Operative It Specialist Master Craftsman Qualification (<i>Meister</i>) Business Management Specialist				6



The Dutch Qualification Framework for Lifelong Learning (NLQF)

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- Two main groups of qualifications: government-regulated qualifications in the formal education and training system, and non-regulated (mainly) private qualifications awarded on the labour market
 - The inclusion of non-formal qualifications occurs through a **dynamic** process whereby private education providers apply to have their included in the NLQF- continuous process
 - Between 2021-2019 65 non-formal qualifications were added to the NLQF (e.g., from military sector)

NLQF levels 6-8

NQF Levels	Type of Qualifications		EQF Levels
	Regulated qualifications	Non-regulated qualifications	
8	Doctorate degree (<i>doctoraat</i>) Medical specialist (<i>medisch specialist</i>) Designer (<i>ontwerper</i>)		8
7	Master's degree		7
6	Bachelor's degree	Dialysis nurse (<i>dialyseverpleegkundige</i>) Anesthetist employee (<i>anesthesiemedwerker</i>) Officer Royal Military Police (<i>officier koninklijke marechaussee onderbouw</i>) Officer Navy Force (<i>officer korps zeedienst</i>)	6



Sweden's Qualification Framework for Lifelong Learning (SeQF)

- Sweden faced the same challenge as Norway- discussions about including higher VET qualifications at the higher levels in the NQF
- Descriptors closely aligned with the EQF- Sweden focused on lifelong learning for the individual learner- enabled VET qualifications at level 6
- Currently a discussion to enable credit transfer between VET and academic education- not there yet
- Swedish government agency for VET is establishing procedures for QA- important enable trust

SeQF levels 6-8

NQF Levels	Type of Qualifications			EQF Levels
	Knowledge	Skills	Competence	
8	Doctoral degree (<i>doktorsexamen</i>) Degree of Licentiate (<i>licentiatexamen</i>)			8
7	Master's Degree (<i>masterexamen</i>)			7
6	Bachelor's degree (<i>kandidatexamen</i>) University college diploma (<i>högskoleexamen</i>) Advanced diploma in higher vocational education (<i>kvalificerad yrkeshögskoleexamen</i>)			6



Credit and Qualification Framework for Wales (CQFW)

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- The CQFW is an all-inclusive meta-framework designed to provide greater clarity on the qualifications system in Wales.
 - It includes three pillars of learning, namely – regulated qualifications pillar which includes vocational and general qualifications, the HE pillar and Quality Assured lifelong learning pillar (QALL)
 - Broadly formulated descriptors applied for each of the three pillars- “parallel structure”
 - Unitised Accredited Learning (UaL)- Pillar for Quality Assured Lifelong Learning

CQFW levels 6-8

NQF Levels	Type of Qualifications	EQF Levels
8	Doctoral degree Industry Qualifications (<i>e.g., chartered accountant</i>)	8
7	Master's Degree (<i>Master</i>) Vocational Qualifications Apprenticeships	7
6	Bachelor's honours degree (<i>Bachelor</i>) Vocational Qualifications Apprenticeships	6



Revision of the Norwegian Qualification Framework (NKR)

Potential Models for Implementation



		Model A.1	Model A.2
Feasible models for Norway	?	<p>An open and comprehensive framework with descriptors that are closer to the EQF descriptors</p> <p>Design brand new, more general descriptors at the higher levels of the framework</p>	<p>Current descriptors are supplemented and broadened to include different qualifications</p> <p>The descriptors focus on either research or experience. Can be formulated as "knowledge of ... or knowledge of ..."</p>
	+	<p>The framework can include more qualifications over time</p>	<p>Enables the distinctiveness of each form of education to be maintained, while lifelong learning can be promoted</p> <p>Credible nationally and internationally</p>
	-	<p>Very different from the current NKR - will require a great deal of work to be designed and implemented</p> <p>Can be perceived as too broad and non-specific - loses legitimacy (national level)</p> <p>The curricula might be affected, which would have major consequences</p>	<p>Given the design of the descriptors, the model is not associated with major negative consequences.</p>



Feasible model for Norway

	Modell B.1	Modell B.2
?	<p>Levels 5.2 and 6.1 in NKR are merged into one new broader descriptor that enables higher vocational education to be placed at level 6</p> <p>A parallel set of descriptors that enable more types of qualifications at the higher levels needs to be designed</p> <p>The model distinguishes and clarifies the differences between the different forms of education and its focus / distinctiveness</p>	<p>The current descriptor is supplemented with a new parallel descriptor.</p> <p>The new descriptor is formulated to include several types of qualifications at the higher levels and is based on the EQF-descriptor, higher vocational training could then be included in the framework</p>
+	<p>The model is closest to NKR and the easiest one to implement</p> <p>Respond to the desire for the framework to clarify the distinctiveness of the various forms of education and could thus gain national trust</p>	<p>The model is relatively easy to implement. and makes It possible to distinguish various forms of education</p> <p>The model enables informal and non-formal qualification to be added if wanted</p>
-	<p>In the future, the model could become insufficient and need to be revised again to also accommodate informal qualifications, lower international trust</p>	<p>Low /medium international trust</p>



Thank you for listening!

mikaela.almerud@technopolis-group.com, 070-529 50 84

maria.ricksten@technopolis-group.com, 070-612 71 21

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