Bologna and the EU General Qualifications Framework for HEIs
TUNING Project

Universitat de Lleida

Universitat de Lleida
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Oficina de Qualitat
Vicerectorat de Qualitat i Planificació

Bologna Process

The main objective of the Bologna Process since its beginning in 1999 was to ensure more comparable, compatible and coherent systems of higher education in Europe through the use of ECTS, common degree structures and quality standards. Between 1999 - 2010, all the efforts of the Bologna Process members were focused to creating the European Higher Education Area, that became reality with the Budapest-Vienna Declaration of March, 2010.

http://www.ehea.info/

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Bologna Process

The Bologna Follow-up Group set up the following working groups for the 2009-2012 period:

- Social dimension
- **Qualifications frameworks**
- International openness
- Mobility
- Recognition
- Reporting on the implementation of the Bologna Process
- Transparency mechanisms,

And the following networks:

- EHEA Information and Promotion Network;
- Network for Experts in Student Support in Europe – NESSIE;
- **Network for National Qualifications Frameworks Correspondents**.

Bologna Process

From 2010 the process were focused on a reduction of the implementation discrepancies in the countries forming the EHEA.

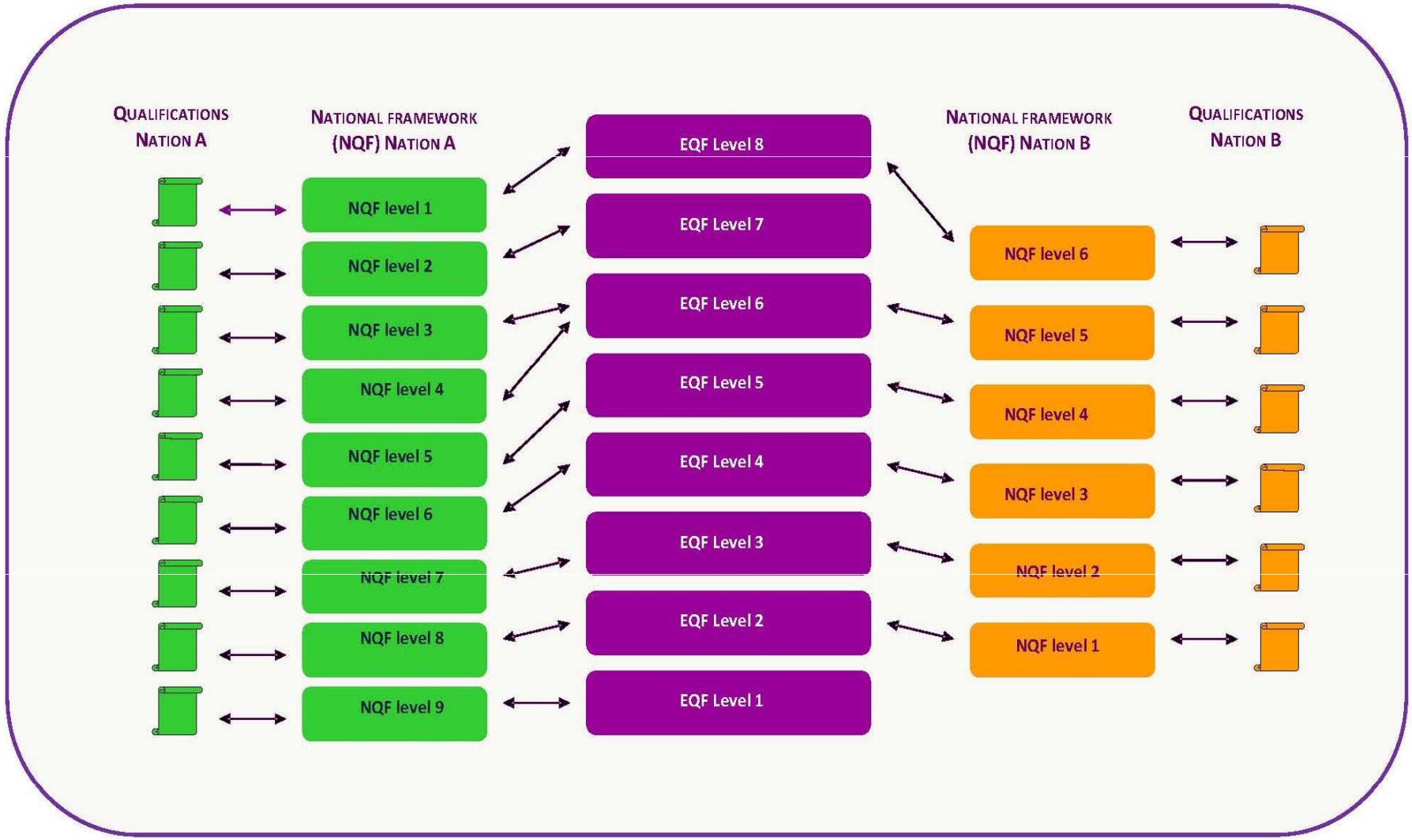
The next milestone of the European Higher Education Area was the EHEA Ministerial Conference, which took place in Bucharest, Romania, on 26-27 April 2012. The next Ministerial Conference will take place in Yerevan in **2015.**

European Qualifications Framework

What is the EQF?

The European Qualifications Frameworks (EQF) is a common European reference framework, which links countries' qualifications systems together, acting as a translation mechanism to make qualifications more readable and understandable across different countries and systems in Europe.

http://www.nqai.ie/interdev_eqf.html


QUALIFICATIONS NATION A
NATIONAL FRAMEWORK (NQF) NATION A
NQF level 1
NQF level 2
NQF level 3
NQF level 4
NQF level 5
NQF level 6
NQF level 7
NQF level 8
NQF level 9
EQF Level 8
EQF Level 7
EQF Level 6
EQF Level 5
EQF Level 4
EQF Level 3
EQF Level 2
EQF Level 1
NATIONAL FRAMEWORK (NQF) NATION B
NQF level 6
NQF level 5
NQF level 4
NQF level 3
NQF level 2
NQF level 1
QUALIFICATIONS NATION B

European Qualifications Framework

In the European Higher Education Area (EHEA), qualifications frameworks are found at two levels:

- An overarching framework has been adopted for the EHEA in 2005 (aproved by all european Ministers)

- and by 2010, all member countries developed national qualifications frameworks that are compatible with this overarching framework.

In this sense, the overarching framework sets the parameters within which each country will develop its own national framework, and it is the national framework that most directly affects study programmes.

> ***We adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.***
> ***Bergen Communiqué, May 2005***

The overarching framework for qualifications in the EHEA

	Outcomes	ETCS credits
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, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront 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.	Typically include 180-240 ECTS credits

The overarching framework for qualifications in the EHEA

	Outcomes	ETCS credits
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; • can communicate their conclusions, and the knowlege and rationale underpinning these, to specialist and non-specialist 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.	Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle

The overarching framework for qualifications in the EHEA

	Outcomes	ETCS credits
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 demonstraded 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 knowledge based society.	Not specified

The overarching framework for qualifications in the EHEA

It is recommended that 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.

The overarching framework for qualifications in the EHEA

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

- 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**
- There is a **clear and demonstrable link** between the qualifications in the national framework and the cycle qualification descriptors of the European framework
- The national framework and its qualifications are demonstrably **based on learning outcomes** and the qualifications are linked to **ECTS credits**
- The procedures for inclusion of qualifications in the national framework are **transparent**
- The national **quality assurance system** for higher education **refer to the national framework** for higher education qualifications and are consistent with the Berlin Communiqué and any subsequent Ministerial Communiqués in the Bologna Process
- The national framework, and any alignment with the European framework, is referenced in all **Diploma Supplements**
- The responsibilities of the **domestic parties** to the national framework are clearly determined and published

The overarching framework for qualifications in the EHEA

It is proposed that each country should certify the compatibility of its own framework with the overarching framework according to the following **procedures**:

- The **competent national body/bodies shall self-certify** the compatibility of the national framework with the European framework
- The self-certification process shall include the stated agreement of the **quality assurance** bodies of the country in question recognised through the Bologna Process
- The self-certification process shall **involve international experts**
- The self-certification and the evidence supporting it shall address separately each of the criteria established and shall be published
- The ENIC/NARIC network shall maintain a public listing of States that have completed the self-certification process
- 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

TUNIG PROJECT

TUNING Educational Structures in Europe started in 2000 as a project to re-designing, develop, implement, evaluate and enhance quality of first, second and third cycle degree programmes in EHEA.

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TUNIG PROJECT

Tuning develops reference points for **common curricula** on the basis of agreed competences and learning outcomes as well as cycle level descriptors for many **subject areas**. This should enhance recognition and European integration of diplomas, taking into consideration the diversity of cultures.

During phase 1 and 2 (2000 - 2004), Tuning worked with 9 subject areas (Business, Chemistry, Earth Sciences, Education, European Studies, History, Mathematics, Nursing and Physics).

In phase 3 (2005 - 2006) Tuning aims to encourage the use of the Tuning methodology and related tools and products (for example the model for determining student workload, the model for designing curricula and the model for organising and applying quality enhancement and assurance)

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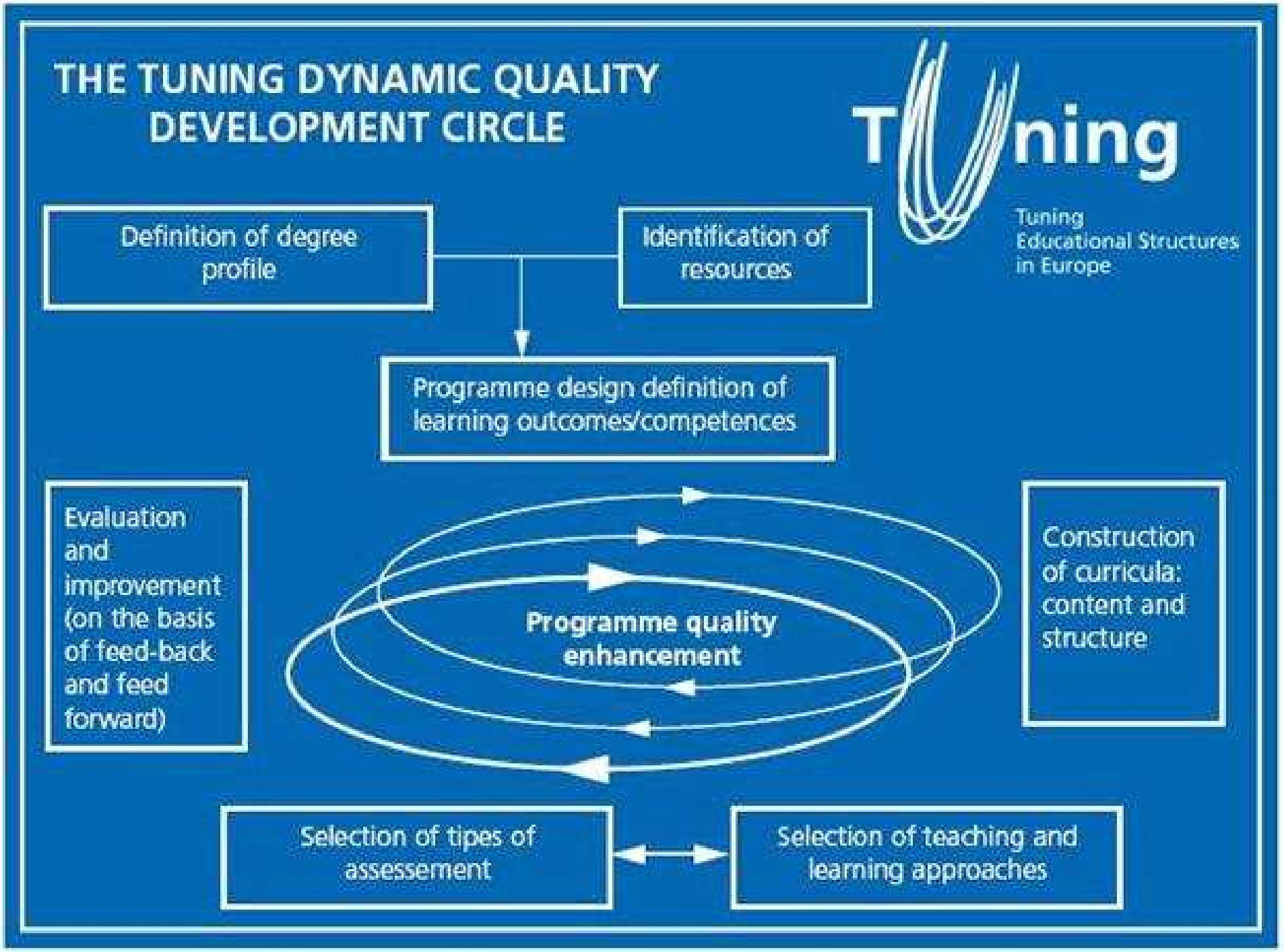
Tuning methodology

Tuning developed a model for designing, implementing and delivering curricula. The following main steps were identified:

1. Meeting the basic conditions: Social need – Academic interest - Necessary resources
2. Definition of a degree profile.
3. Description of the objectives of the programme as well as the learning outcomes that have to be met.
4. Identification of the generic and subject-related competences which should be obtained in the programme.
5. Translation into the curriculum: content (topics to be covered) and structure (modules and credits)
6. Translation into educational units and activities to achieve the defined learning outcomes.
7. Deciding the approaches to teaching and learning (types of methods, techniques and formats), as well as the methods of assessment.
8. Development of an evaluation system intended to enhance its quality constantly.


THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE
Tuning
Tuning Educational Structures in Europe
Definition of degree profile
Identification of resources
Programme design definition of learning outcomes/competences
Evaluation and improvement (on the basis of feed-back and feed forward)
Programme quality enhancement
Construction of curricula: content and structure
Selection of tipes of assessement
Selection of teaching and learning approaches

Competences and learning outcomes

•Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. Learning outcomes are formulated by the academic staff.

•Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Competences are obtained or developed during the process of learning by the student.

TUNIG PROJECT

Some conclusions of Tuning Project:

- To make programmes more transparent and comparable on a European level, it is necessary to develop **learning outcomes/competences** for each recognised qualification. Learning outcomes should be defined on the level of formal qualifications such as **degrees** and on the level of **modules or courses**.

•The use of learning outcomes and competences is necessary in order to make study programmes **student centred** and **output oriented** (not staff oriented).

• A set of most relevant generic competences (very similar between the different subject areas) were identified:

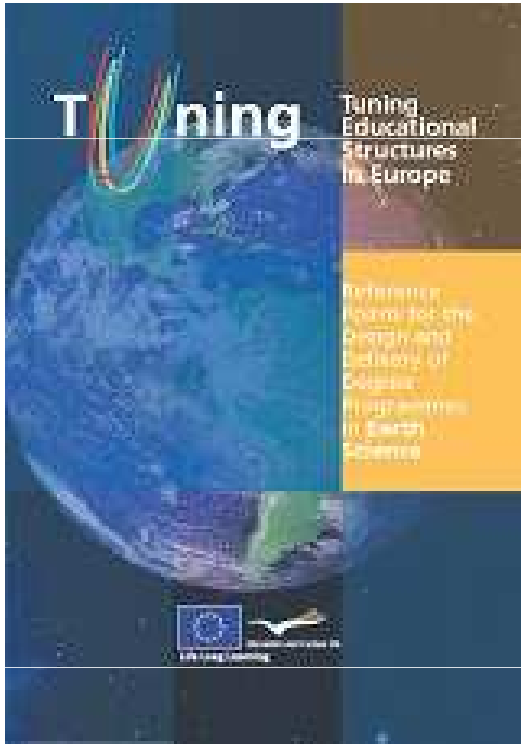
- capacity for analysis and synthesis,
- capacity to learn and problem solving
- capacity for applying knowledge in practice
- capacity to adopt to new situations
- concern for quality
- information management skills
- ability to work autonomously and team work
- capacity for organizing and planning
- oral and written communication in your native language
- interpersonal skills

•Subject specific competences have been identified already for nine subject areas e.g. Business Administration, Chemistry, Education Sciences, European Studies, History, **Geology (Earth Sciences)**, Mathematics, Nursing and Physics .

TUNIG PROJECT

Reference Points for the Design and Delivery of Degree Programmes in Earth Sciences

http://www.unideusto.org/tuningeu/images/stories/Publications/Earth_Science_version_FINAL.pdf



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Time for questions

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