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Qualifications Frameworks for Environmental Studies
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Remarks on SQF
(topics for discussion)

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A Tale of Two Worlds

Work	Education
Labour market	European Higher Education Area
EQF (in some sense)	QF for HE („Bologna QF”)
Sector	Domain of knowledge
Profession	Diploma
Professionaal Standards	Educational Standards
LLL	Formal education

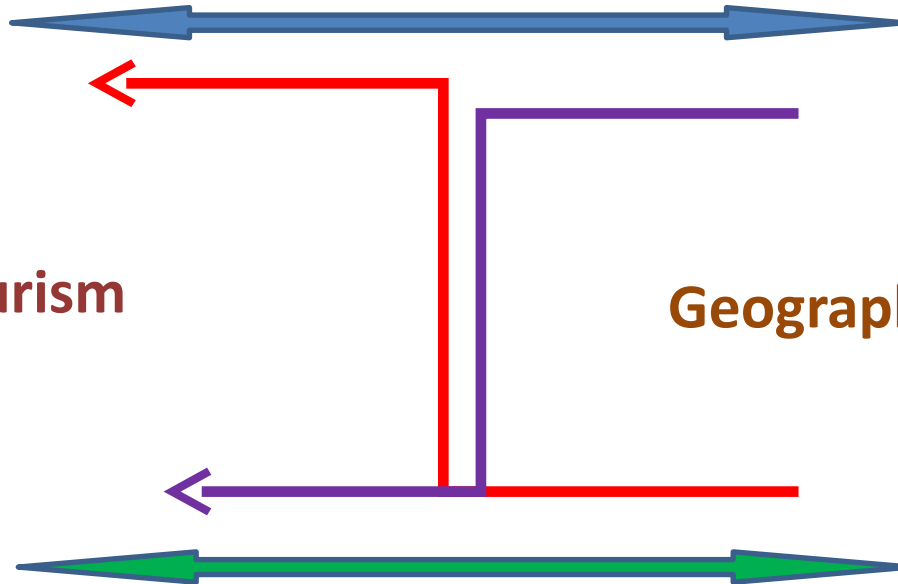
Real Life: Example

Chemical
Industry

Chemistry

Tourism

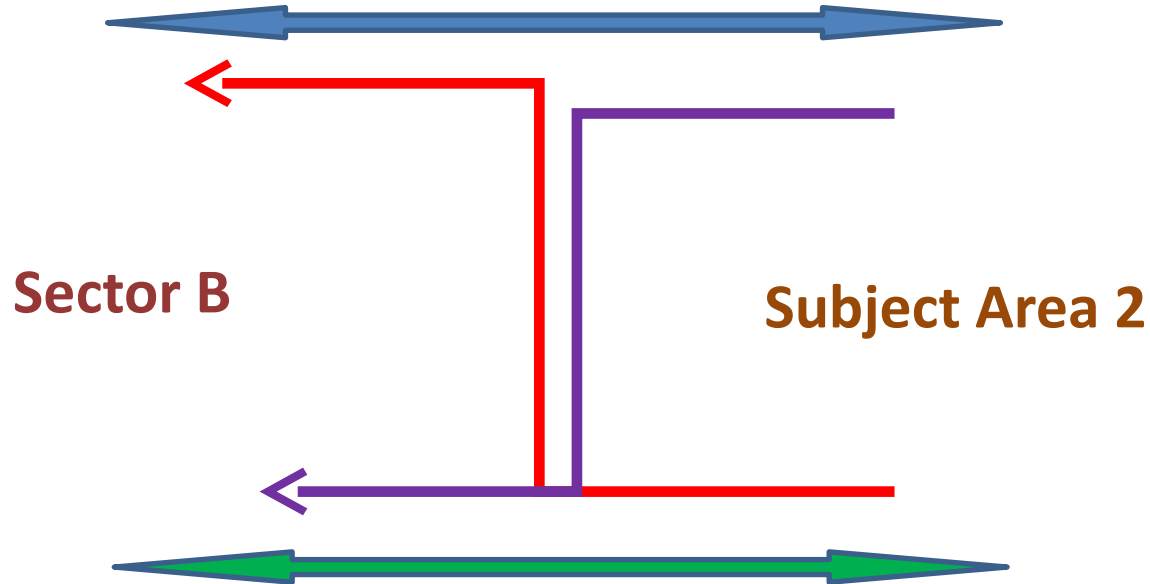
Geography



Real Life: Generic Approach

Sector A

Subject Area 1



Sector B

Subject Area 2

Sectoral or Domain-Specific Qualifications Frameworks?

Sector	Domain
e.g. IT	e.g. Computer Science
Professional Standards	Subject Benchmark Statements, TUNING Reference Points,
Employers	Academic Community
CEDEFOP	BFUG

Important Questions

- Are there any concrete PROOFS of the usefulness of NQF/SQF?
- Are the stakeholders REALLY interested in SQF/NQF (proactive, not only reactive)?
- If we are already involved in SQF-related activities, how to make a concrete practical use of what we have to do?

Our project: „Complex Adaptive System”

- Enhance interaction of the labour market and education & training systems
- Create mutual feedback mechanisms between our institutions and external world
- Exchange information on good and bad practice
- Deepen OUR understanding of on-going processes in EHEA, EEA, ERA etc.

- Elaborate an optimized view on the concept and role of SQF (to be presented to partner countries educational decision makers)
- Elaborate an optimized list of competences/ learning outcomes for relevant sector/subject area
- Improve competences of staff of partner countries institutions

SWOT Analysis (mid-term view)

Strengths	Weaknessess
<ul style="list-style-type: none">• Complementary experiences of partners• Common sense approach to the issue (not dogmatic)	<ul style="list-style-type: none">• Diversity of experiences and terminology•
Opportunities	Threats
	<ul style="list-style-type: none">• „Dogmaatic” approaches of decision makers• Political factors