

Workshop 3

Qualifications Framework as a policy instrument for Lifelong Learning

- a) *NQF as a tool in recognising prior learning*
- b) *NQF as a tool in lifelong guidance*

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1. Dilemmas and challenges

- There are growing interests in QF, RPL, LLG
- High political expectations from QF to cope with LLL problems and to serve as a tool for LLL developments BUT be careful with expectations
- Looking beyond rhetoric – relationships between QF, RPL, LLG
- They are different stories – (interconnected, parallel, independent)
- But common goals
 - Enhance LLL
 - Stimulate demands
 - Permeability within learning and back and forth between learning and LM
- common values (equity, quality, trust, flexibility, transparency, etc)
- Mutually reinforcing instruments (LO's credits, moduls, QA mechanisms)
- Common drivers – to reduce obstacles and more LLL opportunities

2. Necessary conditions and policy recommendations

- Processes & institutions – context dependent and determined by the purpose of RPL and wider policy framework
- LLG - bridging people and systems, different policy domains from a perspective of end-users
- Issues of policy coordination (precondition and consequence)
- QF pushing us a right direction
- QF might create coherence between different developments
- QF is a driving engine promotes common language
- Communication becomes more important
- Role of intermediaries
- Outreaching people

3. Common issues raised

- Serving the needs of users can save resources and increase motivation
 - Broad range of end-users with different views and purposes
 - Important to engaging stakeholders
 - Capture the gap between formal qualification and changing skill profile of jobs
- RPL Opens up processes – QF might be an interface – LLG can deliver relevant, necessary messages on
 - Transparency of LO's
 - Visibility of learning levels
 - Value of learning in terms of LM perspective
- Mutual trust – quality assurance
- Standardisation – ‘competence framework’

4. European cooperation

- Contributing to enhancement of long term commitment
- Reinforce the shift to move forward to LO's based approach, opening up to recognition, solid quality assurance mechanisms
- Contributing the creation of of common language for on learning
- Contributing broader evidence base
- Generating discourse on plausible impacts of QF, RPL, LLG on achieving LLL policy goals and on users.
- After reaching a critical mass of countries having done referencing it is important to prove the impact (ex.: seeking the answers to questions raised in the conference leaflet)