



FINNISH NATIONAL
BOARD OF EDUCATION

Trust towards and ownership of the national referencing process

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Elements of a successful process

Designing the National Qualifications Framework

- Strong basis for the work is needed
- Link to other education and training policies (no separate process)
- Clear (and wide) mandate for those who coordinate the work
- Purpose, objectives (why?): transparency, mobility, change/reform?
- Participation/involvement (who?): broad range of stakeholders
- Ownership important for implementation
- Attention to the users/beneficiaries (citizens, employers)
- Communication
- Cooperation on national and international level



Elements of a successful process

- Transparency: open discussions, access, cooperation
- No single model: your own education and qualifications system is the starting point

The inclusion of qualifications in the NQF (referencing)

The most important elements of the NQF from the point of referencing:

- Structure, e.g. number of levels, coverage
- Level descriptors, e.g. concepts used, typology, systematic approach, progression, length of descriptor
- Learning outcomes, e.g. analysis of existing situation, feedback from training providers

The inclusion of qualifications in the NQF (referencing)

- Approach: best fit or full fit? Other?
- Based on an assessment of learning outcomes
- Are other criteria or indicators used? (e.g. credits?)
- Existing learning outcomes - or intention for change?
- Supporting evidence
- Quality assurance of the inclusion process: a wide range of solutions

The inclusion of qualifications in the NQF (referencing)

Procedural issues

- Strong coordination of the process
- Clear competences and responsibilities of those involved
- Wide participation and consultation
- How are stakeholders involved?
- Transparency
- What will be referenced, incl. old qualifications?
- Develop consensus

How to prove the clear and demonstrable link between levels in the NQF and the descriptors of the EQF?

■ Compare:

- structures (e.g. scope)
- numbers of levels and the way they are defined
- similarity of descriptors: concepts used (knowledge, skills, competences or something else?), linguistic and/or technical comparison/analysis (key words or phrases, thresholds or distinguishing elements)
- background and purposes of the frameworks

■ Communication

■ Explain, e.g. How the concept of best-fit is applied?

■ Give examples of qualifications and their learning outcomes

How to prove the clear and demonstrable link between levels in the NQF and the descriptors of the EQF?

- Other evidence
- Social approach
- Also doubts and possible discrepancies should be expressed (e.g. stakeholders' comments)
- Avoid over-simplification, but make the process and its results understandable for outsiders
- Consistency and objectivity in the principles and procedures when including qualifications on NQF levels

Summing up

- The national referencing process, and how it is done and communicated is very important for the success of the EQF
- Member States are in the midst of complicated multi-dimensional processes with many factors involved (NQF development, shift to learning outcomes, EQF referencing)
- Different solutions in Member States
- Try not to concentrate too much in structures, remember the users
- NQFs should become visible and relevant for individuals and employers
- Evidence and experience being gathered
- Strong momentum and work in progress! We learn all the time and mutual trust is being developed