



# Qualification Frameworks

## External Dimensions



Budapest May 2011

**Frances Kelly**

**Education Counsellor: Europe**

# Why did New Zealand choose to develop a qualifications framework 21 years ago?

To increase participation in post school education

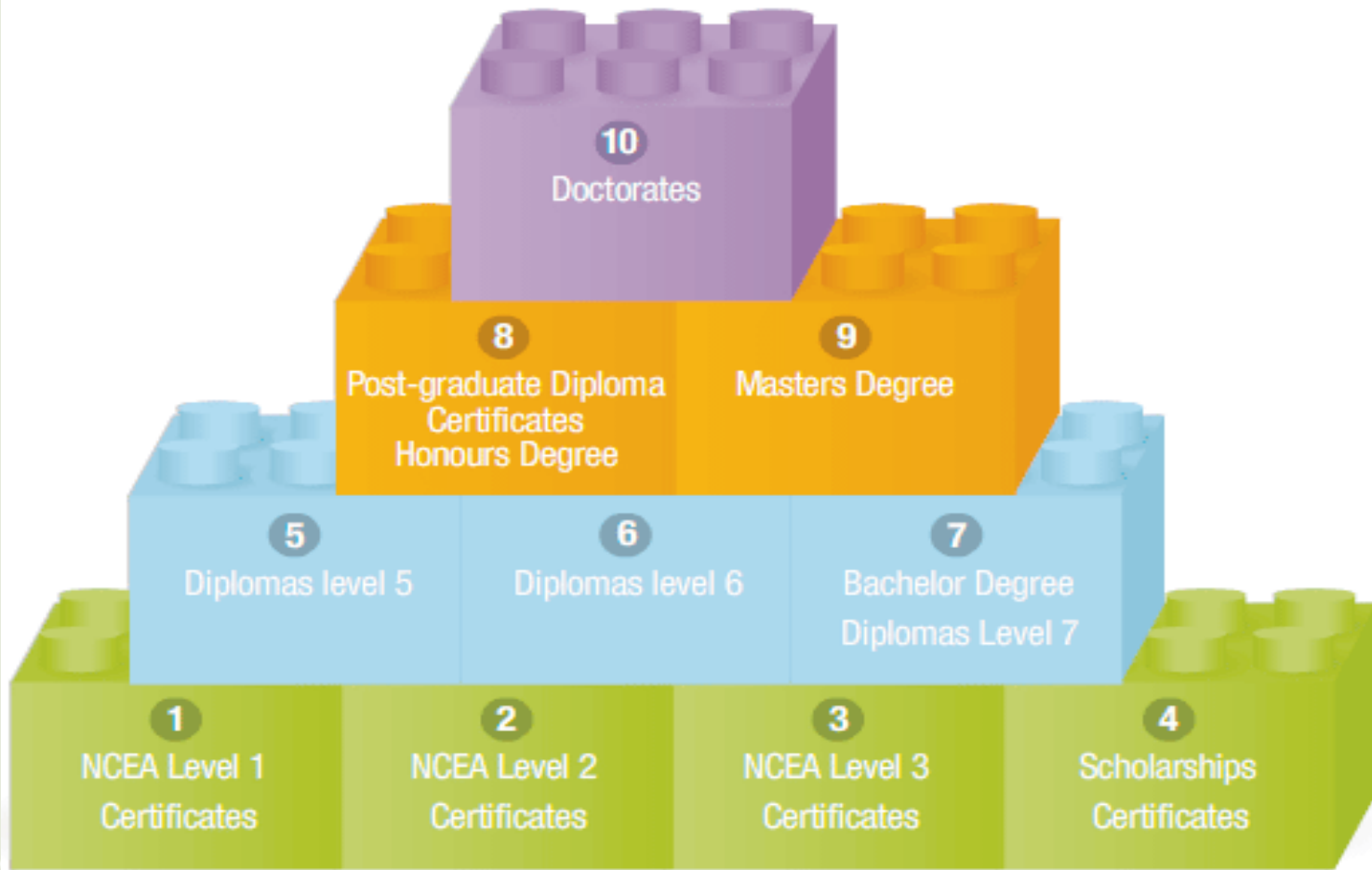
To create a clear structure particularly for vocational education

To recognise all learning

To make it easier to recognise qualifications



# New Zealand Qualifications Framework



# New Zealand Qualifications Framework

<http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/>

# The Compatibility of Qualifications in Ireland and New Zealand

NZQA and NQAI project    Part 1: Levels 7 – 10

- ♦ To fulfil their respective roles of ensuring qualifications are accepted as credible and robust nationally and internationally
- ♦ To increase international understanding and comparability
- ♦ To assist the mobility of learners and skilled workers

# The Compatibility of Qualifications in Ireland and New Zealand

## Six criteria

- ♦ Legal responsibility of the respective authorities
- ♦ Clear and demonstrable compatibility between level descriptors, qualification definitions and non-outcomes criteria
- ♦ Based on learning outcomes and with a compatible credit structure
- ♦ Procedures for inclusion of qualifications are transparent
- ♦ National quality assurance systems agree to the comparability
- ♦ Process involved international experts

# The Compatibility of Qualifications in Ireland and New Zealand - outcomes

Agreed that the following degree qualifications are broadly compatible

- ♦ Level 7 NZ bachelor and Irish ordinary bachelor
- ♦ Level 8 NZ bachelor honours and Irish honours bachelor
- ♦ Level 9 NZ master and Irish master
- ♦ Level 10 NZ doctoral and level 10 Irish doctoral

But:

- ♦ This does not imply that certificates and diplomas at these levels are broadly compatible

# Lessons learnt

Analysis of national qualifications framework level descriptors and definitions improves and consolidates the basis for recognition of qualifications, but this is likely to take time

NQFs are dynamic instruments that require continuous review and revision

Having two frameworks with the same number of levels does not imply compatibility of the two frameworks

Ongoing refinement of the common language of descriptors is required to ensure that the intent and content of the learning outcomes is easily understood by all users



# Lessons learnt

All qualifications on NQFs need their own qualification definitions, learning outcomes and non-outcomes criteria. It should not be inferred that all qualifications that sit at the same level on a framework are identical

Reference to the European meta-frameworks were useful formal reference points

The Lisbon Recognition Convention and its associated documents formed a useful reference to support judgements of compatibility and substantial differences

# Discussion Questions

How can NQFs and the EQF and regional frameworks support mobility between different regions of the world?

How can other national frameworks and regional frameworks interact with the EQF?

What is the potential of the EQF as support to the development of other transnational frameworks worldwide: focusing both on the process and the instruments that have been developed?

How can regions learn from each other?

# Thank you

