Framework for higher education and the labour market

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The need for a framework

The traditional labour market in Europe has largely speaking been national. As such the structure has been understood in local terms, both with regard to qualifications and mobility.

Increasing international movement of workers represents a growing and as yet only partially answered challenge. Structures and levels of qualifications are national in nature and thus their understanding across borders requires an international framework to which national frameworks can be matched.

Basis for framework

The question as to how a framework should be built is central to success or failure. It is rapidly apparent that various levels of education cannot been seen in isolation even in a national setting.

Thus to provide a higher educational framework that will work we need to look at entry levels, and this requirement is repeated at each successively lower level. Thus ultimately all education must be included if the system is to be understandable outside the local situation.

HE framework/Labour market

The motivation for HEI to take part in providing a framework may simply be to place themselves relative to their competitors. On the other hand a large number of other groups, trade unions, professional societies, employers etc. have strong motives to encourage this and to place their own "candidates" and "employment opportunities" within a broader framework. (European Qualifications Network. EQF)

Key benefits of EQF

- The EQF can add value by broadening the appreciation of the learning that takes place and enables recognition across European countries. This common understanding helps to increase the status of both the learning itself and the qualifications completed.

- The primary users of the EQF will be bodies in charge of national and/or sectoral qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.

Focus of EQF

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do.

What does EQF do.

- Links labour market needs with education and training

- Takes heed of non-formal and informal learning

- Eases transfer of qualifications between sectors, countries etc.

- Recognises that Europe's education systems are so different that comparisons based on inputs, length of study, etc. are virtually impossible.

What does EQF not do?

- Does not replace national systems

- Does not deal with individual qualifications

- Does not regulate qualifications

- Does not demand participation (voluntary participation)

EQF levels 1-5

Level	Knowledge
1	Basic general knowledge
2	Basic factual knowledge of a field of work or study
3	Knowledge of facts, principles, processes and general concepts in a field of study
4	Factual and theoretical knowledge in broad contexts within a field of study or work
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

EQF levels 6-8

| Level	Knowledge
6 (1 cycle)	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.
7 (2 cycle)	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.
8 (3 cycle)	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields.

EQF Skills and Competences

- The EQF also defines skills and competences at each level. This allows extension to the real working environment, e.g. at level 5

- Skills: a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

- Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.

National Framework Qualifications Ireland

- As a response to the objectives of the Act, the NFQ was introduced in 2003 by the National Qualifications Authority of Ireland, as a system of ten levels, based on standards of knowledge, skill and competence and incorporating awards made for all kinds of learning, wherever it is gained. Qualifications achieved in school (SEC), further education and training (FETAC) and higher education and training (HETAC, the DIT, the Universities) are all included. The 'fan diagram' helps to illustrate the ordering impact of the NFQ on the national qualifications system.

This is Irelands NQF and thus refers to specific qualifications
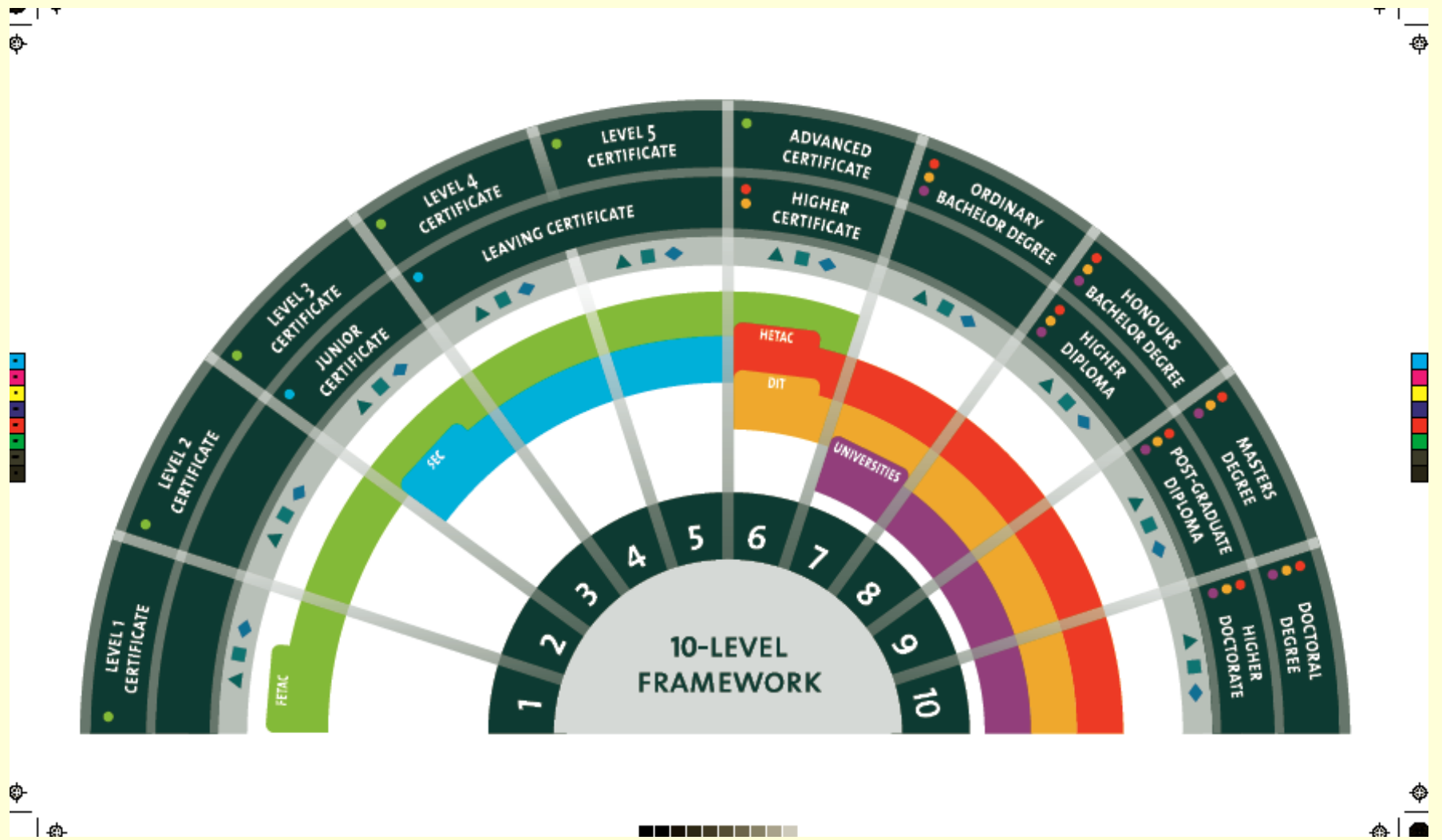
Scotlands Qualifications Framework

SQA Qualifications in the Scottish Credit and Qualifications Framework

SCQF Levels				SCQF Levels
12		Doctorate*		12
11		Masters*	SVQ 5	11
10		Honours Degree*		10
9		Ordinary Degree*	Professional Development Awards — SVQ 4	9
8		Higher National Diploma		8
7	Advanced Higher	Higher National Certificate	SVQ 3	7
6	Higher			6
5	Intermediate 2/Credit Standard Grade		SVQ 2	5
4	Intermediate 1/General Standard Grade	National Progression Awards / National Certificates	SVQ 1	4
3	Access 3/Foundation Standard Grade			3
2	Access 2			2
1	Access 1	*Benchmark Qualifications of Higher Education Institutions		1

SCOTTISH POLICE SERVICE QUALIFICATIONS FRAMEWORK

SCQF LEVEL	ACPOS BUSINESS AREA	QUALIFICATION TITLE	NATURE OF AWARD / AWARDING BODY	DELIVERY STYLE
12				
11	Personnel & Training	PG Certificate in International Policing (Peace Support Operations)	PG Cert from University of Stirling	On-line
10	Crime	Initial Detective Training Course	Credit rated with SQA	Blended, ODL & Taught
9	Personnel & Training (Probationer sub)	Investigative Interview Techniques Training	Credit rated with SQA	Taught
8	Personnel & Training (Probationer sub)	Open and Distance Learning Authors Course	Credit rated with SQA	Taught
8	Road Policing	Tachograph & Records Analysis	Credit rated with SQA	Taught
8	Personnel & Training (Leadership & Management Sub)	Diploma in Police Service Leadership & Management	Professional Development Award (PDA) from SQA	Distance & On-line
8	Crime	Diploma in Community Safety & Crime Reduction	Professional Development Award (PDA) from SQA	Taught
8	Crime	Diploma in Crime & Intelligence Analysis	Professional Development Award (PDA) from SQA	Taught
8	Road Policing	Diploma in Road Policing Operations	Professional Development Award (PDA) from SQA	Taught
8	Personnel & Training (Probationer sub)	DipHE in Training & Development	Diploma in Higher Education from Napier University	Distance
7	Personnel & Training (Probationer sub)	Transferee Course	Credit rated with SQA	Taught
7	Personnel & Training (Probationer sub)	CertHE in Training Development	Certificate in higher Education from Napier University	Taught
7	Personnel & Training (Probationer sub)	CertHE in Policing	Certificate in Higher Education from University of Stirling	Taught
6	General Purposes	Advanced Certificate in Police Call Handling	Professional Development Award (PDA) from SQA	Taught/Workplace assessed
5	Information Management	PC Passport (MS based training packages at Intermediate and Beginner level)	Scottish Progression Award by SQA	Taught/Workplace assessed

University of West of Scotland

Challenges of Community Care (Advanced Midwifery – NURS3177)

Level	15 points at SCQF Level 9 (Level 3)
Entry Requirements	None
Assessment	Written assignment (50%), presentation (50%)
Delivery	This module is not available during academic year 2007/08. Please contact the Health and Nursing Studies Team for further information.

Module Summary

This module is designed to prepare midwives with the additional knowledge and skills to cope with the unexpected in non-hospital environments.

Aims

The student will be encouraged to:

- Analyse the risk factors associated with care in a non-consultant led environment
- Evaluate the mechanisms in place to facilitate rapid transfer of clients in emergency situations
- Analyse the professional issues pertinent to the delivery of midwifery care in the community and home
- Evaluate the legal and ethical considerations associated with non consultant led care
- Examine the role of the supervisor in the delivery of community based care
- Acquire the educational knowledge and professional skills necessary for dealing with the unexpected

Syllabus

- Risk concept analysis
- Role of the midwife in prioritising and initiating emergency management
- Clinical emergency situations including undiagnosed twins, neonatal resuscitation, shoulder dystocia, breech presentation, maternal collapse, all in the confines of the community and home environment
- Family and social care in emergencies
- Assertive practice and operating within professional boundaries
- Extended practice - cannulation, adult and neonatal resuscitation and first aid
- Reflective practice, case review and peer review

SVQ Level 3 – Scottish Vocational Qualification level

EQF Level 5

Syllabus

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- Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.

Tuning was designed to help with all HE questions in Europe.

- Consultation among academics to establish current practice

- Consultation with stakeholders to establish how well current qualifications answer to their requirements

- Establish future HE developments to allow convergence

Tuning: http://tuning.unideusto.org/tuningeu
           http://www.rug.nl/let/tuningeu

Understanding curricula at all levels of HE

- Tuning has produced a methodology for the understanding of curricula in higher education. It is very useful in re-examining curricula of all types and at all levels.

- Five distinct lines have been followed in discussions:

1. Generic competences and transferable skills
2. Subject specific competences
3. ECTS as an accumulation system
4. Approaches to learning, teaching and assessment
5. The role of quality enhancement in educational process

Information sources

- European Qualifications Framework for Lifelong Learning
  O.J. C 111/1 (6.5.2008)
- National Qualifications Authority of Ireland
  http://www.nqai.ie
- Scottish Qualifications Authority
  http://www.sqa.org.uk
- Qualifications and Curriculum Development Agency
  http://www.qcda.gov.uk
- Tuning
  http://tuning.unideusto.org/tuningeu