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ЕВРОПЕЙСКАЯ РАМКА КВАЛИФИКАЦИЙ (EQF): ИНСТРУМЕНТ РАЗВИТИЯ И ПРИЗНАНИЯ КВАЛИФИКАЦИЙ
(EUROPEAN QUALIFICATIONS FRAMEWORK (EQF): A TOOL FOR THE DEVELOPMENT AND RECOGNITION OF QUALIFICATIONS)

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1. Содержание презентации:

1. Европейская рамка квалификаций (EQF) в первоначальной версии до 2018 г.;

2. Европейская рамка квалификаций (EQF) после 2018 г.

3. Основные дескрипторы Европейской рамки квалификаций (EQF)

4. Связь между EQF, NQF, ECVET, ECTS и другими европейскими инструментами прозрачности в образовании;

5. Европейская рамка квалификаций в профессиональном образовании и обучении

6. Особенности национальных рамок квалификации;

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2. Европейская рамка квалификаций (EQF) в первоначальной версии до 2018 г.:

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

		KNOWLEDGE	SKILLS	COMPETENCE
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
LEVEL 4	The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

2. Европейская рамка квалификаций (EQF) в первоначальн ой версии до 2018 г.:

LEVEL 5*	The learning outcomes relevant to Level 5 are	• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	• 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
LEVEL 6**	The learning outcomes relevant to Level 6 are	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
LEVEL 7***	The learning outcomes relevant to Level 7 are	• 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	• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8****	The learning outcomes relevant to Level 8 are	• knowledge at the most advanced frontier of a field of work or study and at the interface between fields	• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

3. Европейская рамка квалификаций (EQF) после 2018 г.

	Knowledge	Skills	Responsibility and autonomy	
	In the context of the EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.	
Level 1	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context.	Level 1
Level 2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools.	Work or study under supervision with some autonomy.	Level 2
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems.	Level 3
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.	Level 4
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.	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.	Level 5
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups.	Level 6
Level 7	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.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice, and/or for reviewing the strategic performance of teams.	Level 7
Level 8	Knowledge at the most advanced frontier of a field of work or study, and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation, and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts, including research.	Level 8

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4. Основные дескрипторы Европейской рамки квалификаций (EQF):

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4. Основные дескрипторы Европейской рамки квалификаций (EQF):

Здесь используется таксономия Н. Чомского:

Знание – это способность представлять и интерпретировать информацию

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4. Основные дескрипторы Европейской рамки квалификаций (EQF):

Здесь используется таксономия Н. Чомского:

Навык — это способность выполнять определенную деятельность с использованием определенного инструмента и/или технологии.

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4. Основные дескрипторы Европейской рамки квалификаций (EQF):

Здесь используется таксономия Н. Чомского:

Компетнция — это способность выработать или предложить решение или сделать выбор на основе определенного уровня автономии и с учетом определенной степени ответственности.
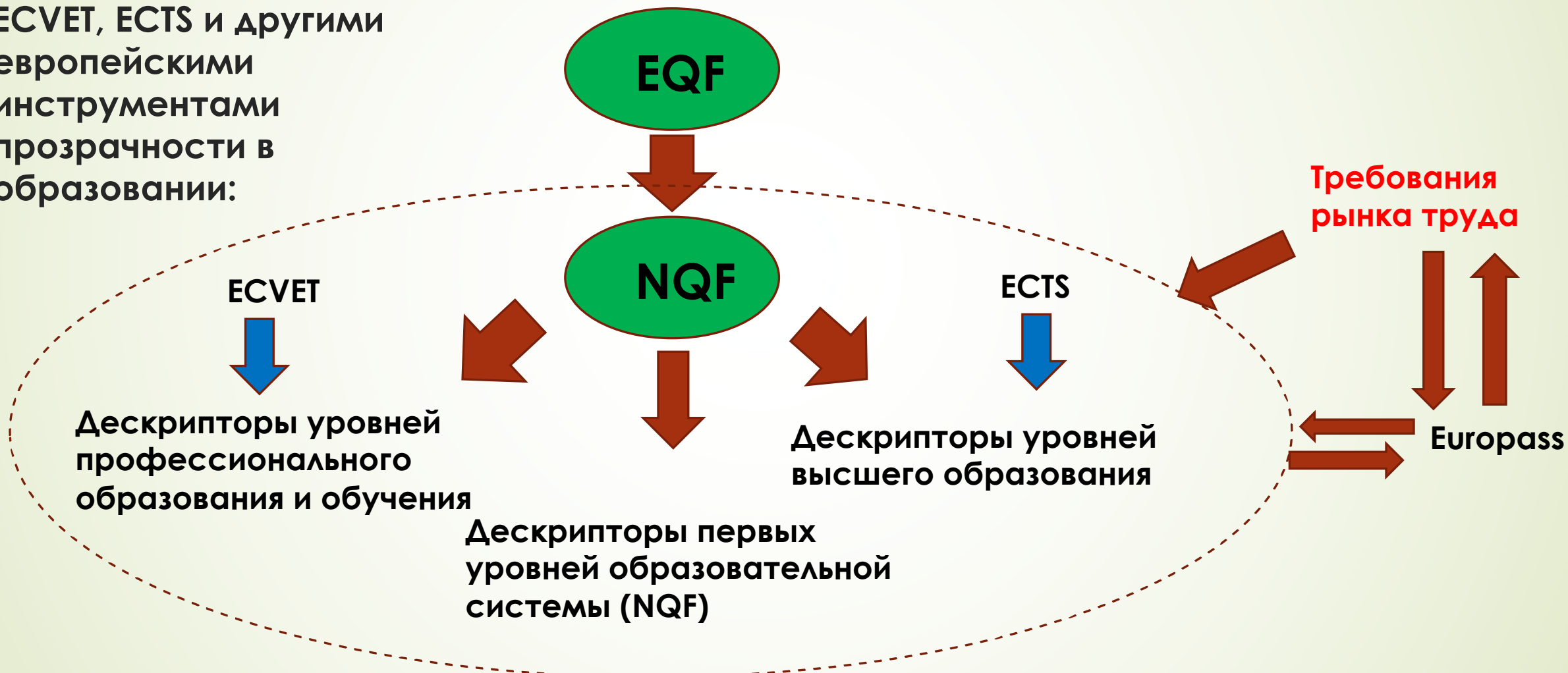
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5. Связь между EQF, NQF, ECVET, ECTS и другими европейскими инструментами прозрачности в образовании:

EQF

NQF

ECVET

ECTS

Требования рынка труда

Дескрипторы уровней профессионального образования и обучения

Дескрипторы первых уровней образовательной системы (NQF)

Дескрипторы уровней высшего образования

Europass

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6. Европейская рамка квалификаций в профессиональном образовании и обучении:

Единица результата обучения

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6. Европейская рамка квалификаций в профессиональном образовании и обучении

Существует два возможных подхода к формулированию и определению дескрипторов, содержащих единицы результатов обучения:

➡ Таксономия Блума;

➡ Подход, основанный на навыках/компетенциях

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6. Европейская рамка квалификаций в профессиональном образовании и обучении

Таксономия Блума объясняет:

➡ Слова, которые следует использовать для определения **знании**:

- *Объяснить; Описать; Перечислить и т.д .*

➡ Слова, которые следует использовать для определения **навыков:**

- *Когда используются какие-то инструменты и материалы и/или применяются какие-то технологии:*

использовать; применять; выполнить действие или операцию, чтобы они осуществились; работать; уметь пользоваться определенным инструментом или веществом и т. д.

➡ Слова, используемые для определения **компетенций:**

- *Иметь возможность; выбирать; подобрать; предложить; выработать/принять решение; предлагать; предоставить, подыскать вариантов решении, планировать, организовывать, контролировать и мотивировать и т. д.*

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6. Европейская рамка квалификаций в профессиональном образовании и обучении

Подход к навыкам/компетентностям:

- Исследовать то, что люди делают и как они это делают;

- Вывести из данного исследования основные деятельности и задачи, а так же их последовательность;

- На основе деятельности и задач определить навыки и компентенции, необходимые для их реализации;

- Идентифицировать необходимые области знаний для требуемых навыков и компетенций;

- Сгруппировать знания, навыки и компетенции в отдельных единиц результатов обучения.

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6. Особенности национальных рамок квалификации:

- Национальные рамки квалификаций не полностью повторяют Европейскую рамку квалификаций;

- Количество уровней может различаться в зависимости от особенностей и целей национальных систем образования и обучения;

- Они могут иметь стилистические различия, а иногда и различия в объеме дескрипторов (хотя у большинства таких отличий нет);

- Также они могут отличаться годом, в котором были приняты, и годом, в котором фактически начали использоваться.

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Albania	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• theoretical and factual knowledge • cognitive and practical skills • competence (autonomy and responsibility)	Formally adopted, under revision	
Austria	Designed as comprehensive NQF; currently, includes qualifications awarded in higher education and VET qualifications at levels 4, 5 and 6 from formal education.	Eight	• knowledge • skills • competence	Operational	2012
Belgium-fl	Comprehensive NQF, including all levels and types of qualification from formal education and training and from the professional qualifications system.	Eight	• knowledge/skills • context/autonomy/responsibility	Operational	2011, 2014 update
Belgium-fr	Designed as comprehensive framework; will include all levels and types of qualification from formal education and training and from the professional qualifications system.	Eight	• knowledge/skills • context/autonomy/responsibility	Formally adopted	2013
Belgium-de	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• occupational competence (knowledge and skills) • personal competence (social competence and autonomy)	(Early) Operational	
Bosnia and Herzegovina	Designed as comprehensive NQF for lifelong learning including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competence	Formally adopted	
Bulgaria	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight and a preparatory level	• knowledge • skills • competence (personal and professional)	Formally adopted	2013
Croatia	Comprehensive NQF including all levels and types of qualification from formal education and training. It is a qualification and credit framework.	Eight with sublevels at levels 4 and 8	• knowledge • skills • autonomy and responsibility	(Early) operational stage	2012
Cyprus	Comprehensive NQF; including all levels and types of qualification from formal education and training and from the system of vocational qualifications.	Eight with sublevels at levels 5 and 7	• knowledge • skills • competence	(Early) operational stage	2017
Czech Republic	Partial national framework for vocational qualifications (the national register of vocational qualifications (NSK) and a draft of the higher education framework.	Eight in NSK	• competences (including knowledge and skills)	The national register of vocational qualifications (NSK) is operational	2011
Denmark	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competence	Operational	2011
Estonia	Comprehensive NQF including all levels and types of qualification from formal education and training and from the system of occupational qualifications.	Eight	• knowledge • skills • scope of responsibility and autonomy	Operational	2011, 2016 update
Finland	Comprehensive framework including all state recognised qualifications.	Eight	• Integrated level descriptors include knowledge, skills and key competences	Operational	2017
former Yugoslav Republic of Macedonia	Comprehensive NQF including all levels and types of qualification from formal education and training and vocational qualifications.	Eight with several sublevels	• knowledge • skills • competence	(Early) operational	2016
France	NQF covers all levels and types of vocationally or professionally oriented qualification; general education qualifications are not included.	Five	• Integrated learning outcomes including knowledge, skills, attitudes, autonomy and responsibility	Operational	2010

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Germany	Comprehensive NQF for lifelong learning; includes qualifications from general education, VET, higher education and qualifications from regulated further training.	Eight	• professional competence (knowledge and skills) • personal competence (social competence and autonomy')	Operational	2012
Greece	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competence	(Early) operational stage	2015
Hungary	Comprehensive NQF for lifelong learning encompasses all state-recognised national qualifications acquired in general education, HE and those vocational qualifications registered in the national vocational qualifications register.	Eight	• knowledge • skills • attitudes • autonomy and responsibility	(Early) operational stage	2015
Iceland	Comprehensive NQF including all levels and types of qualification from formal education and training.	Seven with sublevels at levels 5 and 6; no descriptor or qualification linked to EQF level 1	• integrated level descriptors include knowledge, skills and competence	(Early) operational	2013
Ireland	Comprehensive NQF including all types and levels of qualification from formal education and training; is open to those awarded by professional and international organisations.	10 and four award types: major, minor, special-purpose and supplemental	• knowledge • skills • competence	Operational	2009
Italy	Comprehensive framework will include all levels and types of qualification from formal education and training and regional qualifications.	Eight	• knowledge • skills • autonomy and responsibility	Formally adopted	2013 major national qualifications from formal education and training linked directly to EQF
Kosovo	Comprehensive NQF including all levels and types of qualification from formal education and training and non-formal and informal learning.	Eight	• knowledge • skills • wider competence	(Early) operational stage	2016
Latvia	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competence	Operational	2011
Lithuania	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• characteristics of activities (complexity, autonomy, changeability) • types of competences (functional, cognitive and general)	Operational	2011
Liechtenstein	Designed as comprehensive NQF for lifelong learning, currently includes qualifications from VET and higher education; general education qualifications are not yet included.	Eight	• knowledge • skills • competences	Operational	2016
Luxembourg	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• knowledge • aptitudes • attitudes	Operational	2012
Malta	Comprehensive NQF, including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competence	Operational	2009, 2012 and 2016 update
Montenegro	Comprehensive NQF, including all levels and types of qualification from formal education and training and from the system of national vocational qualifications (NVQs).	Eight with sublevels at levels 1, 4 and 7	• knowledge • skills • competence	(Early) operational stage	2014
Netherlands	Comprehensive NQF including all levels and types of qualification from formal education and training; opens up towards qualifications offered outside formal education system.	Eight levels, including a sublevel at level 4 (4+), and an entry level	• context, • knowledge • skills • responsibility and independence	Operational	2011

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Norway	Comprehensive NQF including all levels and types of qualification from formal education and training.	Seven with sublevels at levels 5 and 6; no descriptor or qualification linked to EQF level 1	• knowledge • skills • general competence	Operational	2014
Poland	Comprehensive NQF including all levels and types of qualification from formal education and training. It is open to qualifications from the private and non-formal sectors.	Eight	• knowledge • skills • social competence	(Early) operational	2013
Portugal	Comprehensive NQF including all levels and types of qualification from formal education and training and from the national system for the recognition, validation and certification of competences.	Eight	• knowledge • skills • attitudes	Operational	2011
Romania	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	• knowledge • skills • competences	(Early) operational stage	
Serbia	Comprehensive NQF under construction, aiming to bring together frameworks for higher education and VET.	Eight with sublevels at levels 6, 7 and 8 proposed	• knowledge • skills • attitude and ability	Design/development stage	
Slovakia	Comprehensive NQF, including all levels and types of qualification from formal education and training. It includes also sub-framework of occupational qualifications.	Eight	• knowledge • skills • competences	(Early) operational	2017
Slovenia	Comprehensive NQF, including all levels and types of qualification from formal education and training, from the system of national vocational qualifications and supplementary qualifications.	10	• knowledge • skills • competences	Operational	2013
Spain	Designed as comprehensive NQF for lifelong learning; will include all levels and types of qualification from formal education and training. NQF for higher education in place.	Eight proposed	• knowledge • skills and abilities • competences	Advanced development stage	
Sweden	Comprehensive NQF, including all levels and types of qualification from formal education and training; opens up towards qualifications awarded outside the formal education system.	Eight	• knowledge • skills • competences	Operational	2016
Switzerland	NQF for vocational and professional qualifications (NQF-VPQ) and NQF for higher education.	Eight	• knowledge • skills • competences (professional and personal)	Operational	2015
Turkey	Comprehensive NQF, including all levels and types of qualification from formal education and training and from national vocational qualification system.	Eight	• knowledge • skills • competence	(Early) operational	2017
UK – England and Northern Ireland	Two frameworks: • regulated qualifications framework (RQF) covers all regulated academic and vocational qualifications; • a higher education framework (FHEQ).	Eight plus entry levels	• knowledge and understanding • skills	Operational	2010 Joined UK referencing report
UK – Scotland	Comprehensive credit and qualifications framework (SCQF) including all level and types of qualification.	12	• knowledge and understanding • practice: applied knowledge, skills and understanding • generic cognitive skills communication numeracy and ICT skills • autonomy, accountability and working with others	Operational	2010 Joined UK referencing report
UK – Wales	Comprehensive credit and qualifications framework of Wales (CQFW) including all level and types of qualification. It consists of three pillars: regulated qualifications, HE qualifications and quality-assured lifelong learning.	Eight plus entry levels	Level descriptors of the quality-assured lifelong learning: • knowledge and understanding • application and action • autonomy and accountability	Operational	2010 Joined UK referencing report

СПАСИБО ЗА ВАШЕ ВНИМАНИЕ!!!

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