

Qualification frameworks - background 1/2

- ❏ Bologna process: new degree structure of three cycles
- ❏ EHEA (European Higher Education Area) to move away from input-oriented curriculum design (defined by what teachers teach) to output-oriented design (defined by the skills and competences with which student will graduate)
- ❏ Member states to design a framework of comparable and compatible qualifications for their HE systems, to be described in terms of workload, level, learning outcomes, competences, and profile
- ❏ Ultimate aim to have an overarching, transparent framework of qualifications for EHEA, i.e. [European Qualifications Framework \(EQF\)](#), **described through cycle-specific core competences and learning outcomes**



Qualification frameworks - background 2/2

- Within such frameworks, degrees (each cycle) to have different, clearly defined outcomes and accommodate individual, academic, and labour market needs
- First cycle programmes to prepare for and give access to the second cycle programmes, second cycle to doctoral studies
- National qualifications frameworks and systems to use so called Dublin Descriptors as their reference
- Qualifications described at 8 levels, with post-graduate degrees at level 8, masters at level 7, and candidates at level 6
- By 2012 all degree certificates and Europass documents (in Finland) must specify the EQF level of the degree



Dublin descriptors

- General statements of typical expectations of achievements and abilities
- Not meant to be prescriptive
- Address 5 areas:
 - knowledge and understanding,
 - applying knowledge and understanding,
 - making judgements,
 - **communication**, and
 - learning skills



Language use –related EHEA descriptors

First cycle:

- Able to gather and interpret relevant data to inform judgments
- Have developed learning skills necessary for further learning with a high degree of autonomy
- **Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences**

Second cycle:

- Able to integrate knowledge and handle complexity, and formulate judgments with incomplete and limited information
- **Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously**
- Have largely self-directed or autonomous learning skills for continuous study

Third cycle:

- Research contribution merits national or international refereed publication
- Capable of critical analysis, evaluation and synthesis of new and complex ideas
- **Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise**

Language use -related descriptors (Finnish draft): cycle 1 graduates

- Master creative problem-solving in their special field
- Are able to manage complex professional activities and projects in their field
- Can act as experts independently (entrepreneurship)
- Master decision-making in new operational environments
- Can assess own expertise and develop it
- Can communicate **adequately** in oral and written form to both expert and novice audiences
- Can **communicate and interact independently** in international contexts in the 2nd national language and in at least one FL
- Have readiness for life-long learning



Language use -related descriptors (Finnish draft): cycle 2 graduates

- ❏ Can solve complex research/innovation -related problems which require **synthesizing info from various sources and fields**
- ❏ Can act independently in demanding expert positions
- ❏ Can manage things and people
- ❏ Can assess and update their own expertise and take responsibility for others
- ❏ Can **communicate well** in oral and written form to expert and novice audiences.
- ❏ Are **able to engage in demanding international communication and interaction** in L2 and at least one FL
- ❏ Have readiness for life-long learning



Language use -related descriptors (Finnish draft): cycle 3 graduates

- Are able to contribute to the body of knowledge at an expert level, which requires demanding **synthesizing, problem-solving, and critical evaluation** and which merits national/international **publication**
- Can **communicate well orally and in written form** to both the scholarly community and the general public
- Are **able to engage in demanding international communication and interaction** in L2 and at least one FL
- Have readiness for life-long learning

