

## COURSE SYLLABUS

### MODULE ON REGULATION ON THE PROFESSIONAL EDUCATION EQF LEVEL 5 AND ITS IMPLEMENTATION

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<i>ECTS:</i>	5

#### *Module workload<sup>1</sup>*

Total workload: 125  
 Contact hours: 45  
 Independent study hours: 80

#### Reading tasks

**Page<sup>2</sup> density**  
 max 20 pages  
 20–30 pages  
 30-40 pages  
 40-50 pages

**Text Difficulty**  
 No new concepts<sup>3</sup>  
 Some new concepts<sup>4</sup>  
 Many new concepts<sup>5</sup>

**Reading Purpose**  
 Survey<sup>6</sup>  
 Understand<sup>7</sup>  
 Engage<sup>8</sup>

#### Writing tasks

applicable for this course  
 not applicable for this course

**Page Density**  
 less than 250 words  
 250-500 words

**Text Genre**  
 Narrative<sup>9</sup>  
 Argument<sup>10</sup>  
 Research<sup>11</sup>

**Drafting**  
 Drafting only with no revision<sup>12</sup>  
 Minimal drafting with at least one revision<sup>13</sup>  
 Extensive drafting with multiple revision<sup>14</sup>

<sup>1</sup> Criteria used are those of the online Course Workload Estimator <http://cte.rice.edu/workload/> developed by RICE University CTE (Center for Teaching Excellence)

<sup>2</sup> Single-Spaced, Times New Roman, 11-Point Font

<sup>3</sup> The student knows the meaning of each word and has enough background knowledge to immediately understand the ideas expressed

<sup>4</sup> The student is unfamiliar with the meaning of some words and does not have enough background knowledge to immediately understand some of the ideas expressed

<sup>5</sup> The student is unfamiliar with the meaning of many words and does not have enough background knowledge to immediately understand most of the ideas expressed

<sup>6</sup> Reading to survey main ideas, student skips entire portions of text

<sup>7</sup> Reading to understand the meaning of each sentence

<sup>8</sup> Reading while also working problems, drawing inferences, questioning, and evaluating

<sup>9</sup> Paper that requires very little planning or critical engagement with content

<sup>10</sup> Paper that requires critical engagement with content and detailed planning, but no outside research

<sup>11</sup> Paper that requires detailed planning, outside research, and critical engagement

<sup>12</sup> The student submits an essay that was never revised

<sup>13</sup> The student submits an essay that was revised at least once

<sup>14</sup> The student submits an essay that was revised multiple times

<b>DESCRIPTION OF THE CONTENT OF THE MODULE</b>	
<b>Para Nr.</b>	<b>Title, content, learning outcomes</b>
<b>I</b>	<p><b>Conceptual framework of European Qualification Framework (EQF)</b></p> <p>1.1. Aim of implementation of the EQF and NQF in fostering (labor) mobility and lifelong learning</p> <p>1.2. Legislative overview and the EQF in a comparative perspective (National Qualification Frameworks)</p> <p>1.2.1. NQF and their development in some countries</p>
<b>II</b>	<p><b>Qualifications to the NQF and linking to the EQF</b></p> <p>2.1. EQF as a reference to NQF qualification levels</p> <p>2.2. Cross country analysis: ( legislation of NQF)</p> <p>2.3. Quality assurance of NQF</p>
<b>III</b>	<p><b>Diversity of approaches to the EQF level 5</b></p> <p>3.1. Hovering between general education, VET and higher education and the labor market</p> <p>3.2. Different types of degrees awarded to students completing EQF-5 programs</p>
<b>IV</b>	<p><b>The right to access and progress for education and employment</b></p> <p>4.1. Routes that leads to EQF -5- programmes throughout Europe from a legal perspective</p> <p>4.2. Diversity of EQF level 5 qualifications</p>
<b>V</b>	<p><b>Indications of EQF level 5 in the context of study and work</b></p> <p>5.1. Education programmes (e.g. organization of the programme, the workload, duration, etc)</p> <p>5.2. Qualifications and descriptions results (learning outcome) linked with level 5</p>
<b>VI</b>	<p><b>Recognition and validation of non formal and non-formal learning linked to level 5</b></p> <p>6.1. Forms of identification and recognition of formal and informal learning</p> <p>6.2. Assessment and recognition of non-formal and informal learning</p>

<b>EXPECTED LEARNING OUTCOMES OF THE MODULE:</b>	
<b>Nr.</b>	<b>Students learn about:</b>
	<p>Conceptual framework of European Qualification Framework (EQF)</p> <ul style="list-style-type: none"> <li>- To understand the logic and need for developing a Framework on qualification and training in Europe and beyond</li> <li>- To analyze the historical developments that lead to the development of the EQF</li> </ul>

	<ul style="list-style-type: none"> <li>- To critically reflect on the future of the qualification in Europe based on a common qualification framework, its benefits and flaws</li> </ul> <p>Qualifications to the NQF and linking to the EQF</p> <ul style="list-style-type: none"> <li>- To understand the diversity of the national frameworks and their goal to bring them closer to a more unified European qualification network</li> <li>- To critically analyze the different qualifications of the countries</li> <li>- To understand why quality assurance is important</li> </ul> <p>To reflect how the quality assurance can help to align the NQF to the EQF.</p> <p>Diversity of approaches to the EQF level 5</p> <ul style="list-style-type: none"> <li>- To understand aim and goals of the different forms of education in level 5</li> <li>- To reflect how labor market can shape the aim and content of education specifically in level 5</li> </ul> <p>To analyze the different approaches of specific countries and their rationale in order to align education at level 5 with the labor market</p> <p>The right to access and progress for education and employment</p> <ul style="list-style-type: none"> <li>- To understand the legal perspectives of different programmes across Europe towards level 5.</li> </ul> <p>To critically assess the diversity of EQF level 5 qualification in different countries.</p> <p>Indications of EQF level 5 in the context of study and work</p> <ul style="list-style-type: none"> <li>- To understand the organization of programmes, the workload, the duration, etc</li> <li>- To understand the qualifications and descriptions leading to the completion of the level 5 programmes.</li> </ul> <p>To analyze whether such organization and workload do respond to the needs of the labour market.</p> <p>Recognition and validation of non formal and non-formal learning linked to level 5</p> <ul style="list-style-type: none"> <li>- To understand the need for such recognition and validation in the viewpoint of the new waves of emigrants coming to Europe</li> </ul> <p>To propose possible ways on how such assessment and recognition can be doable vis-à-vis the labour market</p>
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**TEACHING METHODS:**

Nr.	Web learning and face to face
	<p>The module is taught through web learning. The EduLaw website stores materials to support the teaching and learning activities for the students. Case law materials are regularly uploaded by the authors. Free access is secured any time of day.</p> <p>During the face-to-face sessions, the main modality of teaching will be group work, case studies, problem-oriented discussions; brainstorming; simulations, peer reviews.</p>

ASSESSMENT CRITERIA AND %		
1	Case study	50%
2	Research report	50%

Grade	4	5	6	7	8	9	10
Points	00 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
	F	FX	E	D	C	B	A

#### REQUIRED READING:

online module syllabus

CEDEFOP (2010). *Linking credit systems and qualifications frameworks: an international comparative analysis*. Luxembourg: Publications Office. Cedefop research paper; No 5. [http://www.cedefop.europa.eu/EN/Files/5505\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5505_en.pdf).

CEDEFOP (2014) *Qualifications at level 5: progressing in a career or to higher education* Luxembourg: Publications Office of the European Union. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/6123>

#### SUGGESTED READING AND RESOURCES

AKOV (Agency for Quality Assurance in Education and Training). (2014). *Referencing of the Flemish qualification frameworks to the European qualification framework*. Bruxelles.

ANQEP (2011). *Report on the referencing of the national qualifications framework to the European qualifications framework*. Lisbon: ANQEP. <http://ec.europa.eu/eqf/documents?id=108>.

CEDEFOP (2007). *Recognition and validation of non-formal and informal learning for VET teachers and trainers in the EU Member States*. Luxembourg: Publications Office. Cedefop Panorama series; No 147. [http://www.cedefop.europa.eu/EN/Files/5174\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5174_en.pdf).

CEDEFOP (2008). *Terminology of European education and training policy: a selection of 100 key terms*. Luxembourg: Publications Office. [http://www.cedefop.europa.eu/EN/Files/4064\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/4064_en.pdf).

European Commission. (2008). *Explaining the European Qualifications in framework for lifelong learning*. Luxembourg: Office for Official Publication of the European Communities.

European Commission; BMUKK (2010). *EQF referencing process and report*. [http://www.eqf-ref.eu/index.php?option=com\\_docman&task=doc\\_download&gid=69&Itemid](http://www.eqf-ref.eu/index.php?option=com_docman&task=doc_download&gid=69&Itemid).

Italian Ministry of Labour. (2012). *First Italian referencing report to the European qualification framework*. Rome.

Malarme, J. P. (ed.). (2013). *Report on Referencing the French speaking qualifications framework for lifelong learning to the European qualification framework for lifelong learning*. Bruxelles.

NQAI (National Qualifications Authority of Ireland). (2009). *Referencing Irish national*

*framework of qualifications (NQF) to the European qualifications framework for lifelong learning.* Dublin.

Official Journal of the European Union, C11, 6.5.2008, “Recommendation of the European Parliament and of the Council 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning”.

Ramina, B. (2011). *Referencing of the Latvian education system to the European qualifications framework for lifelong learning and the qualifications framework for the European higher education: Self-assessment report.* Riga.

Slawinski, S. et al. (2013). *Referencing the Polish qualifications framework for lifelong learning to the European qualification framework.* Warsaw: Instytut Bagan Edukacyjnych.

**CASE LAW – JUDGMENTS OF THE COURTS TO ILLUSTRATE THE COURSE**