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BOLOGNA PROCESS
Coordination Group for Qualifications Framework

Synthesis of the replies received from national QF correspondents

Directorate General IV: Education, Culture and Heritage, Youth and Sport (Directorate of School, Out-of-School and Higher Education – Higher Education and Research Division)

Distribution: BFUG
Coordination Group

NATIONAL QUALIFICATION FRAMEWORKS
SYNTHESIS OF THE REPORTS BY NATIONAL QF CORRESPONDENTS

Index

- 1. Who sent the NQF report?***
- 2. How are the countries developing their NQF?***
- 3. How is the NQF structured?***
- 4. What is the stage of development of the NQF website?***
- 5. Issues and suggestions***

INTRODUCTION

The present document provides a synthesis of the reports submitted by national QF correspondents to the Council of Europe. The document reflects the state of reports as of September 23, 2008 and is intended to serve as a background document for discussion in the Coordination Group.

The Department of Higher Education and History Teaching of the Council of Europe would like to recognize the contribution of its trainee Ms. Sara Eco Conti in the development of this synthesis document in its earliest stages.

1. WHO SENT THE NQF REPORT?

1.1 Summary table

Countries/systems ¹ that sent the report	34
Countries/systems that replied that they will send the report	2
Countries/systems that appointed a NQF correspondent	38
Countries/systems that replied that they intend to appoint a NQF correspondent	2

1.2 Detailed overview

Country	NQF-correspondent	NQF-report	NQF-website
ALBANIA	<u>Mr. Aleksander Xhuvani</u> <i>Directeur de l'Institut Français de Gestion de Tirana Polytechnic University of Tirana Member of the State Council for Higher Education and Science Albanian BFUG Coordinator</i>	Yes	
ANDORRA	<u>Enric Manel Garcia</u> <i>Cap d'Area de Reconeixement de Titulacions, Ministeri del Portaveu del Govern, Desenvolupament Econòmic, Turisme, Cultura i Universitats.</i>	Yes	
ARMENIA	<u>Mr. Robert Stepanyan</u> <i>Head of Development Projects and Monitoring Department, also in charge of developing NQF for Armenia.</i>	No	
AUSTRIA	<u>Mag. Florian Pecenka</u> <i>Bundesministerium für Wissenschaft und Forschung, Ministry of Science and Research.</i>	Yes	http://www.bmwf.gv.at/submenu/wissenschaft/national/nqf/

¹ Because of the location of the competent public authorities in higher education matters, there are separate reports from the Flemish and French Communities of Belgium as well as from Scotland on the one hand and the rest of the United Kingdom on the other.

AZERBAIJAN		No	
BELGIUM (FLEMISH COMMUNITY)	<u>Karla Van Lint</u> <i>Adjunct van de directeur - Hoger Onderwijs Departement Onderwijs.</i>	Yes	
BELGIUM (FRENCH COMMUNITY)	<u>Chantal Kaufmann</u> <i>Acting General Director DG Non-compulsory Education and Scientific Research, Ministry of the French Community</i>	Yes	
BOSNIA AND HERZEGOVINA	<u>Ms. Aida Đurić</u> <i>higher official for higher education.</i>	Yes	
BULGARIA	<u>Svetomira Apostolova – Kaloyanova</u> <i>Member of BFUG, Ministry of Education and Science, Directorate "Policy of Higher Education"</i>	Yes	
CROATIA	<u>Prof. Mile Dželalija.</u>	Yes	
CYPRUS	Elias Margadjis, Inspector of Secondary Technical and Vocational Education, Ministry of Education and Culture	No	
CZECH REPUBLIC	<u>Věra Šťastná</u> <i>Ministry of Education, Youth and Sports Higher Education Department</i>	Yes	www.bologna.msmt.cz
DENMARK	<u>Mette Juul Jensen</u> <i>Head of section, Danish University and Property Agency, Ministry of Science, Technology and Innovation</i>	Yes	In English: www.ciriusonline.dk/qf in Danish: www.ciriusonline.dk/kv alifikationsrammer
ESTONIA	<u>Heli Aru</u>	Yes	
FINLAND		No	
FRANCE	<u>Jean-Michel Hotyat</u> <i>Head of the Unit "LLL and Recognition of Prior Learning", within the DGHE.</i>	yes	
GEORGIA	<u>Lali Bakradze</u> <i>University Curriculum Development Programme Expert, Ministry of Education and Science of Georgia. NQF Project Director</i>	Yes	
GERMANY	<u>Birger Hendriks</u> <i>for the Länder</i>	No	
GREECE		No	
HOLY SEE	<u>Fr. Friedrich Bechina FSO</u>	Yes	
HUNGARY		No	
ICELAND	<u>Dr. Rósa Gunnarsdóttir</u> <i>Adviser, Department of Education, Ministry of Education, Science and Culture</i>	Yes	http://www.menntamalaraduneyti.is/
IRELAND	<u>Jim Murray</u> <i>Acting Chief Executive, National Qualifications Authority of Ireland.</i>	Yes	http://www.nfq.ie/nfq/en/
ITALY	Holding reply	Yes	

LATVIA	<u>Baiba Ramiņa</u> <i>Head of Latvian Academic Information Centre (Latvian ENIC/NARIC)</i>	Yes	
LIECHTENSTEIN	<u>Helmud Konrad</u> <i>Schulamt des Fürstentums Liechtenstein Abteilungsleiter Mittel- und Hochschulwesen.</i>	Yes	http://www.sa.llv.li
LITHUANIA	<u>Linas Kadys</u> <i>Head of the Human Resources Development Division, Ministry of Social Security and Labour</i>	Yes	http://www.lnks.lt
LUXEMBOURG		No	
MALTA	<u>Dr James Calleja</u> <i>Chief Executive Malta Qualifications Council</i>	Yes	
MOLDOVA		No	
MONTENEGRO	<u>Biljana Mišović</u> <i>Senior adviser for higher education, Ministry of Education and Science of Montenegro</i>	Yes	
NETHERLANDS	<u>Denise M.R. Heiligers</u> <i>Ministry of Education, Culture and Science, Department of Higher Education</i>	Yes	
NORWAY	<u>Tone Flood Strøm</u> <i>Senior Adviser, Ministry of Education and Research, Department of Higher Education</i>	Yes	
POLAND	<u>Prof. Ewa Chmielecka</u> <i>Warsaw School of Economics, president of Polish QF Working group</i>	Yes	
PORTUGAL	<u>Sebastião Feyo de Azevedo</u>	No	
ROMANIA	<u>Sorin Eugen Zaharia PhD</u> <i>Head of ACPART.</i>	Yes	www.acpart.ro
RUSSIAN FEDERATION	Holding reply	Holding reply	
SERBIA		No	
SLOVAK REPUBLIC		No	
SLOVENIA	<u>Darinka Vrečko</u> <i>Ministry of Higher Education, Science and Technology</i>	Yes	
SPAIN	<u>Prof. Dr. José-Ginés Mora</u> <i>Director Centre for the Study of Higher Education Management (CEGES), Valencia University of Technology</i>	Yes	
SWEDEN	<u>Albin Gaunt</u> <i>Head of Section, Ministry of Education and Research, Division for Higher Education</i>	Yes	

SWITZERLAND	<u>Susanne Obermayer</u> <i>CRUS - Rectors' Conference of the Swiss Universities</i> <i>Head Bologna and ECTS Coordination</i>	Yes	http://www.crus.ch/die-crus/analysiert-evaluert/qualifications-framework-nqfchs.html?L=2
“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”	<u>Nadežda Uzelac</u> <i>Ministry of Education and Science</i> <i>Higher Education Department</i>	Yes	http://www.mon.gov.mk
TURKEY	<u>Prof. Dr. Atilla Eriş</u> <i>Head of NQF Commission, Member of YÖK Executive Council, Uludağ University, Department of Agricultural Engineering</i>	Yes	
UKRAINE	<u>Vasyl Dmytrovych Shynkaruk</u> <i>Doctor of Filology, Professor, Deputy Minister of Education and Science of Ukraine</i>	Yes partly	
UNITED KINGDOM	<u>Carolyn Campbell</u> <i>Quality Assurance Agency</i> <u>David Bottomley</u> <i>Quality Assurance Agency</i> <i>Scotland</i>	Yes Yes	http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp http://www.qaa.ac.uk/academicinfrastructure/FHEQ/FHEQ/SCQF/default.asp

2. HOW ARE THE COUNTRIES DEVELOPING THEIR NQF?

SUMMARY OVERVIEW OF COUNTRIES AND STEPS

- 11 steps:

Action/step	Step completed	Step indicated as planned with an indication of timing	No of answers
1. Decision to start	28 countries; 2 countries for which the information is uncertain	0	30
2. Setting the agenda	18 countries; 8 countries for which the information is uncertain	3 countries, one of which indicates step to be completed end 2008, 2 in 2010	29
3. Organizing the process	22 countries; 6 countries for which the information is uncertain	1 country, which indicates step to be completed end 2008	29
4. Design	18 countries; 6 countries for which the	6 countries, with various indications of	30

COMMUNITY)											
BOSNIA AND HERZEGOVINA	2006-2008	2010	2006-2008	To be completed	ongoing	2007	2007-2010	To be completed by 2010	2009/2010	Ongoing By 2010	2010
BULGARIA	2007	2010	2007-2008	1995-2007 to be completed in 2010	2007-11/2008	2010	2007-2010	In progress?	To be done	2007	To be done
CROATIA	03/2006	07/2007	07/2007 - 09/2007	07/2007 - 01/2008	11/2007 - 2008	To be done in 2009	To be done in 2009	To be done in 2011-2012	to be done in 2012	2005	07/2008
CYPRUS	2008										
CZECH REPUBLIC	2005-2006	2005-2007	done	In the phase of suggestion which is being discussed	2008 and will continue during the whole preparation 2009-11*/	2006	Done and more structures, in particular for the tertiary sphere will be introduced – e.g. “sectoral expert groups”.*/	2008-2011?	2008-2011? – mainly in the second half of the project */	2011	Autumn 2008- This will be the present information on the state of art. It will be on the Bologna web page of the Ministry. The “professional” web will be prepared during the project*/ in 2009
A lot of work has to be done and will be done with the help of the National Project under the Operational Programme “Education for Competitiveness” which will be realised in 2009-11.											
DENMARK	Done	done	done	done	done	2003	done	done	done	Will be started at the end of 2008 and completed during the first semester 2009	done
ESTONIA	done?	done?	done?	done?	done?	2007	done	2009	?	?	?
FINLAND											
FRANCE	2002	2002	2002	2002	done	2002	done	2002	From 2002 to 2008(work still ongoing for HE qualifications	Done	done
GEORGIA	2006	done?	2007	2007	2007-10/2008	12/2008-03/2009	2009	2008-2010	2011	06 /2009 – 2010	?
GERMANY											
GREECE											
HOLY SEE	2005	2005	2005-2006	Done to be updated	10/2006	To be decided	To be done in 2009	To be done in 2009	In process	To be completed in 2010	To be done in 2009
HUNGARY											
ICELAND	2004-	2004-	2004-	2006	2006-	2006	2006	Done	done	To be	To be

	2005	2005	2005		2008					completed in 2009	done in 2010
IRELAND	Done	done	Done	Done	Done	Done	Done	done	done	Completed in 2006	Done
ITALY	2007	To be completed in 2008	To be completed in 2008	to be completed in 2008	to be completed in 2008	To be completed	Partially done in 2008, to be completed in 2010	Partially done in 2008, to be completed in 2010	To be concluded in 2009	To be concluded in 2009	To be concluded in 2010
LATVIA	2004	2004-2006	2004	2004-2005	2005 on QF 2006-2008 on the draft	Starts 2008 For adoption in 2009-2010		2013			To be done in 2009/2010
LIECHTENSTEIN	End 2007	01-02/2008	05/2008	10/2008	05/2009	10/2009	From 09/2009	Ongoing Until 07/2011	08/2009	07/2010	done
LITHUANIA											
LUXEMBOURG											
MALTA	2005	done?	done	Done ?	?	06/2007	done	done	?	?	done
MOLDOVA											
MONTENEGRO	2006	done	2006?	Done	2008	?	?	2010?	?	?	?
NETHERLANDS	Done	done	Done	done	To be completed	To be completed	?	?	?	07-11/2008	?
NORWAY	2005	Done?	Done?	04/2007	Done	In progress	done	?	?	?	?
POLAND	2006	2006	2006	01/2008	2008-2009-2010	2009-2010	2010	2010	2011	2012	?
PORTUGAL											
ROMANIA	2005	done	2005-2006	2007	2007	To be approved in 2008	Done in 2008	2008-2010	2010	2010-2012	done
RUSSIAN FEDERATION											
SERBIA											
SLOVAK REPUBLIC											
SLOVENIA	Done	Done?	2007	?	?	?	?	?	?	?	?
SPAIN	2007	2007	2007	To be developed in 2008	To be developed in 2008	not foreseen yet	not foreseen yet	To be developed in 2008	To be developed in 2008	not foreseen yet	not foreseen yet
SWEDEN	Done	Done?	Done?	2007	Done?	Done?	Done?	In 2008?	?	?	?
SWITZERLAND	09/2005	2005-2006	2005	2006	2007-10/2008	2009-2010	Autumn 2008	No date set	2010	2009-2010	done
“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”	Done	done	Partially completed	To be completed	To be completed	done	To be completed	?	To be completed	To be completed	To be completed
TURKEY	Done 04/2006	Done 2006	Done 2006-2008	To be completed by 11/2008	Partially completed and will be fully completed by 12/2008	To be done by 03/2009	To be done by 05/2009	Pilot implementation in 2010 and full implementation by 12/2012	To be done in 2010-2015	To be done in 2010-2012	To be completed in 2009
UKRAINE											
UNITED	Done	done	done	done	done	2001	?	done	Done?	11/2008	done

KINGDOM											
UNITED KINGDOM SCOTLAND	1997	done	Done in 1998	Completed in 1999	1999-2000	2000-2001	2003-2004	2003	2001	2006-2007	done

2.1 ALBANIA

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	Decision taken on July 2006 by the Ministry of Education and Science to constitute the Albanian BFUG with a WG dedicated to the NQF and renewed on June 2008.	
2. Setting the agenda	July 2006 kick-off meeting of writing the university and pre-university levels.	The overarching frame should be ready on December 2008.
3. Organizing the process	The process of conceiving the frame was divided among two sub-WGs: 1) the university levels sub-WG 2) the pre-university sub-WG Stakeholders: ⇒ Directorates of HE and HE at the Ministry of Education and Science; ⇒ University experts; ⇒ Public Agency of Accreditation of HE Institutions; ⇒ Student community; ⇒ Trade Unions.	
4. Design Profile	See paragraph 3.1	
5. Consultation		Final consultation will start on September 2008 up to November 2008.
6. Approval		December 2008 the overarching framework will be presented to the Minister of Education and Science.
7. Administrative set-up	The new Albanian BFUG, set up by the decision of the Minister of Education and Science on 24/06/2008.	
8. Implementation		Will start on January 2009, in the basis of the approved NQF.
9. Inclusion of qualifications		Will start by June 2009.
10. Self-certification	Has already started for the first cycle of studies and will continue with second and third cycles by September 2009.	
11. NQ web site		Web address: under construction.

2.2 ANDORRA

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	The decision was taken one year ago. This step is full completed	
2. Setting the agenda	The agenda was set and the purpose was defined. The 12th June the legal rule was approved. According to that they will redefine the agenda	

3. Organizing the process	It has been established a WG, that defined a scheme of the QF, in order to present to the identified Stockholders. This step is done.	
4. Design Profile	The WG defined a QF scheme. This scheme incorporates by structures levels, level descriptors, and the paths to develop. This Step is full done.	
5. Consultation		As the legal rule that gives the opportunity to establish the QF will enter in Force (probably mid July) we will set the agenda to discuss and search the acceptance with the stakeholders
6. Approval		Once the design is accepted by stakeholders, the proposal will be approved one moth later by government decree (probably end August)
7. Administrative set-up		As the dimension of the university and the state is small the implementation will be maximum in one moth. (Probably end of September)
8. Implementation		Due to the probably final structure, the small dimension, and the autonomy by the university to elaborate the study programs, it should be done by June 2009.
9. Inclusion of qualifications		The qualifications will be included after accreditation 1moth later of the presentation of the program by the university according to the NQF.
10. Self-certification		Upon acceptance of item 8, the project will be certified
11. NQ web site	Web address:	When the first design structure will be presented to the stakeholders, the NQF will be set at the web page of the ministry: www.ensenyamentsuperior.ad

2.3 ARMENIA

No report submitted.

2.4 AUSTRIA

- **Work done:** in summer 2007, a national board committee was set up in which all ministries and social partners are represented. In addition, the Ministry of Science and Research set up an advisory committee. In January 2008, the Austrian NQF consultation paper was presented to the public. The EQF comprises formal, informal, and non-formal qualifications; so does the NQF. Therefore, to integrate all three types of qualifications, three corridors have been set up – one corridor for each type of qualification. The consultation paper proposes to build a NQF with 8 levels parallel to the EQF to facilitate the translation between NQF levels and EQF levels. The consultation on the first draft version was held and every stakeholder could make comments until June 30, 2008.
- **Now:** During summer a committee of experts is compiling all comments made by stakeholders, so the Working Group formed by officials of the Ministry of Science and Research and Ministry of Education, Arts and Culture can draft the final version of the NQF.

- **Next steps:** This version will be submitted to the national Committee in October 2008. On several “hot issues” government should take a political decision before a final decision on the NQF can be taken. But because of the general elections held in Austria in September, it’s uncertain if any final decision will be taken in 2008, depending when a new Government will be in place.
- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	11/2006	11/2006
2. Setting the agenda	12/2006	01/2007
3. Organizing the process	02/2007	07/2007
4. Design Profile	03/2007	12/2007
5. Consultation	01/2008	06/2008
6. Approval	10/2008	02/2009
7. Administrative set-up	12/2008	02/2009
8. Implementation	03/2009	12/2009
9. Inclusion of qualifications	06/2009	04/2010
10. Self-certification	06/2009	12/2011
11. NQ web site	Web address: http://www.bmwf.gv.at/wissenschaft/national/nqr/ Or for general education and VET http://www.bmukk.gv.at/europa/bildung/nqr/nationaler_qualifikationsrah.xml	

2.5 AZERBAIJAN

No report submitted.

2.6.1 BELGIUM (FLEMISH COMMUNITY)

- **Work done:** Dublin descriptors and ECTS ranges for bachelor and master degrees and learning objectives for the Ph.D. in relation to the Ph.D. thesis are legally stipulated in the Decree on the Structure of Higher Education, 04/04/2003. With regard to the implementation, the results of 3 pilots projects of a Flemish QF for specific disciplines (medical Science, music, social work) were presented in December 2007.
- **Now:**
 - Implementation: implementation is going on at institutional level through a learning outcome oriented curriculum reform. The Flemish Bologna Promoters’ team plays an important role in animating this process by organising information sessions, seminars, discussion groups etc. The implementation is not limited to the generic QF but also applied in the context of concrete disciplines.
 - LLL: In the context of the future Recommendation on the European Qualifications Framework for lifelong learning, the Flemish Community is preparing a Flemish QF encompassing all levels and sectors of education and training in which the existing Flemish QF for HE will be integrated. The Flemish QF for LLL is described in a concept document drafted by a working group composed of different stakeholders. It was under consultation with stakeholders and official advisory bodies. At this moment the minister of education is preparing a draft decree for this framework.
- **Next steps:** the implementation is foreseen as from the a.y. 2009-2010.

2.6.2 BELGIUM (FRENCH COMMUNITY)

- **Work done:** Following the adoption of the Act of 9 May 2008 reinforcing the coherence of higher education and contributing to administrative simplification in university and non-university higher education, the French Community of Belgium has implemented the HE Qualifications Framework.

This new tool describes generically three levels in higher education, for each one correspond a set of specific knowledge, skills and competences. At each level, recognized academic degrees are granted. They are the only recognized academic degrees in the French Community and are subject to procedures of internal and external quality assurance.

HE Qualifications Framework in the European context

The HE Qualifications Framework is the result of a consultation process initiated in 2007 by the Minister of higher education and scientific research, Marie-Dominique Simonet, during which all the stakeholders (government, administration, HEIs and students) have participated.

The HE Qualifications Framework provides students, academic and research staff, employers in Belgium and abroad with more transparency and readability regarding the certificates and HE degrees recognized in the French Community. The HE Qualifications Framework transposes at national level the European Qualifications Framework set up by the Recommendation of 23 April 2008 of the European Parliament and the Council. Moreover, the HE Qualifications Framework is in line with the Overarching Framework of the Bologna Process since it applies the three-cycle structure and the generic descriptors.

Legal references

Act of 9 May 2008 reinforcing the coherence of higher education and contributing to administrative simplification in university and non-university higher education

<http://archive.pcf.be/1000000010070b4?action=browse>

Recommendation of 23 April 2008 of the European Parliament and the Council

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

2.7 BOSNIA AND HERZEGOVINA

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	<p>Joint project 2006-2008 “Strengthening Higher Education in BiH” resulted with elaboration of 7 documents adopted on December 12, 2007 by the Council of Ministers of Bosnia and Herzegovina. Two of 7 adopted documents are:</p> <ol style="list-style-type: none"> 1. The Framework for Higher Education Qualification in Bosnia and Herzegovina, 2. Implementing a Framework for Higher Education Qualifications in Bosnia and Herzegovina, <p>-----</p> <p>Within EUVET III Project (started in April 2007) is elaborated Draft of NGF for the levels up to higher education. Draft of Implementation Strategy is in its final phase.</p>	<p>Completion of the following set of steps for implementation <u>may take 2-3 years</u>:</p> <ul style="list-style-type: none"> - Consultation and dissemination with actors in the process; - Information Campaign; - Training of BiH promoters (started) - Seek approval of the Framework for Higher Education Qualifications for BiH from relevant governmental authorities at various levels; - Pilot project for applying the general framework to particular fields of study; - Legislation. <p>-----</p> <p>Steps to be designed after the adoption of NQF for the levels up to higher education and Implementation Strategy.</p>

2. Setting the agenda	<p>The objectives of the QF of the BiH Area are to:</p> <ul style="list-style-type: none"> • Enable employers, schools, partners, prospective students and others to understand the achievements and attributes represented by the main qualification titles, , • Assist higher education institutions (HEI), learners and others to clarify potential routes for progression and credit transfer, particularly in the context of wider participation in lifelong learning, • Create and maintain international comparability of standards, and facilitate mobility for all, • Eradicate inconsistency and confusion between HE qualifications by a clear description, • Help create domestic and international confidence in BiH HE qualifications and standards by integrating them with the new BiH quality assurance system, • Improve the recognition of BiH qualification and the employability of citizens, • Ensure that access to, and the content of, BiH HE is based upon the principles and values of democratic society. 	<ul style="list-style-type: none"> • Elaboration of Framework Law on Recognition of Higher Education Qualifications within IPA 2007 by November 2010 • Strengthening capacities in Centre for Information and Recognition of Documents by October 2010 within IPA 2007 • Strengthening capacities of institutions involved in development of quality assurance in HE by November 2010 within IPA 2007 • Implementing a generic QF for HE in 4 determined fields of studies by November 2010 within IPA • Elaborate recommendations for adapting legislation relevant to quality assurance and the national framework for HE qualifications within IPA by the end of 2010 • 4 Study programs are revised in line with the NHEQF with active participation of all public universities and possibly 1-2 private universities in BiH; guidelines on the implementation are published, an active network of BiH experts for QA and the HEQF is functional
3. Organizing the process	<p>Within Joint project 2006-2008 a WG was established encompassing different stakeholders such as all public universities, Rector's Conference trade unions, competent ministries, student unions. They were involved in elaboration of 7 documents adopted by the Council of Ministers of Bosnia and Herzegovina.</p>	<p>Activities will continuously be intensified with ENIC and Agency for Development of Higher Education and Quality Assurance.</p>
4. Design Profile	<p>The BiH framework for HE qualifications consists of 3 cycles.</p>	<ul style="list-style-type: none"> • Within IPA 2007 4 fields of studies will be elaborated • 3rd Cycle is intensively under preparation.
5. Consultation	<p>Widespread consultations and agreement with appropriate stakeholders including academics, students, public authorities and social partners.</p>	<p>Consultation phase will continue during the process of elaboration of recommendations for adapting legislation relevant to NQF in HE within IPA and other projects.</p>
6. Approval	<p>Council of Ministers of Bosnia and Herzegovina adopted 7 documents on December 12, 2007</p>	<p>Completed for HE; To be adopted for NQF for under higher education qualifications.</p>
7. Administrative set-up	<p>Administrative set up consists of 4 state level institutions:</p> <ol style="list-style-type: none"> 1. Ministry of Civil Affairs of Bosnia and Herzegovina; 2. Rector's Conference; 3. Agency for Development of Higher Education and Quality Assurance; 4. Agency for Information and Recognition of Documents (ENIC/NARIC) <p>Division of tasks is precisely determined in the state –level Framework Law on Higher Education of Bosnia and Herzegovina adopted in August 2007.</p>	<p>Continuous</p>
8. Implementation	<p>All universities in Bosnia and Herzegovina have already reformulated study programmes in accordance with the Bologna following the 3+2 +3 or 4+1 +3 programmes. First doctoral studies in accordance with the BP are expected in acc.y. 2008/09.</p>	<p>All public universities are in the final phase of changing curricula.</p>

9. Inclusion of qualifications	In accordance with the Framework Law on HE accreditation of all Universities last by August 2009/2010. The “real” process of accreditation starts in 2009-2010. IT National Qualifications Framework in BH TEMPUS SCM Nr.C010B06;	
10. Self-certification	At all universities QA offices were established and external evaluation was performed. Agency for Development of Higher Education and Quality Assurance is established and is expected to be fully operational by 2010. Its duties are foreseen with the Framework Law on Higher education in BiH.	Undertaking various activities for making fully operational institutional network for self-certification By 2010
11. NQ web site	To be established Web address:	To be established within ENIC/NARIC Centre and Agency for Development of Higher Education and Quality Assurance. Expected by 2010.

2.8 BULGARIA

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	The Bulgarian Ministry of Education and Science has decided in 2007 to develop a NQF in compliance with the QF in EHEA and the EQF for LLL. Authorities in charge of: 1) Ministry of Education and Science; 2) Rectors Conference of the Republic of Bulgaria; Done in 2007	
2. Setting the agenda	Objectives: <ul style="list-style-type: none"> • Translation and bridge function inside and outside Bulgaria; • Promoting mobility within the educational system and on the labour market; • Improving transparency of the educational system; • Promote learning outcomes orientation of qualifications; • Support validation of prior learning; • Implementation of the learning outcomes approach, the teaching methods and management of the processes; • Stronger orientation towards the lifelong learning approach; • Stronger cooperation between the stakeholders. 	Deadline 2010
3. Organization of the process	Working group 1 has been established by Order of the Minister of Education and Science in December 2007, with task to elaborate a draft project for more precise alignment of the existing NQF for higher education to the EQF. The group has consisted of representatives from the Rectors Conference and the academic society. Completed in March 2008	
	Working group 2 has been established by Order of the Minister of Education and Science in April 2008, with the task to set the grounds for an overarching NQF, by developing: <ul style="list-style-type: none"> - a comparative table for referencing the national degrees of education to the EQF and the QF for EHEA; - a plan for further activity related to comparing the national sectoral qualifications and the EQF; - a proposal for further amendments and supplements in the national legislation in the national education system. Deputy minister responsible for the European integration issues, incl. the NQF supervises the work on elaboration of NQF. The head of the Working Group No 16 “Education and training, recognition of professional qualifications, youth, science and research”, who is also a chair of the working group, is the head of the NQF National Coordination Point. Working group 2 also enjoys the full support of Working Group 16. BG participates also in the Advisory Group on EQF to the EC.	
	The Minister of Education and Science nominated in May 2008 a National	

	Coordination Point and a national contact person for the EQF implementation. It is the European Integration and International Cooperation Directorate in the Ministry of Education and Science.	
	The stakeholders at all levels have already been identified.	
4. Design Profile	<p>- The Bulgarian NQF for HE has been introduced in 1995 by the Higher Education Act (1995), further amended and supplemented. It has the Bologna's three-level degree structure and corresponds to a great extent to the QF of the EHEA.</p> <p>- The NQF for HE in BG has been most recently adjusted in 2007, by amendments and supplements of the Higher Education Act.</p> <p>The expected LOs for each educational degree are in great extend in compliance with the expected LOs of the QF in the EHEA and of the EQF for LLL. The recent changes in our NQF are influenced by the EQF.</p> <ul style="list-style-type: none"> • Further steps are taken (by Working group 1) towards full alignment of the existing requirements with the EHEA and the EQF, as well as related to the commensurability of the learning outcomes and the ECTS credits awarded. • Measures for strengthening the links between the education system and the learning outcomes are foreseen in the draft of the National Reforms Programme (2006 – 2009). Since 2004 a credit transfer system compatible with the ECTS has been legislatively introduced in the Bulgarian HE system. Since 2006, all HEIs apply it. 	Deadline: 2010
5. Consultation	<p>Preparatory Work</p> <ul style="list-style-type: none"> • The Bulgarian Ministry of Education and Science has decided to adopt a NQF in compliance with the QF of the EHEA and the EQF for LLL. The discussion process on the topic has started at the end of 2007. • The consultation process including all stakeholders has started and is supported by a working group on the NQF as well as several interest groups. • In the end of June 2008, <i>Working group 1</i> has presented its draft project to <i>Working Group 2</i>. Subsequently, the general consultation phase just started and all stakeholders are invited to make comments on the proposal; it will end probably in November 2008. • Workshops with relevant stakeholders, researchers and members of the Ministry are organising the practicability of the proposed NQF. • The results of these workshops will be integrated into the proposed NQF. The workshops will be finalized with the end of the consultation phase. • The Ministry organizes a series of information events related to EQF/NQF issues. • The results of all these events are to be published on the NQF web-site when ready. <p>Design: A general study on the content and the implementation of the NQF was presented in May 2008. Techniques for the evaluation of learning outcomes have already existed.</p> <ul style="list-style-type: none"> • A Peer Learning Activity (PLA) was organised on 8-10 October 2007, in Sofia, Bulgaria, on the topic of implementing EQF / NQF in HE. • Thematic conferences have been organized at regional and national level. • Table of concordance has been elaborated in September 2007 concerning the NQF for HE that is currently in force and the QF in the EHEA and the EQF. • In December 2007, the Working group 1 has presented its study on the current NQF in higher education and draft of NQF for Higher Education to the "Policy of Higher Education" Directorate at the Ministry of Education and Science; • Subsequently, the general consultation phase started two months ago where all stakeholders were invited to make comments on the proposal. This consultation phase will end probably in December 2008. Parallel to the consultation phase several workshops. • The preliminary design of the NQF comprises 8 levels parallel to the 8 EQF levels. 	This consultation phase will end probably in November 2008.
6. Approval	It does not exist as an adopted single document in the national legislation yet. The possibilities for elaborating a separated Law on NQF or amending and supplementing the existing legislation are under discussion so far.	Deadline: 2010
7. Administrative set-up	<p><u>National authorities' role:</u></p> <ol style="list-style-type: none"> 1. The Minister of Education and Science approves the draft of the NQF and submits its to the Council of Ministers for adoption. 2. The Deputy Minister of education and science responsible for the EU issues submits the draft of the NQF to the Minister. 3. The National contact point (NCP) on EQF/NQF has already established. National contact persons are nominated to: 4. The overarching model of a NQF compatible with the EQF and the QF for the EHEA is to be elaborated till the end of 2010; 	2007 - 2010

	5. It is forthcoming the national legislation to be up-to-dated with respect to the NQF; 6. Active involvement of the Rectors Conference, HEIs, students, VET institutions, employers, trade unions and other stakeholders in the NQF's elaboration; 7. Creation of a NQF's web-site to the site of the Ministry of Education and Science;	
8. Implementation	The Ministry of Education and Science, the National Evaluation and Accreditation Agency, the HEIs' governing bodies and the key stakeholders are involved in the process of LOs implementation. Attention has also to be paid to the assessment of learning outcomes. The autonomous HE institutions are required to declare the acquired knowledge, abilities and competences in the qualification description of each study program. After the official adoption of the NQF the HEIs will have to up-to-date their curricula in compliance with the new requirements for expected learning outcomes, and to take in account the Sectoral QFs' descriptors.	
9. Inclusion of qualifications	The draft of the NQF, which includes levels 6, 7 and 8, related to HE, is built on the base of descriptors for the expected learning outcomes for each educational degree. It is forthcoming the Sectoral QFs to be elaborated. In HE system, the National Evaluation and Accreditation Agency (NEAA) is the institution responsible for external QA and control. NEAA has developed own evaluation and accreditation criteria and recommendations (announced in 2005). The regularity of evaluation and accreditation is established with the HE Act, and 80% of the HE institutions have been evaluated for a second time according to the new criteria so far.	
10. Self-certification	The self-certification has been performed so far by elaborating the Table of Concordance, mentioned above. Another Table of Concordance is done concerning the draft of the more aligned NQF for HE with respect to the EQF. October 2007	
11. NQ web site	Web address:	to be published

2.9 CROATIA

- **Work done:** at the beginning of 2006 the Ministry of Science, Education and Sports (MSES) formed a joint working group of experts from the VET and HE systems. The group began preparations for development of the integrated CROQF. In September 2007 the Commission and its Operational team for CROQF development have been formed. The Committee approved the 5-year Action Plan for the design and development of CROQF in March 2008.
- **Now:** the Operational Team is now defining all common standards and descriptions for all levels, which will serve as a basis for development of detailed descriptions for all qualifications based on measurable learning outcomes and competencies. The subgroup within the Agency for Vocational Education has already proposed descriptors and key competencies for the first four levels of the CROQF.
- **Next steps:** in September 2008 a special web site will be launched as a platform for CROQF development and wide dissemination.
- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	- Bologna Process: 2005 - The whole education system: March 2006	
2. Setting the agenda	July 2007	
3. Organizing the process	- Identifying stakeholders: July 2007 - Setting up the CROQF Committee: September 2007 - CROQF Action Plan: March 2008	
4. Design Profile	Level structure: July 2007	Level descriptors and credit ranges: January 2008
5. Consultation		Started: November 2007 Will continue in 2008 and 2009

6. Approval		In 2009 by the Government
7. Administrative set-up		In 2009
8. Implementation	Bologna Process: in 2005	For the whole system: in 2011 and 2012
9. Inclusion of qualifications		In 2012
10. Self-certification	In 2005 for higher Education	
11. NQ web site		http://hko.vlada.hr : September 2008

2.10 CYPRUS

- **Work done:** The decision for the development of a National Qualifications Framework in Cyprus has been taken very recently. The Council of Ministers has just approved the proposal for the appointment of a National Committee, the mission of which will be the development and establishment of a National Qualifications Framework in Cyprus.

A broad consultation, involving all social partners and stakeholders, is being planned to take place in the near future. This consultation will inaugurate the workings of the National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus.

2.11 CZECH REPUBLIC

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	The decision to start a process of development of NFQ for tertiary education was taken by the Ministry of Education, Youth and Sports in the second half of the year 2005, when the ministry prepared the Long Term Plan for Educational, Scientific, Research, Development, Artistic and Other Creative Activities of Higher Education Institutions for 2006 – 2010. In 2006 the Act no. 179/2006 Col. was adopted.	
2. Setting the agenda	<p>The goal is to develop an integral NQF, which will overarch all segments of the Czech system of education. The focus of the part of national qualification framework being prepared for tertiary education will be compatible with both –EHEA Framework and EQF.</p> <p>Several levels of descriptors must be developed:</p> <ol style="list-style-type: none"> 1) national descriptors (see above); 2) “sectoral” level. 3) institutional level <ol style="list-style-type: none"> a. professional profiles of their degree programmes, b. establish the learning outcomes and c. describe the competencies of graduates <p>The same methodology is expected for description of the modules.</p> <p>Purposes of the NQF for tertiary education:</p> <ul style="list-style-type: none"> • it describes and frames the levels/cycles of the tertiary education and clearly identifies differences; • it is a possibility to think about differences within cycles (e.g. 3-year Bachelor and 4-year Bachelor’s or Master’s degree and Rigorosum (Advanced Master) etc.) • more transparency; 	<p>Years 2008-09, objectives:</p> <ul style="list-style-type: none"> • The Ministry in cooperation with the stakeholders will develop a system of national descriptors by the end of the year 2008. • HE institutions should start to develop NQF together with other stakeholders in “sector clusters” and formulate professional profiles and learning outcomes of their degree programmes. • Pilot project/projects of sector clusters will be started. <p>In 2009–11 the project on NQF for tertiary education is supposed. It will deal with:</p> <ul style="list-style-type: none"> • the sectoral level descriptors as described above; • pilot project in order to create

	<ul style="list-style-type: none"> • creating methodology for validation of “<i>lifelong learning</i>”; • new possibilities for evaluation of the recently realised reorganization of HE studies (<i>learning outcomes</i> methodology); • the approach mentioned in previous bullet point can help in new attitudes to internal evaluation of study programmes and their accreditation. 	<p>a register to connect the professional/vocational qualifications and degree programmes in 1/2 sectoral working groups;</p> <ul style="list-style-type: none"> • pilot project for the validation of lifelong learning is supposed to be developed in one sector; • self-certification with the EHEA Framework as well as the adequate procedure for EQF, are planned in 2011;
3.Organizing the process	In 2005-2007 the Ministry developed the project “The development of the National framework for qualifications supporting links between initial and further education” in cooperation with the National Institute of Technical and Vocational Education. By 2007 the qualifications up to secondary education completed by an apprenticeship certificate were dealt.	
4.Design Profile	See paragraph 3. 11	
5.Consultation	The first seminar providing mainly information on NQF was organised under the Bologna Promoters project in November 2006. In 2008 under the Bologna Experts project three seminars were organised. HE representatives, students, employers, accreditation commissions and other relevant experts participated.	For further discussion the publication was widely distributed in September. The continuation is expected at the break 2008/09. Wide consultation is expected also during 2009-11
6.Approval	The legal bases are given by the Act no. 179/2006 Col. The responsible authority is the Ministry of Education, Youth and Sports.	Most probably the NQF will also be reflected in the new Act on Tertiary Education. This Act should appear in the course of 2009
7.Administrative set-up	The national administrator is the National Institute of Technical and Vocational Education. According to the Recommendation of the European Parliament and Council concerning EQF, the Czech National Coordination Point (NCP) has been established at the National Institute of Technical and Vocational Education. The Advisory Group with broad participation of all stakeholders will provide consultation, methodology and assessment for NCP.	During the national project the “sectoral expert groups” will be settled (see above).
8.Implementation	See above	
9.Inclusion of qualifications	See above	
10.Self-certification	See above	
11.NQ web site	2008 – basic information provided via the official Bologna web –site http://www.bologna.msmt.cz	2009 – official web site for NQF connected with the part of NQF dealing with the qualification lower than tertiary – see http://www.nsk.nuov.cz/

2.12 DENMARK

- **Work done:** the first QF was launched in 2003. In 2006 the relevant ministries took the initiative to begin a revision of the Qualification Framework.
- **Now and Next steps:** The new QF will be implemented in the relevant legislation at the earliest opportunity - and has already been implemented in the legislation concerning a large part of the first cycle degrees. The QF will be a part of the system of accreditation within the higher education sector in DK, and will as such be included in the criteria for educational

accreditation. On the basis of this finalisation and the legislative implementation, we will shortly commence the alignment of the revised QF with the overarching Bologna-framework.

2.13 ESTONIA

- **Work done:** the learning outcomes approach was adopted by the Estonian Government on August 16, 2007 as an amendment of the document called “The Higher Education Standard”.
- **Now:** most of the institutions have either already prepared the programs according to the new rules or are finalizing the process.
- **Next steps:** based on the decree all HEIs are requested to update their programs (based on learning outcomes), according to the new rules, no later than by September 1, 2009.

2.14 FINLAND

No report submitted.

2.15 FRANCE

In January 2002, the « Social modernisation law » has created the National Repertory of Vocational Qualifications (Répertoire national des certifications professionnelles – RNCP) which is the new national qualification framework for France. The law has at the same time created an individual right to the validation of non formal and informal learning : the VAE (validation des acquis de l’expérience). The RNCP comprises all the national qualifications awarded by the ministries (Education, Higher Education, Culture, Social Affairs...) and other qualifications which are registered after they have been accepted by the National Commission of Vocational Certification. All the qualifications registered in the RNCP can be awarded through the VAE. A web site has been set : www.cncp.gouv.fr

Ongoing negotiations with all the stakeholders (representatives of ministries, social partners...) will decide if the French current classification grid for qualifications which comprises 5 levels is still relevant or if it is necessary to pass a new one more compatible with the 8 EQF levels.

In HE area, the decision to set the new Bachelor – Master – Doctorate scheme had been taken in 2002 by the ministry of Higher Education through legal provisions. The implementation has started in 2002 and in 2006, all the HE institutions had reorganized their qualifications, in all the disciplines, according to the new three cycle scheme. The Bachelor Degree represents 180 credits and the Master Degree 120 credits.

All the French Higher Education qualifications are considered as qualifications with a professional purpose and therefore, have the right to be registered in the RNCP. Their registration requires their description in terms of learning outcomes. This work, which facilitates the issue of the Diploma Supplement and ECTS and also the implementation of the VAE for the HE qualifications, is ongoing in the universities, the engineering schools and management schools.

2.16 GEORGIA

- **Work done:** the draft NQF for HE was created on the basis of the Law on Higher Education of Georgia (2004). Preparatory process for development of NQF for HE started in 2006. Working group was set up in May 2007. During 2007 the draft of NQF for HE was prepared and

discussed with different stakeholders. During this year several discussion meetings were organized together with NEAC and HEIs.

- **Now:** in May MoES asked all accredited HEIs to discuss the draft of NQF and send their comments and recommendations before July 15. At present MoES is summing up the responses.
- **Next steps:** NQF working group will review draft and prepare implementation plan. Revised NQF for HE and plan of implementation will be discussed on the conference. After final agreement with stakeholders NQF draft will be submitted for approval to the MoES. By the Georgian Law on HE, LOs based programme accreditation should be carried out until 2011. Self-certification process will start next year. In this regard MoES is going to prepare special project.

2.17 GERMANY

No report submitted.

2.18 Greece

No report submitted.

2.19 HOLY SEE

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start taken by the national body responsible for higher education	The decision to start was taken by the Congregation in 2005	
2. Setting the agenda: The purpose of the NQF	As the present legal basis of HE under the authority of the Holy See, (Apostolic Constitution <i>Sapientia christiana</i> , 1979) includes already a framework which corresponds to the purposes of the NGF, with a worldwide scope there was no need for a new definition, but rather for some “updates” in the language and common form agreed about in the Bol. Proc. The relative work began also in 2005	
3. Organizing the process: Identifying stakeholders; setting up a committee/WG	Our working party (beginning its work 2005-2006) consisted of a representative from the Congregation (Bechina), the representative of the HEIs (Rectors Conf. Of the Pont. Universities and Faculties = CRUP: Mariano Fazio), the representative of the Students (CSUP: Ramiro Casale) As external expert the group was supported by Luca Lantero	

	(CIMEA)	
4.Design Profile: Level structure, Level descriptors (learning outcomes), Credit ranges	The Apostolic Constitution <i>Sapientia christiana</i> , (1979) includes already this features which only need to be “translated” into common Bologna-Language and updated to some commonly agreed criteria.	
5.Consultation National discussion and acceptance of design by stakeholders	There is already a common consensus about the principles. With our circular letter of the 30 October 2006 a consultation of all academic institutions was undertaken, asking to communicate all types of specialisations which are offered an which make up the more detailed part of the NQF.	
6.Approval According to national tradition by Minister/Government/legislation	As the general framework is already laid down in “Sapientia christiana” the publication of the NQF on an official web-site could be enough. This question has still to be decided.	
7.Administrative set-up Division of tasks of implementation between HEI, QAA and other bodies	This question is one of the present concerns/tasks in collaboration with our new Agency “AVEPRO”, the working group and other expertes	Hopefully finished by the end of 2009
8.Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach	As far as we know our institutions are already engaged in this work. As all curricula in our system which lead to academic degrees (under the authority of the Holy See) have to be approved by this Congregation, it will not be too difficult to get the NQF implemented at institutional level as soon as it will be officially working.	Hopefully finished by the end of 2009 on a general level, which does not mean that every single institution will have completed the relative work. In any case the structure of our system and a very intense collaboration between the Congregation and the major part of Institutions makes it quite easy to influence on a quick implementation by the institutions.
9.Inclusion of qualifications in the NQF; Accreditation or similar (cf. Berlin Communiqué)	Work in progress, but some of these questions have still to be discussed among the stakeholders.	
10.Self-certification of compatibility with the EHEA framework (Alignment to Bologna cycles etc.)	Will follow immediately after the publication of the NQF	Could approximately be in the course of 2010
11.National qualifications web site is available to users	We are still working on that project. Web address:	Hopefully finished by the end of 2009

2.20 HUNGARY

No report submitted.

2.21 ICELAND

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	The winter of 2004 – 5	
2. Setting the agenda	The winter of 2004 – 5	
3. Organizing the process	The winter of 2004 – 5 First national committee established in 2003 and a working group on qualification framework established 29/08/2005	
4. Design Profile	Completed in June 2006 and published in Icelandic and English (by law) in Feb. 2007.	
5. Consultation	The consultation at a national level was done in line with the implementation of the law on HE Institutions No. 63/2006, and within the extensive consultation involving the accreditation process that was implemented from March 2007 and completed in April 2008.	
6. Approval	Law on higher education No. 63/2006, 1. July 2006. Regulation on national qualification framework No. 80/2007. Rules on Accreditation of HEI's No. 1067/2006	
7. Administrative set-up	Implementation of Icelandic NQF structured into an accreditation process within the implementation of the laws from 2006. Team from the ministry	
8. Implementation	At the institutional level, reformulation was done in different ways, but it involves participation of the HE team from the Ministry of Education, Science and Culture. Most institutions had intensive courses for their administrative and academic staff to develop competences within the faculties to undertake the change of the curriculum.	
9. Inclusion of qualifications	The accreditation of the HEI's awards them rights to develop and award their own qualification as long as they are structured in accordance with the law.	
10. Self-certification	Self-certification of the INQF has started, a committee will start work in the fall looking to use the experience from the last 3 years and the accreditation process to evaluate the INQF and suggest changes. Following that a group of experts will do a comparison between the INQF and EHEA frameworks for self-certification. To be finished in the fall of 2009.	
11. NQ web site	The INQF will be structured into the web site of the Ministry of Education, Science and Culture. In relation to reorganization of the education system a website that shows full structure of the Icelandic education system is planned for 2010, including the INQF for HE.	

2.22 IRELAND

- **Work done:** the QF was launched in 2003. Ireland already completed the verification of the compatibility of the Irish Framework with the Bologna Framework NQF and the self-certification process.
- **Now and next steps:** the country is now starting a process to verify the compatibility of Irish QF with the EQF, and this is to be completed in 2009.

2.23 ITALY

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	In 2007, the Ministry of University and Research (MiUR), now Ministry of Education, University and Research, has approved several legislative measures aimed to reform the study programmes of universities. At the beginning of 2008 similar legislation was passed for the Art and Music sector Step completed in early 2008.	
2. Setting the agenda	The goals of the NQF are: - implementation of policies for greater transparency of HE	These general objectives will be further elaborated through

	<p>qualifications;</p> <ul style="list-style-type: none"> - strengthening of the three-cycle system; - better understanding of the qualifications in a national and international perspective (recognition for further studies or employment). 	<p>consultation of the various sectors included and representatives of the labour market. The completion of the steps is foreseen for 2008.</p>
3. Organizing the process	<p>The work done so far was completed through two parallel actions:</p> <ul style="list-style-type: none"> - a specialised Centre (CIMEA) was charged with the production of a first draft of the NQF; - a working group was set up, including all the ministerial services involved, CIMEA and two Bologna Experts. <p>The draft developed by CIMEA was submitted to the working group. The working group developed it and identified the crucial issues that still need clarification, to be tackled first at political level and then in the consultation process with the other parties involved.</p> <p>Step concluded in March 2008.</p>	<p>Actors identified involved in the HE system: Italian Rectors Conference (CRUI), National University Council (CUN), National Student Council (CNSU), National Council for the Art and Music sector (CNAM).</p> <p>The consultation process will begin in the second half of 2008.</p>
4. Design Profile	<p>All the first and second cycle degrees have been inserted in the NQF draft developed by CIMEA in collaboration with the ministerial working group.</p> <p>Step concluded in the first half of 2008</p>	<p>decision on possible sublevels and on the inclusion of the qualifications of higher/further education. Step to be concluded during the current year.</p>
5. Consultation	<p>The list of actors to be consulted has been finalised.</p>	<p>The agenda of the consultations will be defined ASAP. Step to be concluded in 2008.</p>
6. Approval	<p>The approval of the NQF will require a legislative act.</p>	<p>The approval will be finalised after the consultation process has been completed (see point 5).</p>
7. Administrative set-up	<p>The Ministerial Decrees on the 2 cycles (points 1 and 4) require that the planning and description of the study programmes be based on learning outcomes, with reference to the Dublin Descriptors. Starting from these indications, the universities must (before 2010) fully review their study programmes and have them approved by the National University Council (CUN), the national body which represents the University system. Then the qualifications will be included in the NQF and their description will be published on the Universities' web pages. The bodies responsible for internal QA (NVA) have to check that such information is published. The same task is attributed to the national organisation currently in charge of external QA (CNVSU), until the National QA Agency becomes operational. In the preparation and implementation of these ministerial Decrees, the Ministry holds regular consultations with CRUI and CNSU.</p> <p>Step concluded in first half of 2008 for all the new study programmes that will begin in the a.y. 2008/9 (approximately 30% of all the study programmes presently being offered).</p>	<p>Sufficient information is not yet available on, the functions and administrative procedures of the National QA Agency as well as of other bodies to be possibly involved in the implementation of the Framework. The revision and approval of all study programmes, as well as their inclusion in the NQF, will be concluded at the beginning of 2010.</p>
8. Implementation	<p>An intense activity of information and discussion was carried out by the Bologna Experts. This activity will continue until all study programmes have been reviewed (early 2010)</p> <p>Step partially concluded in the first semester of 2008.</p>	<p>The engagement required in order to guarantee an effective use of learning outcomes will continue also after 2010.</p>
9. Inclusion of qualifications	<p>All the qualifications approved by CUN and then accredited by the Ministry will be included in the NQF.</p>	<p>The link between the NQF and the national QA Agency has not been defined yet. Step to be concluded within 2009.</p>
10. Self-certification		<p>Step to be concluded within 2009.</p>
11. NQ web site		<p>At the moment the draft of NQF is only for internal use. Step to be concluded within 2010.</p>

2.24 LATVIA

- **Work done:** the QF process started in 2005.
- **Now:** a broad consultation on the draft law on higher education was organised (2006-2008), the draft law includes revised structure of QF of higher education in line with Bologna process requirements. Now the draft law is sent to Parliament and adoption is expected in 2008/2009.
- **Next steps:** Structural Funds project under activity „Implementation of Bologna process in higher education” will be implemented. The main aim of the project is transfer to the learning outcomes based study programme system, harmonizing study results QF system in higher education and EQF.
- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	2004	
2. Setting the agenda	2004-2006	
3. Organizing the process	Bologna process working group established by Ministry of Education and Science (2004), including representatives from ministry, universities, Rectors' Council, ENIC/NARIC, Academic Programmes Agency, Higher education council, student's council, ECTS coordinator.	
4. Design Profile	Bologna process working group 2004-2005: 1. Specified levels for all types of Latvian higher education qualifications and specified qualifications setting in the Bologna three cycle system, 2. Set up general learning outcomes descriptors for each qualification type 3. Specified admission conditions and possibilities for further development for each qualification type	
5. Consultation	Consultation process on QF was organised in 2005 (2 seminars) involving HE institutions, MoES, students, employers, other institutions dealing with HE. April 2006 seminar on using learning outcomes (target group – HE institutions, ministry)	

	<p>Consultation process on draft law (2006-2008) involved main stakeholders - ministries, HE institutions, Rectors conference, higher education council, employers, students and other institutions dealing with HE .</p> <p>April 29, 2008 The conference "Bologna process implementation in Latvian higher education institutions - problems and solutions", was organised by Academic Programmes Agency in cooperation with University of Latvia and Rectors Conference. (target group- MoES, HE institutions)</p>	
6. Approval		<p>Draft law on higher education includes main elements of the revised structure of QF of higher education in line with Bologna process requirements. in July 2008 the Government accepted the draft and forwarded it to Parliament and adoption is expected in 2008/2009. The draft law foresees that a detailed description of the qualifications framework shall be included in the Higher Education Standard which will be approved as a Government regulation after adoption of the law itself (2009-2010)</p>
7. Administrative set-up	<p>The responsible institution is Ministry of education and science and higher education institutions in the field of their competencies</p>	
8. Implementation		<p>An EU Social Fund project under activity „Implementation of Bologna process in higher education” will be implemented. The main aim of the project is transition to a system where study programmes are based on learning outcomes, harmonizing learning outcomes with EHEA overarching framework and the EQF by 2013 (till the end of programming period)</p>

9. Inclusion of qualifications		Done on regular basis according to action plan of each individual higher education institution
10. Self-certification		Is foreseen after full implementation of QF in higher education (Not before 2012)
11. NQF web site		2009/2010. The information about NQF and EQF will be included in the web page of Ministry of education and science.

2.25 LIECHTENSTEIN

- Work done

Objectives

The development of an NQF-HE.fl was initiated at the end of 2007 to follow Liechtenstein's commitment to complete a National Qualification Framework for Higher Education by 2010.

This first phase of the NQF-HE project comprised the following objectives:

- Understand the steps involved in developing an NQF-HE
- Survey NQF-related resources and existing examples of NQFs
- Identify best practice models
- Compose a national NQF-HE project team
- Define the Higher Education national context and its specifications
- Identify points of critical consideration within the national context
- Set milestones towards the completion of the NQF-HE

Achievement of objectives

The following activities were carried out to achieve the above objectives:

Objective	Activities
- Understand the steps involved in developing an NQF-HE	Collect information from Bologna-specific resources concerning recommendations for developing an NQF-HE
- Survey NQF-related resources and existing examples of NQFs	Research, analyse, and summarise Bologna-specific information regarding the following topics: <ul style="list-style-type: none"> - steps required for the development of an NQF-HE - critical considerations involved in working out an NQF-HE - recommendations for distinct elements within NQFs
- Identify best practice models	Liechtenstein follows the recommendations of the BWG and regards the Scottish and Irish NQF-HE as best practice models. Due to Liechtenstein's specific higher education context, the national frameworks of Austria, Germany, and Switzerland are considered as additional frameworks of reference.
- Compose a project	The team was composed according to Bologna Working Group

team	recommendations. The project team consists of Helmut Konrad (National Ministry of Education), Trudi Ackermann, Christoph Jenny (National Bologna Experts), and a representative of National Quality Assurance in HE. The team is supported by an external expert.
- Define the national HE context and its specifications	As Liechtenstein's Higher Education institutions have already implemented major Bologna objectives, state and range of implementation were analysed and implications for the NQF-HE identified.
- Identify points of critical consideration within the national context	This was achieved by analysing publications of other national working groups and transferring critical considerations to the national context. In a further step, these issues were discussed with the project team and actions were deduced for the specific national context.
- Set milestones towards completion	The NQF-HE.fl team agreed on a time line for working out the national qualifications framework and defined major milestones towards project completion.

Phase 1 of the national NQF-HE project was completed in June 2008. It is planned to start phase 2 the NQF-HE.fl project in autumn 2008.

- **Now**

- **Next step**

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1.Decision to start taken by the national body responsible for higher education	End 2007	
2.Setting the agenda: The purpose of the NQF	January/ February 2008	
3.Organizing the process: Identifying stakeholders; setting up a committee/WG	April 2008	May 2008
4.Design Profile: Level structure, Level descriptors (learning outcomes), Credit ranges	May 2008	October 2008
5.Consultation National discussion and acceptance of design by stakeholders	October 2008	April 2009
6.Approval According to national tradition by Minister/Government/legislation	August 2009	October 2009
7.Administrative set-up Division of tasks of implementation between HEI, QAA and other bodies	from September 2009	

8.Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach	ongoing	until July 2011
9.Inclusion of qualifications in the NQF; Accreditation or similar (cf. Berlin Communiqué)		August 2009
10.Self-certification of compatibility with the EHEA framework (Alignment to Bologna cycles etc.)		July 2010
11.National qualifications web site is available to users	Web address: http://www.sa.llv.li/ (from October 2008)	

Prior to the actual development of the national Framework the national Bologna coordinators attended different meetings of Swiss committees on this topic because of close ties in educational matters between Liechtenstein and Switzerland.

2.26 LITHUANIA

- **Work done:** the QF process started in 2005. The project will last three years – until the end of May 2008. The phase of designing the National Qualifications System in Lithuania is over with the preparation of the “Analysis of the current situation of qualifications in Lithuania” (2006), “The Concept of the National Qualifications System of Lithuania” (2007), “Outlines of the National Qualifications Framework of Lithuania” (2007), model of the national qualifications system of Lithuania consisting of the methodical guidelines, frameworks and recommendations in the field of the development of national occupational standards, national register of qualifications, procedures of the evaluation and accreditation of qualifications. Since the January 1, 2008 the main regulating institutions of the National System of Qualifications – National Qualifications Authority has been established.
- **Now and next steps:** The ongoing stage of the development of the National Qualifications System and National Qualifications Framework is the implementation of the institutions, procedures and instruments ensuring the embodiment of the NQS and the NQF: establishment of the institutions, introduction of the Law on Qualifications, creation of the national occupational standards and National Register of Qualifications, etc.

2.27 LUXEMBOURG

No report submitted.

2.28 MALTA

- **Work done:** The overall objective is to implement the EQF within the stipulated deadline of the Commission. For this purpose the Ministry of Education created through Legal Notice 347/2005 the Malta Qualifications Council with the objective of setting up and maintaining a National Qualifications Framework which is in line with the European Qualifications Framework for Lifelong Learning and which includes reference to the Dublin descriptors of the Bologna Process. The policy goals are:

- to streamline the Maltese educational system into a Framework of Qualifications and promote access, mobility and transparency;
- To relate qualifications from one level to another and help learners progress in a lifelong learning process;
- To make learning more visible and attractive to all ensure a bridging process between sectors;
- To validate informal and non-formal learning and create a referencing route within the Malta Qualifications Framework;
- To ensure that all learning is valued particularly that which takes place within sectors such as the arts, sports, culture and social and political engagements.

- **Now:** There are several links between the EQF implementation and the Bologna implementation within the Malta Qualifications Framework. First and foremost Malta's National Qualifications Framework fuses the level descriptors of the EQF for levels 1 to 5 with the Dublin descriptors for Levels 5 to 8. The overlap between Level 5 of the EQF and Level 5 of the Dublin descriptor links both processes into one whole Framework with one Higher Education Area (for academic and vocational degrees) and two areas describing vocational training on the one hand and compulsory education on the other. A further link between EQF and Bologna is the proposed adoption of a credit system for VET qualifications which will synergize the vocational and academic educational systems together. Malta is in an advanced stage of the Bologna implementation process with the University of Malta adopting the ECTS across many of its degree courses. Initiatives are also being taken to adopt the Diploma Supplement.

- **Next step:** Date of implementation

The Malta Qualifications Framework was officially launched by the Minister of Education in June 2007. A new legislation is being prepared to incorporate the Malta Qualifications Framework.

2.29 MOLDOVA

No report submitted.

2.30 MONTENEGRO

- **Work done:**

- The Ministry of Education and Science established a Working Group for the creation of the NQF in 2006. This Working Group delivered a draft of the NQF at the end of December 2006.
- The Ministry of Education and Science prepared the TEMPUS project "Creation of NQF for Higher Education in Montenegro" with the following partners: German Rectors' Conference, University of Latvia and University of Montenegro. The Ministry of Education and Science was coordinator of the project. The project has been completed.

- **Now:** the draft of the NQF is now subject to public discussion.

- **Next steps:** Montenegro committed itself to elaborating a national qualification framework compatible with the European framework by 2010.

2.31 NETHERLANDS

- **Work done:**

March 2005 (Before Bergen Ministerial meeting) : Introduction of the Qualification Framework for the European Higher Education Area (QF-EHEA) to the governing Boards of all higher education institutions in the Netherlands.

August 2007: draft National Qualifications Framework alignment with the QF-EHEA agreed by national Bologna conducting group, including representatives from ministry, HE-institutions, quality assurance agency, student bodies, employer organisation, employee organisation, Bologna experts.

Since then a couple of dissemination events took place to acquainting various levels in the university organisations with the consequences of the NQF

- **Now:** the draft version of the NQF-HE is ready, the country is finishing some details.
- **Next steps:** the NVAO, the Dutch accreditation organisation, will start the self-certification procedure hopefully before summer and will be able to finish it before November 1, 2008. The NVAO will take up a reference to the NQF in their new accreditation framework as of 2009. The debate on the implementation of the NQF-LLL (an external advisory board has written an report on the possible ways of implementation) will also start before summer.

2.32 NORWAY

- **Work done:** the QF process started in 2005. The report of the working group was presented to the Ministry in April 2007.
- **Now:** the report was sent to all stakeholders in a broad consultation process, and the Ministry is currently in the process of summing up the response and considering the way forward for the Norwegian qualifications framework for higher education.
- **Next steps:** no information.

2.33 POLAND

- **Work done:** starting decision by the Ministry of Science and HE (MNiSzW), summer 2006. Setting agenda, the purpose of NQF by MNiSzW, autumn 2006. Organizing the process: stakeholders, committees by MNiSzW, autumn 2006.
- **Now:** design by Working Group, first draft of NQF in January 2008 and preliminary approval of it in April 2008. Consultation academic year 2008/09/10.
 - The Ministry of National Education established (in August) the Working Group for projecting NQF based on the EQF for LLL financed by the Human Capital project resources. 5 members of the Working Group for the NQF for higher education are included into the new Working Group which builds the good prospect for harmonization of both structures, solving ECTS/ECVET problem and so on.
 - As to the consultation stage: all main stakeholders will be involved into consultation activities. Below find some examples of the work initiated till now:
 - the Conference of Rectors of Academic Schools of Poland (KRASP) was asked to be central coordinator of the consultation activities for academic (students included) environment. KRASP decision will be made Sept. 12th.
 - Consultations strongly supported by the Polish Bologna Experts Team. Sessions on B/PQF usually included into agendas of “Bologna Days” organized at universities. Common publication on the PQF for HE planned for winter 2008/2009.
 - Working contacts with other ministries that refer to higher education (Health, Culture, Labour etc) started in September. Series of meetings/seminars planned
 - Working contacts with the HE division of the “Solidarnosc” trade union started in July – series of meetings/seminars with trade unions representatives planned.

- Working contacts with the Polish BCC started in June - series of meetings/seminars with representatives of employers organizations planned
- **Next steps:** Poland will continue projecting under control of the Steering Committee and will develop the stage “consultation”. Poland also plans several study visits abroad in the countries more advanced in the NQFs establishment.
- **11 steps**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1.Decision to start	By MNiSzW, summer 2006	
2.Setting the agenda	By MNiSzW, autumn 2006	
3.Organizing the process	By MNiSzW, autumn 2006	
4.Design Profile	By Working Group, first draft of NQF – January 2008	
5.Consultation		academic year 2008/09/10
6.Approval		By MNiSzW in 2009/10?
7.Administrative set-up		2010?
8.Implementation		2010? Pilot project earlier?
9.Inclusion of qualifications		2011?
10.Self-certification		2012?
11.NQ web site		

2.34 PORTUGAL

No report submitted.

2.35 ROMANIA

- **Work done:** the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment – ACPART was set up in November 2005. The pre-development phase of the National Qualifications Framework is completed.
- **Now:** the design phase of the National Qualifications Framework is almost finalized, the Methodology for NQFHE has to be approved by government decision by June 2008.
- **Next steps:** the implementation phase of the NQFHE will be done under the European Social Fund by the means of a three year (2008 - 2010) project: “Development of an Operational System of the Higher Education Qualifications in Romania – DOCIS”. The general objective of the project is to restructure and improve the higher education system by implementing the NQFHE and re-mapping the entire system according to the labour market requirements.
- **Future goals:**
 - Continuing the improvement of the dialogue with universities, stakeholders, students;
 - Using NQF like an opportunity for developing a student-centred higher education as well as for reviewing and possibly re-designing the qualifications descriptions and even the entire qualifications system;
 - Keeping NQF characterized by flexibility, applicability and visibility;
 - Supporting the mobility, curricula reform, a better understanding of the study cycle and of the learning outcomes by the qualifications framework;
 - Linking the development of the qualifications framework to other Bologna action lines: quality assurance; credit transfer and accumulation systems; lifelong learning; flexible learning paths and the social dimension; the Recognition of Qualifications, particularly the diploma supplement and quality assurance.

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	2005, decision taken by the Ministry of Education	
2. Setting the agenda	Development, recognition and certification of qualifications, defined by means of learning outcomes	
3. Organizing the process	<p>2005:</p> <ul style="list-style-type: none"> According to Government Ordinance no 1357/November 11, 2005 APART turns into the National Authority for Qualifications in Higher Education (ACPART) <p>2006:</p> <ul style="list-style-type: none"> Rector's Conference – presentation of EQF and discussion on a possible development of a NQF; national conferences, regional workshops organised in order to promote the concepts and principles of NQFHE; establishment of a Working Group for designing the Methodology on NQFHE development; the Working Group is set up by ACPART, following consultation with HE institutions. 	
4. Design Profile:	2007, design of the first draft methodology on NQFHE development – completed by ACPART + WG	
5. Consultation	<p>2007</p> <ul style="list-style-type: none"> First version of the Methodology on NQFHE subject to public debate for one year (during 2007), by workshops and seminars organised by ACPART; Piloting the NQFHE Methodology by 10 study programmes described in terms of competences, based on the grids of specific descriptors. 	
6. Approval	The final version of the Methodology for NQFHE development submitted to the Ministry for approval	2008, to be approved by government decision
7. Administrative set-up	2008, accomplished – provided through the methodology	
8. Implementation		2008-2010, the implementation phase will be done under the European Social Fund by means of a 3 years project: The objective is to restructure and improve the HE system by implementing the NQFHE and re-mapping it according to the labour market requirements
9. Inclusion of qualifications		Validation of qualifications as provided for by the Methodology on NQFHE development: anticipated for 2010 under the ESF funded project
10. Self-certification	Alignment to the Bologna cycles accomplished – according to Law 288/2004.	2010-2012, self-certification of compatibility with the EHEA framework
11. NQ web site	Web address: www.acpart.ro	

2.36 RUSSIAN FEDERATION

The Russian Federation does not have a NQF correspondent at the moment, for this reason there is no information about the NQF.

2.37 SERBIA

No report submitted.

2.38 SLOVAK REPUBLIC

No report submitted.

2.39 SLOVENIA

Work done: the Higher Education Act stipulates that the HEQF be adopted by the Higher Education Council of the Republic of Slovenia. The classification KLASIUS started to be implemented from the 1 January 2007 and represented the first step towards further development of the NQF, in-line with the overarching QF for EHEA.

Now: In 2008 the Slovenian ENIC/NARIC Centre joined the application of the project “**HEQual-NQFs** - Description of H.Ed. qualifications in NQFs with regard to existing recognition procedures: major components a qualification needs to be assessed by credential evaluators”. With this project proposal several countries responded to the LLP 2007 – 2013: Call for Proposals EACEA/16/08 - Award of grants for actions to develop and implement the European Qualifications Framework (EQF), including national and sectoral qualifications frameworks.

In 2008 the Ministry of HE, Science and Technology published a tender within the so called targeted research programmes scheme Slovenia’s Competitiveness 2006-13 for the development of NHEQF. A project proposed by the University of Primorska was approved that should be finished in 18 months.

Next steps: no information

2.40 SPAIN

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1.Decision to start	Completed in 2007	
2.Setting the agenda	Completed in 2007	
3.Organizing the process	Completed in 2007	
4.Design Profile		To be developed in second semester of 2008
5.Consultation		To be developed in second semester of 2008
6.Approval		Not foreseen yet
7.Administrative set-up		Not foreseen yet
8.Implementation		To be developed in second semester of 2008
9.Inclusion of qualifications		To be developed in second semester of 2008
10.Self-certification		Not foreseen yet
11.NQ web site	Web address:	Not foreseen yet

2.41 SWEDEN

- **Work done:** based on the legislative changes, the Swedish National Agency for Higher Education was commissioned by the Swedish government to draft a proposal for a national qualifications framework. A proposal was presented in June 2007.
- **Now:** in the budget document for 2008 the Swedish National Agency for Higher Education is commissioned by the Swedish government to update the national qualifications framework regularly and to make it accessible to different target groups in Sweden and abroad. A project group within the Swedish National Agency for Higher Education has been appointed to work with the updating of the national qualifications framework according to changes in the regulatory system, for example admission regulations.
- **Next steps:** the national qualifications framework will also be translated into English and made easily accessible both in Swedish and English on the Internet. Routines for regular updating of the national qualifications framework will be developed. These tasks are expected to be finalized during the autumn of 2008.

2.42 SWITZERLAND

- **Work done:** the QF process started in 2005.
- **Now:** a broad consultation on the draft of the nqf.ch-HS with all interested parties is currently being organized. The consultation will start in June and end in October 2008. On the basis of consultation results, the nqf.ch-HS will be submitted for adoption.
- **Next steps:** In the long run, the nqf.ch-HS will form part of a qualifications framework integrating all levels of education (from primary education to professional and higher education). Partners are the Swiss Conference of Cantonal Ministers of Education (EDK) and the Federal Office for Professional Education and Technology (OPET).
- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	September 2005	
2. Setting the agenda	2005-2006	
3. Organizing the process	Autumn 2005	
4. Design Profile	2006	
5. Consultation	1 st limited consultation in Spring 2007	2 nd national consultation till October 2008.
6. Approval		End of 2009/beginning of 2010.
7. Administrative set-up		To be discussed autumn 2008.
8. Implementation		Reformulation of study programmes is being done continuously
9. Inclusion of qualifications		Is being done continuously according to planning at individual institutions. No date set for completion
10. Self-certification		After approval/ official adoption of the NQF As soon as the NQF is officially adopted, it will be taken into account in programme and institutional accreditation by the national accreditation and quality assurance agency (www.oaq.ch). i.e. probably as of 2010
11. NQF web site	spring 2008	Will be regularly updated

2.43 “THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”

- **11 steps:**

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1. Decision to start	Decree from the Minister of Education and Science, Mr. Sulejman Rushiti is entered into force and after the Minister's decision the Working Group for the NQF is established. Step completed.	
2. Setting the agenda	Qualifications are seen in relation to the purpose of education, specific job and the labour market and as a part of society. A strategic planning of education is a precondition for good workings of the qualification system as a whole. Additionally, establishment of bodies to manage the NQF is required. The NQF bodies are going to play mainly technical role distinct from the role of the Ministry of Education and Science that is responsible on main policy issues. Step completed.	
3. Organizing the process	The NQF is prepared under the Tempus programme. The Ministry of Education and Science, hereby confirms its willingness to participate as a partner institution in the TEMPUS Structural Measure project proposal, which included all relevant HE Institutions (public and private). Step partially completed.	
4. Design Profile		The NQF will comprise 8 levels that will accommodate qualifications in schools, the training centers, and universities. Step to be completed.
5. Consultation		Step do not completed yet.
6. Approval	The legal framework for the QF for HE: Dublin descriptors and ECTS ranges for bachelor and master degrees and learning objectives for the Ph.D. in relation to the Ph.D. thesis are legally stipulated in the Law on HE. Step completed.	
7. Administrative set-up		Step not completed yet.
8. Implementation	HE is organised in 2 cycles. What has to be harmonised with Bologna action lines is the duration of the cycles. In some universities Quality Assurance Teams function and this is a good attempt to implement the learning outcomes issues.	
9. Inclusion of qualifications		Step to be completed.
10. Self-certification		Step to be completed.
11. NQF web site	Web address:	http://www.mon.gov.mk Step to be completed.

2.44 TURKEY

- **Work done:** in 2006, Council of Higher Education (YOK), which is the responsible body for higher education in Turkey, has taken decision to set up NQF in line with QF-EHEA. In order to set the agenda and organize the process, a special committee was set up within YOK responsible for QF with the Decision of the Council numbered 2006/8 and dated 28/04/2006. In April 2007, consultation process has started. Draft level descriptors were sent to all universities to get relevant feedback. In October 2007, draft descriptors were finalized. In July 2008, the members of the committee have increased to 9 and also a working group on NQF consisting of 13 members has been established.

- **Now:** the committee and the working group are now planning to start the second stage of consultation process with stakeholders, other than universities (namely the NGOs and business sector representatives).
- **Next steps:** This stage is planned to be completed before 2009 and will be followed by approval of YOK.

2.45 UKRAINE

- 11 steps:

Action/step	Step completed with an indication of timing	Step to be completed with an indication of timing
1.Decision to start taken by the national body responsible for higher education	May 2008, after the seminar on NQF organised and held by the Ministry of Education and Science of Ukraine and the Council of Europe in Kiev	
2.Setting the agenda: The purpose of the NQF	The first meeting of NQF WG was held in July 2008	
3.Organizing the process: Identifying stakeholders; setting up a committee/WG	A working group on the development of the NQF was established by the order of the Ministry of Education and Science of Ukraine, stakeholder were identified. July 2008	
4.Design Profile: Level structure, Level descriptors (learning outcomes), Credit ranges	Consultations are held to design profile, level descriptors, credit ranges	July-December 2008
5.Consultation National discussion and acceptance of design by stakeholders		
6.Approval According to national tradition by Minister/Government/legislation		
7.Administrative set-up Division of tasks of implementation between HEI, QAA and other bodies		
8.Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach		
9.Inclusion of qualifications in the NQF; Accreditation or similar (cf. Berlin Communiqué)		
10.Self-certification of		

compatibility with the EHEA framework (Alignment to Bologna cycles etc.)		
11.National qualifications web site is available to users	Web address:	

2.46 UNITED KINGDOM

- **Work done:** UK has a Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ- EWNI) approved in 2001. The link to it is at: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>. The review process which started more than a year ago has included six round table consultation meetings with HEIs and other stakeholders, two meetings with professional, statutory and regulatory bodies that accredit programmes, a open consultation meeting on master's degrees and a public consultation on the draft revised FHEQ (EWNI) document which closed earlier this month. A parallel but separate exercise has been the drafting and consultation on guidelines for academic credit arrangements in higher education in England. The public consultation on this closed at the beginning of June and the final draft guidance is being finalised to take account of the revisions to the FHEQ (EWNI) and vice versa. These two exercises form the starting point for the self certification of the FHEQ (EWNI).
- **Now:** In line with practice in QAA of reviewing and/or refreshing external reference points on a regular basis the FHEQ-EWNI is currently under review, hence the delay in our reply. An Advisory Group has been steering the process and met last week to consider final revisions to the second edition of the FHEQ (EWNI) . It will shortly be available in the QAA's website. One of the factors taken into consideration in the review was the approval of the FQ-EHEA and the need for our framework to align with it.
- **Next steps:** QAA has been asked to complete the self certification by November 2008, and will be accelerating the activity when the two exercises above have been completed (in July 2008). UK will forward the final documents when they are public.
- **Note:** UK notes that it is difficult to address the ten steps as ordered below as there are some assumptions in it as to legislation and accreditation that do not apply to EWNI and as we already have an HE qualifications framework. UK says that it's on track in the self certification process which will move to the next stage when the revised FHEQ-EWNI and credit framework guidelines are finalised in the July 2008.

2.46 Bis UNITED KINGDOM / Scotland

Action/step	Step completed with an indication of timing
1.Decision to start taken by the national body responsible for higher education	In 1997, a UK-wide Review of Higher education recommended the establishment of qualifications frameworks (one for Scotland and one for rest of UK). QAA Board agrees in 1997 to proceed with the creation of the frameworks – the one for Scotland to be developed by QAA Scotland Committee.
2.Setting the agenda: The purpose of the NQF	Agreed as above and also by QAA Scotland in the development of the framework proposals (see below)
3.Organizing the process: Identifying stakeholders; setting up a committee/WG	Decision by QAA Scotland to establish a Qualifications Framework Development Group (QFDG) in 1997. First meetings in early 1998.

4.Design Profile: Level structure, Level descriptors (learning outcomes), Credit ranges	Draft proposals completed in 1999 – but see also below.
5.Consultation National discussion and acceptance of design by stakeholders	Two major national consultations and a series of consultation and development workshops in 1999-2000.
6.Approval According to national tradition by Minister/Government/legislation	QFDG finalised proposals in October 2000. Proposals given formal approval by QAA Scotland Committee in October 2000. Framework published in January 2001 along with timetable for implementation (see below).
7.Administrative set-up Division of tasks of implementation between HEI, QAA and other bodies	QAA Scotland and its Qualifications Framework Development Group developed the Framework and agreed with the higher education sector a timetable for all higher education institutions (HEIs) to adopt and implement the Framework by the start of the 2003-04 academic year (October 2003). QAA Scotland ran a number of support national workshops during 2001-2003.
8.Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach	See above. HEI implementation of the National Framework reviewed through QAA Scotland Institutional Reviews from October 2003 onwards.
9.Inclusion of qualifications in the NQF; Accreditation or similar (cf. Berlin Communiqué)	From 2001, QAA Scotland Committee reviews and further develops the framework with recommendations and advice from the Scottish Advisory Committee on Credit and Access (a joint Committee with Universities Scotland).
10.Self-certification of compatibility with the EHEA framework (Alignment to Bologna cycles etc.)	Self certification undertaken and completed in May 2006 and published in January 2007.
11.National qualifications web site is available to users	http://www.qaa.ac.uk/academicinfrastructure/FHEQ

3. HOW IS THE NQF STRUCTURED?

3.1 ALBANIA

Albania sent the Dublin descriptors in Albanian language; they concern only Higher Education levels. Once the overarching frame descriptors will be approved by the Minister of Education and Science, there will be a section in English.

- **NQF–group correspondent:** Mr.Aleksander Xhuvani, Directeur de l'Institut Français de Gestion de Tirana Polytechnic University of Tirana, Member of the State Council for Higher Education and Science, Albanian BFUG Coordinator.
- **Organization:** the Ministry of Education and Science took the decision to constitute the Albanian BFUG with a WG dedicated to the NQF. Stakeholders identified: Directorates of

Higher Education and High Education at the Ministry of Education and Science; University experts; Public Agency of Accreditation of Higher Education Institutions; Student community; Trade Unions.

- **Identified levels:**

- Level 1, first high education level - mandatory education;
- Level 2, Second high education level - mandatory education and high studies;
- Level 3, Third high education level - high studies;
- Level 4, Fourth high education level - high and professional studies;
- Level 5, First higher education level Mature + 1 or Mature +2 (diploma or certificates up to 120 ECTS points);
- Level 6, Second higher education level: Mature + 3 (First Level Diploma “FLD” – 180 ECTS points);
- Level 7 A, Third higher education level: Mature + 4 (First Level Master “FLM” – 240 ECTS points);
- Level 7 B, Fourth higher education level: Mature + 5 (Second Level Diploma “SLD” – >= 300 ECTS points);
- Level 8 A, Fifth higher education level: Mature + 6 (Second Level Master “SLM” = 360 ECTS points);
- Level 8 B, Sixth higher education level: Mature + 8 (Third Level Diploma - PhD >= 360 ECTS points).

3.2 ANDORRA

- **NQF–group correspondent:** Enric Manel Garcia, Cap d’Area de Reconeixement de Titulacions, Ministeri del Portaveu del Govern, Desenvolupament Econòmic, Turisme, Cultura i Universitats.
- **Organization:** Ministry of higher education in collaboration with national quality agency, and the university.
- **Identified levels:** the QF scheme was defined by WG, and it incorporates structures levels, level descriptors, and the paths to develop.

3.3 ARMENIA

No report submitted.

3.4 AUSTRIA

Austria put NQF information on his website, but only in German:

<http://www.bmwf.gv.at/submenu/wissenschaft/national/nqr/>.

To give an overview it refers to an article on “Bridges” about the NQF and the next steps on the developing process. (<http://www.ostina.org/content/view/3066/933/>)

- **NQF–group correspondent:** Mag. Florian Pecenka, Bundesministerium für Wissenschaft und Forschung (Ministry of Science and Research).
- **Organization:** the Ministry of Science and Research and the Ministry of Education, the Arts and Culture are championing the project. In Summer 2007, a national board committee was set up in which all ministries and social partners are represented. In addition, the Ministry of Science and Research set up an advisory committee on which the Austrian Student Union, Universities Austria, Austrian Universities of Applied Sciences Conference, Austrian

Universities of Applied Sciences Board, Austrian Accreditation Board, Austrian Agency for Quality Assurance and the Austrian Association of Private Universities are represented.

- **Identified levels:** in Austria there are eight levels in the NQF. From those eight levels, levels six to eight are already reserved for the universities, so only five levels are left for other qualifications. Level 6 NQF is reserved for university bachelor's degrees, level 7 for university master's degrees, and level 8 for the doctoral degree.

3.5 AZERBAIJAN

No report submitted.

3.6.1 BELGIUM (FLEMISH COMMUNITY)

- **NQF–group correspondent:** Karla Van Lint, Adjunct van de directeur - Hoger Onderwijs Departement Onderwijs.
- **Organization:** The Flemish Bologna Promoters' team plays an important role in animating this process by organising information sessions, seminars, discussion groups etc.
- **Identified levels:** Dublin descriptors and ECTS ranges for bachelor and master degrees and learning objectives for the Ph.D. in relation to the Ph.D. thesis are legally stipulated in the Decree on the Structure of Higher Education, 04/04/2003.

3.6.2 BELGIUM (FRENCH COMMUNITY)

No report submitted.

3.7 BOSNIA AND HERZEGOVINA

- **NQF–group correspondent:** Ms. Aida Đurić, Senior Official for Higher Education, Ministry of Civil Affairs, Department for Education.
- **Organization:** within the Joint project 2006-2008 a WG was established encompassing different stakeholders such as all public universities, Rector's Conference trade unions, competent ministries, student unions who were involved in elaboration of 7 documents later adopted by the Council of Ministers of Bosnia and Herzegovina.
- **Identified levels:** the BiH descriptors provide more detail than Dublin Descriptors and are intended to be read with reference to each other. They describe the knowledge, skills and abilities associated with typical and cycle qualifications e.g. Bachelors Degree, Masters Degree and Doctorates. Currently, the BiH framework for higher education qualifications does not include any further levels or sub-divisions within the three cycles to illustrate progression within the structure. However, the structure does reflect the ECTS credit ranges associated with the Bologna framework. First cycle =180-240 ECTS; Second cycle (60-120 ECTS credits); Third cycle = "Dublin" third cycle descriptors exist, but need to be discussed and expanded upon. Within IPA 2007 4 fields of studies will be elaborated, 3rd Cycle is intensively under preparation.

3.8 BULGARIA

- **NQF–group correspondent:** Svetomira Apostolova – Kaloyanova, Member of BFUG, Ministry of Education and Science, Directorate "Policy of Higher Education".

- **Organization:** Ministry of Education and Science; Rectors Conference of the Republic of Bulgaria.
- **Identified levels:**
 - 3-year minimum professional Bachelor courses (requiring 180 ECTS credits minimum, as 10 out of them are acquired for successfully passed state exam or defended diploma thesis), corresponding to *Level 6 of the EQF* and to *Level 5B of the ISCED-97*, and followed by 2-year minimum Master courses (120 ECTS credits), which corresponds to *Level 7 of the EQF* and to *Level 5A of the ISCED-97*; Professional Bachelors might continue their further education at 2-year Master degree, in specialty falling within the same professional field, in compliance with the rules and the order set by the HEI's Rules of Procedure or by the corresponding State Requirements.
 - 4-year minimum Bachelor courses (240 ECTS credits minimum, as 10 out of them are acquired for successfully passed state exam or defence of diploma thesis) corresponding to *Level 6 of the EQF* and to *Level 5A of the ISCED-97*, and followed by 1-year Master courses (60 ECTS credits minimum, as 15 out of them are acquired for successfully passed state exam or defended diploma thesis) corresponding to Level 7 of the EQF and to Level 5A of the ISCED-97;
 - 5-year direct Master courses (300 ECTS credits minimum, as 15 out of them are acquired for successfully passed state exam or defence of diploma thesis), corresponding to *Level 7 of the EQF* and to *Level 5A of the ISCED-97*. They are provided in some specific areas of knowledge, as for example in Medicine, Dental Medicine, Law, Architecture, etc., only in case when the training is not recommendable to be provided by separated Bachelor's and Master's degree courses.
 - Doctoral studies (after Master's degree acquired) corresponding to *Level 8 of the EQF* and to *Level 6 of the ISCED-97*, with duration of 3 years in regular form of training. Possibilities for extra-mural and independent training of doctoral students are also provided.
 - Post-graduated studies, which could or could not lead to acquisition of professional qualification.

3.9 CROATIA

The Croatian Qualifications Framework (CROQF) is planned to be an integrated framework for lifelong learning.

- **NQF–group correspondent:** Prof. Mile Dželalija.
- **Organization:** Ministry of Science, Education and Sports (MSES) formed a joint working group of experts from the VET and HE systems. The proposal for the CROQF has been presented to and discussed with all the relevant stakeholders at meetings and conferences. In September 2007 the Commission and its Operational team for CROQF development consists of experts from all relevant stakeholders have been formed at the Governmental level.
- .
- **Identified levels:** the CROQF is comprised of twelve levels, organized as eight main levels and an additional four sublevels reflecting the particularities of the Croatian qualifications system. Levels six, seven and eight correspond to the three cycles in the overarching Framework for Qualifications of the EHEA. The higher education short cycle is also included in the framework at the 5.2 level in the CROQF. So far, the levels have been described through credit ranges, links to levels in the European Qualifications Framework and type of qualifications gained after the completion of studies within a certain level. Learning outcomes and a uniform quality

assurance system are the key elements for the development of the system for validation and recognition of non-formal and informal learning in CROQF.

3.10 CYPRUS

No report submitted.

3.11 CZECH REPUBLIC

- **NQF–group correspondent:** –Petr Černíkovský, Ministry of Education, Youth and Sports, Higher Education Department, tel.: +420257193686, e-mail: petr.cernikovsky@msmt.cz
- **Organization:** The national administrator is the National Institute of Technical and Vocational Education. According to the Recommendation of the European Parliament and Council concerning EQF, the Czech National Coordination Point (NCP) has been established at the National Institute of Technical and Vocational Education. The Advisory Group with broad participation of all stakeholders will provide consultation, methodology and assessment for NCP.
- **Identified levels:** The suggestion for the qualification levels is as follows:

NQF level	Levels of education / higher education	Category of education according to the KKO V	EQF Level	EHEA Framework Cycle
Z	Elementary education	C	1	-
1	Secondary education	D	2	-
2	Secondary education completed by an apprenticeship certificate	E	3	-
3		H	4	
4	Secondary education completed by Maturita examination	K,L,M	5	-
5	Tertiary professional education	N	6	1 "Short cycle qualification" approx. 120 ECTS
6	Higher education with Bachelor's degree	R		1 180-240 ECTS
7	Higher education with Master's degree	T	7	2 60-120 ECTS usually 90 – 120 ECTS
8	Higher education with doctoral degree	V	8	3 3-4 standard years

3.12 DENMARK

Denmark has a website with all the information on the NQF, the revised QF 2008 is only in Danish (the previous Danish QF 2003 is English): www.ciriusonline.dk/qf

- **NQF–group correspondent:** Mette Juul Jensen, Head of Section, Danish University and Property Agency, Ministry of Science, Technology and Innovation.
- **Organization:** A reference group consisting of representatives from the relevant ministries, quality assurance agencies, student organisations, higher education institutions, and the industry prepared a new and revised Danish QF. A permanent steering committee consisting of representatives from the relevant ministries has the overall responsibility for the continued development of the QF.
- **Identified levels:**

Overarching Bologna framework:		Danish degrees:
Short cycle		- Professional business and technical programmes - Continuing adult education programme
First cycle	Bachelor level	- Bachelor - Professional Bachelor - Diploma (continuing adult education)
Second-cycle	Master level	- Candidatus - Master (continuing adult education)
Third cycle	Doctoral level	PhD

3.13 ESTONIA

- **NQF–group correspondent:** Heli Aru.
- **Organization:** The preparation of the Decree was done in cooperation with representatives of universities and professional higher education institutions and the overall transfer process is supported via European Social Fund sources.
- **Types of institutions covered:** all the all HEIs.
- **Identified levels:** no information.

3.14 FINLAND

No report submitted.

3.15 FRANCE

NQF–group correspondent: _Jean-Michel Hotyat,_ Head of the Unit "LLL and Recognition of Prior Learning", within the DGHE.

The National Repertory of Professional Certifications, the RNCP, (the French NQF) comprises all the qualifications awarded by the State, which means by the different ministries and also other qualifications, like those created by the sectors, which have received the agreement of the National Commission of Professional Certifications who is responsible for the establishment of the RNCP.

The description of each qualification gives informations about :

- the achieved learning outcomes,
- the area of activity and the jobs the qualification is related to,
- the level of qualification (France has today a 5 level qualification grid),
- the rate of professional insertion during the 3 last past years.

The National Commission of Professional Certifications has to assure the adaptation of the qualifications to the employment situation, make recommendations to the bodies awarding qualifications and propose a new qualification grid. All the actors involved in qualification issues are now discussing the opportunity to change or not the 5 levels qualification grid.

3.16 GEORGIA

The new draft on NQF for HE is published on the MoES website www.mes.gov.ge

- **NQF–group correspondent:** Lali Bakradze, University Curriculum Development Programme Expert, Ministry of Education and Science of Georgia.

- **Organization:** Project “NQF for HE of Georgia” was started by different stakeholders. Ministry of Education and Science (MoES) supported the idea and took the coordination role. In the framework of the above mentioned project in May 2007 a working group was set up. It includes representatives from MoES, state and private HEIs, National Education Accreditation Center (NEAC) and experts. Project “NQF for HE of Georgia” was financed by “Eurasia Foundation”. Further development of NQF for HE is supported by “University Curriculum Development Programme” which was approved by MoES in February 2008.
- **Identified levels:** three cycles with an intermediate level within the first cycle. First cycle also includes sublevel that is being accomplished with the qualification of diploma specialist. The structure is in line with the Framework for Qualifications of the European Higher Education Area and is easily understandable internationally. With regard to the description of qualifications, it has been created based on the Dublin Descriptors. The learning outcome descriptors consist of 2 main components: 1. Subject Specific Competences; 2. Generic Competences.

Cycle	Level	Qualification	ECTS
III Cycle Doctoral program	IV	Doctoral degree	180
II Cycle Master’s program	III	Master’s degree	120
I cycle Bachelor’s program	II	Bachelor’s degree	240
Short cycle within I cycle	I	Certified Specialist	120-180

- **Notes:** Georgia wants to create a system, which is student oriented, and in which learning outcomes serve as a definition and identification of the qualifications. Main principles to follow during the development of the NQF are transparency, stakeholder participation and reaching consensus on this document.

3.18 GREECE

No report submitted.

3.19 HOLY SEE

No report submitted.

3.20 HUNGARY

No report submitted.

3.21 ICELAND

The reports on NQF are all available online at <http://www.menntamalaraduneyti.is/>.

- **NQF–group correspondent:** Dr. Rósa Gunnarsdóttir sérfræðingur, Adviser, Department of Education, Ministry of Education, Science and Culture.
- **Organization:** participation of the Higher Education team from the Ministry of Education, Science and Culture.
- **Identified levels:** see the documents on the web site.

3.22 IRELAND

For all the information see the 2006 Final Self Certification Report (<http://www.bologna2009benelux.org/qf/national>), and the website: <http://www.nfq.ie/nfq/en/>

- **NQF-group correspondent:** Seán Ó Foghlú, Chief Executive, National Qualifications Authority of Ireland.
- **Identified levels:** from the 2006 Final Report:

Levels 6		120 credits
Level 7	Ordinary Bachelor Degree	180 credits
Level 8	Honours Bachelor Degree	180-240 credits
Level 8	Higher Diploma	60 credits
Level 9	Masters Degree (Taught)	60-120 credits
Level 9	Postgraduate Diploma	60 credits

The Irish Doctoral Degrees and Masters Degrees (by research) do not usually have credit values assigned. However, Masters Degrees (by research) typically have a 2 years duration, which would equate with an appropriate number of credits. Institutional practice on assigning credit to professional doctorates differs. National discussions on developing a possible credit range for doctorates, which could include professional doctorates, are at an early stage.

3.23 ITALY

- **NQF-group correspondent:** To date, the Ministry has not yet formally appointed a national correspondent, but is still relying on the collective work of the members of the ministerial working group (see below). The appointment is foreseen for the second half of 2008.
- **Organization:** the Ministry of University and Research (MiUR), now Ministry of Education, University and Research, has approved several legislative measures aimed to reform the study programmes of universities with explicit reference to the Overarching Framework and to the Dublin Descriptors. The universities must (before 2010) fully review their study programmes and have them approved by the National University Council (CUN), the national body which represents the University system. In the preparation and implementation of the ministerial Decrees, the Ministry holds regular consultations with the Italian Rectors' Conference (CRUI) and the Student Council (CNSU).
- **Identified levels:** all the first and second cycle degrees have been inserted in the NQF draft developed by CIMEA in collaboration with the ministerial working group. The descriptors for each cycle in the various subject areas have been defined, with explicit reference to the Dublin Descriptors. For the first and second cycle the range of credits (180 and 120) has been defined as well.

3.24 LATVIA

- **NQF-group correspondent:** Baiba Ramiņa, Head of the Latvian Academic Information Centre (Latvian ENIC/NARIC).
- **Organization:** no information
- **Identified levels:** no information.

3.25 LIECHTENSTEIN

- NQF- group correspondent:

Organisation of the Bologna Experts Team

The team was composed in line with Bologna Working Group recommendations. The project team consists of: Helmut Konrad (National Ministry of Education), Trudi Ackermann, Christoph Jenny (National Bologna Experts), and a representative of National Quality Assurance in HE. The team is supported by an external expert.

- Organisation

Methodology, tools and technology used

The development of NQF-HE.fl is based on a systematic approach. After determining objectives and major milestones, research was conducted to identify those NQF-HE approaches which are most likely to accommodate Liechtenstein's national HE characteristics. In a further step, interfaces with other European national HE systems were located. Resources consulted included Bologna Expert material, the EUA Bologna Handbook, Bologna and various follow-up conference websites, as well as national Bologna websites. NQF-HEs or any preceding work were analysed in detail for Switzerland, Germany, Austria, Scotland, and Ireland.

Monitoring and evaluating arrangements

The first phase of the NQF-HE.fl project was initiated by defining a set of deliverables to be completed by the end of the initial project phase. Several project team meetings throughout the first phase reviewed fulfilment and benefits of steps achieved. A final meeting concluded the first phase of the NQF-HE.fl project and analysed progress, achievements, and defined action items for phase 2.

Feedback on the implementation of the project

Due to Liechtenstein's commitment to complete its NQF-HE by the year 2010, preparatory work for developing an NQF-HE.fl represented a major focus of Liechtenstein's Bologna-related activities in the year 2007/08.

- identified levels: no specific information

The report provides one page on the products, results and their dissemination as qualitative and quantitative descriptors of the whole project

Products, results, and their dissemination

Qualitative and quantitative description of project results and/or products, and copies of any products produced

The following insights represent major results of NQF-HE.fl project phase 1:

- NQF-HE.fl will be developed in line with recommendations of the Bologna Working Group.
- Scotland and Ireland are considered best practice samples as a result of analysing several national frameworks for higher education
- The NQF-HEs of Switzerland, Germany, and Austria will serve as reference frameworks
- A time frame was suggested to complete the NQF-HE.fl development process through self-certification by 2010.

Elements of good practice identified and discoveries made

See previous heading.

Dissemination measures undertaken

The NQF-HE.fl working group has identified and informed key stakeholder groups about the start of the NQF-HE.fl project. The stakeholder consultation process will be initiated in autumn 2008.

Work undertaken in Bologna-related areas

- Recognition

NQF-HE.fl seeks to provide a comprehensive description of Liechtenstein's higher education system, entry requirements, degrees awarded, and interfaces and opportunities to transfer between study programs.

- Three cycle system

The three cycles have been implemented by higher education institutions and are part of national legislation.

- Quality Assurance

A specific national quality assurance program will be worked out in the course of NQF-HE.fl.

Outlook:

Phase 2 of this project will be started in autumn 2008. Planned activities include:

- Reach deeper insight into the implementation of the practices identified in phase 1
- Involving stakeholders in the consultation process through information workshops
- Collaborating with external Bologna experts to ensure compliance with Bologna recommendations
- Developing an implementation guideline for higher education institutions and lecturers on transferring key Bologna aspects.

3.26 LITHUANIA

- **NQF-group correspondent:** Linas Kadys, Head of the Human Resources Development Division, Ministry of Social Security and Labour.
- **Organization:** the Lithuanian Labour Market Training Authority launched a project of national significance on "Creation of the National Qualifications System" under EU Measure 2.4 "Development of Conditions for Lifelong Learning" of Priority II. Major Lithuanian universities and institutes are assisting the project promoter to develop the NQ System. The project is financed by the European Social Fund. The documents on the National Systems of Qualifications and National Qualifications Framework have been elaborated by joining the efforts of the researchers, education and training institutions and the social partners and have been widely presented and discussed by the stakeholders from the fields of the education, business and the labour market.
- **Identified levels:** Lithuania decided to build one Framework of Qualifications, which covers all levels of education, including higher education. The first five levels of qualifications include the qualifications acquired in the initial vocational education and training institutions and in the continuing vocational training or at the workplace. The levels from 6 to 8 encompass the qualifications acquired in the higher education institutions. Data of the labour market and labour force analysis indicate, that the structure of the NQF consisting of 8 levels corresponds to the current structure of the qualifications in the labour market. See a table from the web site:

Level V	<p>Qualifications at level V may be acquired at an initial vocational training or adult vocational education and training institution, or through non-formal and informal learning.</p> <p>There are two sub-levels of the level V qualifications: 5a and 5b. Sub-level 5a qualifications may be acquired upon completing at least a half of the Bachelor's studies at a university and without achieving the Bachelor's degree. Sub-level 5b qualifications may be acquired upon completing a short 2-year studies programme at a college. Qualifications at both sub-levels may also be achieved through non-formal and informal learning.</p>
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Level VI	At level VI, learning situations mostly are not stable and require solving of complex problems during the learning process. Learning is often highly specialised. Learning for level VI qualifications usually takes place in HE institutions. Level VI qualifications are associated with the first cycle of qualifications in Bologna Process framework. Level VI qualifications provide access to professional employment opportunities. Level VI qualifications also provide access to further learning opportunities in the same field of studies or moving to a related field of studies.
Level VII	Typical learning situations are unfamiliar and require finding solutions to problems that involve many interacting factors and not all of these factors may be obvious to the individual. Learning is often highly specialised. Formal study for qualifications at level VII usually takes place in universities. Level VII qualifications are associated with the second cycle in BP framework. Level VII qualifications offer access to employment and to career progression within the specialist field. They also open access to further specialist learning in universities.
Level VIII	Learning situations for level VIII qualification are novel and require solving problems that involve many interacting factors. Learning takes place in a highly specialised field, study mostly takes place at universities. Level VIII qualifications are associated with the third cycle in BP framework. Level VIII qualifications offer access to employment opportunities in specialist fields and career progression for those involved in jobs requiring research skills, scholarly work, and leadership.

- **Notes:** Lithuania wants to develop a unified and transparent national system of qualifications embracing all the qualifications levels, ensuring transferability between levels, guaranteeing diversity of the ways of acquiring qualifications, and enabling flexibility in the rapidly changing environment. The NQF System is based on the labour community requirements and the labour market needs.

3.27 LUXEMBOURG

No report submitted.

3.28 MALTA

- **NQF–group correspondent:** James Calleja, Chief Executive, Malta Qualifications Council

- **Organization: *Details of National Qualifications Framework***

The Malta Qualifications Framework for Lifelong Learning* is an eight-tier system with three major strands namely: compulsory and post-secondary education; vocational and professional training and Higher Education. Level descriptors have also been adopted and these are based on the EQF (for Levels 1 to 4) and the Dublin descriptors for Higher Education (for Levels 5 to 8).

The Legal base for Malta's Qualifications Framework is Legal Notice 345/2005 which is in the process of being amended in order to incorporate the agreed National Framework of Qualifications and the new level descriptors.

- **Identified levels:**

8	<i>DOCTORAL DEGREE</i>		8
7	<i>MASTER'S DEGREE POSTGRADUATE DIPLOMA POSTGRADUATE CERTIFICATE</i>		7
6	<i>BACHELOR'S DEGREE</i>		6
5	<i>UNDERGRADUATE DIPLOMA</i>	<i>VET HIGHER DIPLOMA</i>	5

	<i>UNDERGRADUATE CERTIFICATE</i>		
4	<i>MATRICULATION LEVEL ADVANCED LEVEL INTERMEDIATE LEVEL</i>	<i>VET DIPLOMA</i>	<i>4(d)</i>
3	<i>GENERAL EDUCATION LEVEL 3 SEC grade 1-5</i>	<i>VET LEVEL 3</i>	<i>3(c)</i>
2	<i>GENERAL EDUCATION LEVEL 2 SEC grade 6-7</i>	<i>VET LEVEL 2</i>	<i>2(b)</i>
1	<i>GENERAL EDUCATION LEVEL 1 SCHOOL LEAVING CERTIFICATE</i>	<i>VET LEVEL 1</i>	<i>1(a)</i>

ANNOTATIONS TO THE MQF

* The National Qualifications Framework is designed in such a way as to be able to include diverse forms of qualifications not as yet covered by this Framework.

a Attainment of the Basic Employment Passport together with either the Adult Skills Certificate or the MQC 8 Key Competences at Level 1 are also considered as a full VET Level 1 qualification.

a The MQC recommends that a Full VET Level 1 qualification should enjoy the same parity of esteem as a Full School Leaving Certificate

b The Malta Qualifications Council recommends that a full VET Level 2 qualifications should enjoy the same parity of esteem as 4 General Education Level 2 subjects.

c The Malta Qualification Council recommends that a full VET Level 3 qualification should enjoy the same parity of esteem as 6 General Education Level 3 subjects.

d The Malta Qualification Council recommends that a full VET Diploma should enjoy the same parity of esteem as 3 Advanced Level subjects.

- **Notes:** Type of NQF (sector based, bridging sectors, integrating sectors)

Malta's NQF is sector based and therefore level descriptors provide a link between sectors in the Framework.

The descriptors of the Malta Qualifications Framework are based on the EQF level descriptors for Levels 1 to 4 and on the Dublin descriptors for Levels 5 to 8.

The Malta Qualifications Framework is also based on the use of learning outcomes. In the process being used by the Malta Qualifications Council (the guardian of Malta's National Qualifications Framework) to align (reference) qualifications to the MQF is based on learning outcomes, quality assurance and occupational standards for vocational and professional training. Learning outcomes

are a key feature in the literature provided to describe Malta's Qualifications Framework and initiatives are being taken in all higher education institutions to transform the description of qualifications in a learning outcomes approach.

3.29 MOLDOVA

No report submitted.

3.30 MONTENEGRO

- **NQF-group correspondent:** Biljana Misović, senior adviser for higher education, Ministry of Education and Science of Montenegro.
- **Organization:** the Working Group involves representatives from all relevant institutions, including the Ministry of Education and Science, Ministry of Labour and Social Welfare, University of Montenegro, the ENIC centre, Employment Bureau, Bureau for Education Services, etc.
- **Identified levels:** descriptors have been created for three principal cycles in HE in Montenegro: First cycle (Bachelor), Second cycle (Master and some other diplomas which, according to the credit range, provide direct access to PhD studies), Third cycle (Doctorate). Referring to the principles of the design of the NQF and the existing structure of the education levels in Montenegro, it is considered that 8 levels of qualifications for the NQF are sufficient. The first four levels of qualifications include the qualifications acquired in the initial vocational/general education and training institutions awarded after completed elementary school and during the secondary school education. The fifth level of qualifications is the intermediary level between the levels of vocational qualifications and the levels of higher education qualifications-upper secondary education. The levels from 6 to 8 encompass the qualifications acquired in the higher education institutions.
- **Credit system:** All the levels for higher education are credit range limited. The 6th level, or the first one in higher education, encompasses all the academic and professional bachelor degrees in the range of minimum 180 and maximum 240 credits. University of Montenegro recognizes the Bachelor degrees in duration of three as well as four years. The second level is within the range of minimum 240 up to maximum 420 credits and includes all kinds of postgraduate studies (academic and applied) after the award of 240 credits, academic bachelor degree of regulated professions with a duration of 5 years or 300 credits, bachelor degree in medicine in duration of 6 years or 360 credits, former master degrees issued at the University of Montenegro in the credit range of 360 to 420 credits. The third level is the Doctorate level awarded with minimum of 480 credits with minimum 180 credits in third cycle studies.

3.31 NETHERLANDS

- **NQF-group correspondent:** Denise M. R. Heiligers, Ministry of Education, Culture and Science, Department of Higher Education.

Organization: the draft version of the NQF-HE has been developed in broad contact with stakeholders in the HE-sector as well as business representatives. The final draft will be sent to the representations of the universities and universities of applied sciences for confirmation. An international panel is being approached to verify the NQF.

Identified levels: Short Cycle - Associate degree; First level – Bachelor degree; Second level – Master degree; Third level ending with the Doctoral degree.

3.32 NORWAY

- **NQF–group correspondent:** Mrs. Tone Flood Strøm, Senior Adviser, Ministry of Education and Research, Department of Higher Education.
- **Organization:** representatives from the Ministry, the Norwegian Agency for Quality Assurance in Education (NOKUT), the Norwegian Association of Higher Education Institutions and the student unions. There is also a reference group consisting of: representatives from the higher education institutions, the post-secondary non-tertiary institutions, the upper secondary schools, the Norwegian Association for Adult Learning, the Norwegian Institute for Adult Learning (VOX), the Norwegian Registration Authority for Health Personnel (SAFH), the trade unions, the Confederation of Norwegian Enterprises, the Union of Education, the Norwegian Association of Researchers, the Norwegian Centre for International Cooperation in Higher Education (SIU) as well as the Ministry of Trade and Industry.
- **Identified levels:** the actual proposal for a Norwegian QF for HE consists of level descriptors for the three levels of higher education. The level descriptors describe the knowledge, skills, and competence expected from all candidates successfully completing the said level. The grading system is used in order to separate the achievements. The categories chosen for the descriptors in the proposal for a higher education framework are knowledge, skills and competence - the categories used also in the EQF. The framework consists of cycle descriptors only, not intermediate levels, but there are intermediate qualifications. There is one common descriptor for each cycle, which covers all programmes, also professional programmes, fine arts etc.
- **Notes:** In Norway the proposal for a framework builds on existing legislation and regulations. It is not seen as a regulatory instrument, but primarily as an information tool.

3.33 POLAND

Polish Qualification Framework: Krajowa Struktura Kwalifikacji – KASK

- **NQF–group correspondent:** Prof. Ewa Chmielecka, Warsaw School of Economics, president of the Polish QF Working group.
- **Organization:** The Ministry of Science and HE (MNiSzW) nominated the Working Group for NQF consisting of experts in HE issues (mainly the Bologna Experts) + a limited group of crucial stakeholders (altogether 18 people, Prof. Ewa Chmielecka is a coordinator of the Working Group). Later the Steering Committee for NQF HE was established (full set of stakeholders, governmental agencies represented at the level of deputy-ministers). Cooperation with the Main Council of HE, the National Accreditation Committee, students' organizations.
- **Identified levels:** adaptation of the Dublin descriptors (for 3 main cycles). The Glossary of the main terms close to the NQF showing clearly difficulties of proper translation. Profiles based on learning outcomes (vocational, research, general; fields of study decision making levels: central, inter-institutional, institutional). Legal regulations. Proposals for changes in the accreditation (evaluation) standards (based on learning outcomes).
- **Notes:** Polish achievements:
 - a draft of the PQF. Main questions answered (partially in a tentative manner) + the list of problems/issues to be solved in the next steps + the large set of documents, good practices and examples illustrating the issues.
 - a group of about 15 people being true experts in the Bologna QF and NQF – trained at workshops and seminars, familiar with issues of QF, also difficulties and traps in projecting.
 - cooperation with the international bodies devoted to the QF (initial stage).

- dissemination of information on the Bologna and national QF among the Polish academic community. Cooperation with the Main Council of HE, the National Accreditation Committee, students' organizations, others. The initial "consultation" was providing in parallel to designing the framework.
- As to the development of the NQF HE projecting: draft of the Polish doctoral studies standards based on NQF was prepared by the Working Group for request of the Main Council for HE and the Ministry of Science and HE.

3.34 PORTUGAL

No report submitted.

3.35 ROMANIA

- **NQF–group correspondent:** Sorin Eugen Zaharia PhD, Head of ACPART.
- **Organization:** the Ministry of Education made explicit the roles and responsibilities of the various actors involved in the development of the National Qualifications Framework for Higher Education. Under this context the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment – ACPART was set up in November 2005. ACPART has its headquarter in Bucharest and has four branches in Cluj-Napoca, Timișoara, Iași and Galați, which ensures both national and regional coverage of its activities. ACPART is lead by Sorin Eugen Zaharia PhD.
- **Identified levels:** no information?
- **Notes:** ACPART is a promoter within a Leonardo da Vinci Project "Developing Key Methodological Units for the Implementation of EQF by Means of NQFs – EQF by NQFs" (January 2007–December 2008) and has as partners universities and other institutions from France, Ireland, the Netherlands, Spain and United Kingdom.

3.36 RUSSIAN FEDERATION

- **NQF–group correspondent:** it has been reported that there are problems with appointing a Russian national correspondent for QF.
- **Organization:** no information.
- **Identified levels:** no information.

3.37 SERBIA

No report submitted.

3.38 SLOVAK REPUBLIC

No report submitted.

3.39 SLOVENIA

39 SLOVENIA

- **NQF–group correspondent:** Darinka Vrečko, Ministry of Higher Education, Science and Technology.

Organization: The Higher Education Act stipulates that the HEQF be adopted by the Higher Education Council of the Republic of Slovenia.

In 2006 the Decree on the Introduction and Use of the Classification System of Education and Training (**KLASIUS**) to be used as the compulsory national standard was adopted. The draft Decree was prepared by a working group consisting of representatives of the Ministry of Education and Sport, the Ministry of Higher Education, Science and Technology and the Statistical Office of the Republic of Slovenia (SORS).

The implementation of **KLASIUS** will be in line with the agreement concluded by the Ministry of Education and Sport, the Ministry of Higher Education, Science and Technology, the Ministry of Labour, Family and Social Affairs and the SORS.

The agreement specifies tasks in the following key areas:

- introduction of **KLASIUS** in the procedures of adopting and accreditation of training and education programmes;
- in the procedures of adopting the catalogues of standards of professional qualifications and skills for the national qualification system;
- in keeping of official and other administrative databases and in national statistics; and
- further development and updating of **KLASIUS** including the definition and actual implementation of the links between **KLASIUS** and the national framework for qualifications.
- **Identified levels:** eight levels (with two sub-levels at level 6 and 8)

3.40 SPAIN

- **NQF–group correspondent:** Prof. Dr. José-Ginés Mora, Director Centre for the Study of Higher Education Management (CEGES), Valencia University of Technology.
- **Organization:** no information.
- **Identified levels:** no information.

3.41 SWEDEN

- **NQF–group correspondent:** Albin Gaunt, Head of Section, Ministry of Education and Research, Division for Higher Education.
- **Organization:** Sweden has taken a legislative approach to the development of a national qualifications framework. Based on the legislative changes, the Swedish National Agency for Higher Education was commissioned by the Swedish government to draft a proposal for a national qualifications framework. The framework was to be developed in collaboration with HE Institutions and other relevant stakeholders.
- **Identified levels:** All qualifications are now defined in terms of learning outcomes, levels (using the first, second and third cycles specified in the Bologna Process) and workload (using the European Credit Transfer System). General qualifications, Professional qualifications and Qualifications in the field of Arts are outlined.

3.42 SWITZERLAND

Switzerland also refers to the National website for more detailed information about the Swiss NQF (nfq.ch-HS): http://www.crus.ch/die-crus/analysiert-evaluiert/qualifications-framework-nfqch-hs.html?no_cache=1&L=2.

- **NQF–group correspondent:** Susanne Obermayer, CRUS - Rectors' Conference of the Swiss Universities, Head Bologna and ECTS Coordination.
- **Organization:** Jointly by the Rectors' Conference of the Swiss Universities (CRUS), the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH), and the Swiss Conference of Rectors of Universities of Teacher Education (COHEP). In close collaboration with the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ). In addition, all other interested parties are included in the project (students, HE teaching staff, labour market representatives, etc.).
- **Types of institutions covered:** universities (including the federal institutes of technology); university-level institutions; universities of applied sciences; universities of teacher education; institutions and programmes accredited by the Swiss University Conference (CUS).
- **Identified levels:** first and second academic degrees; Doctorate; further education (tertiary level study programmes that – in the Swiss HE system – are not part of the first-, second- and third-cycle systematics).

3.43 “THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”

- **NQF–group correspondent:** Nadežda Uzelac, Coordinator of NQF Working Group, Department on Higher Education, Ministry of Education and Science.
- **Organization:** the Minister appointed a Working group for the NQF. As an instrument of the Government in implementing the NQF, the Quality assurance bodies are responsible to the Minister of Education and Science who has the power to appoint their members.
- **Identified levels:** The NQF will comprise 8 levels. What the higher education in particular concerns all levels within will range from 5 to 8. The four levels will relate to the three Bologna cycles: 1st Bologna cycle level = 5-6th EQF level = NQF level; 2nd Bologna cycle level = 7th EQF level = NQF level; 3rd Bologna cycle level = 8th EQF level = NQF level. What the credit ranges concerns the following situation is in present:
 - Faculties have implemented the standards of ECTS, i.e. have decided on applying 60 credits in one study year (30 per semester) with a total of 240 credits for undergraduate studies, 60-120 for second cycle (or 300 in total for first and second cycle);
 - Third cycle (three years duration) need 180 credits;
 - Study programs with three-year duration accumulate 180 credits.

3.44 TURKEY

Turkey is working on the elaboration of the NQF, including the website.

- **NQF–group correspondent:** Prof. Dr. Atilla Eriş, Head of NQF Commission, Member of the YÖK Executive Council, Uludağ University, Department of Agricultural Engineering.
- **Organization:** a special committee was set up within YOK responsible for QF with the Decision of the Council. This committee was then consisting of 5 members and had regular meetings. The stakeholders were identified as universities, NGOs, business sector and employees. In July 2008, the members of the committee have increased to 9 and also a working group on NQF consisting of 13 members has been established. The committee and the working group are involved in the consultation process with stakeholders, other than universities (namely the NGOs and business sector representatives).

- **Identified levels:** the committee has prepared draft level descriptors (learning outcomes) for all degree levels (short cycle, first cycle, second cycle and third cycle).

3.45 UKRAINE

No report submitted.

3.46 UNITED KINGDOM

QAA publishes thematic briefings based on analyses of reports as they appear during the course of a review cycle, which give us timely information on emerging issues and areas of good practice. They are called *Outcomes from institutional audit* and we have such reports for elements of the Academic Infrastructure including the FHEQ eg:

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

- **NQF–group correspondent:** Carolyn Campbell, Quality Assurance Agency.
- **Organization:** The FHEQ-EWNI one of the external reference points for quality and standards in the Academic Infrastructure developed by QAA in collaboration with the UK higher education sector. The Academic Infrastructure is a set of nationally agreed reference points that help to describe good practice and academic standards. The other reference points are the QAA Code of Practice, subject benchmark statements and programme specifications. QAA was asked by Bill Rammell, our higher education Minister and by the devolved governments and administrations in Wales and Northern Ireland, to coordinate the self certification of the FHEQ (EWNI).
- **Identified levels:** see the web site.

3.46 Bis UNITED KINGDOM / Scotland

The Framework for Qualifications of Higher Education Institutions in Scotland is based on 6 levels (see web link); qualification descriptors for each of the main types of higher education qualifications and which set out the characteristic outcomes, attributes and skills that holders of those awards would possess. The Framework is managed by QAA Scotland with the advice of the Scottish Advisory Committee on Credit and Access (a joint committee with Universities Scotland). The Framework sits within a wider lifelong learning framework: the Scottish Credit and Qualifications Framework (SCQF) which itself has 12 levels (each with a general descriptor) and which use a common credit unit. The SCQF is managed by a separate organisation (The SCQF Partnership) of which QAA is one of 5 partner owners.

As in the rest of the UK, the FHEQ for Scotland is part of a wider set of reference points designed for use by higher education institutions in their assurance of the quality and standards of higher education provision and awards.

4. WHAT IS THE STAGE OF DEVELOPMENT OF THE NQF WEB SITE?

4.1 ALBANIA

The Albanian web site is under construction.

4.2 ANDORRA

Andorra says that when the first design structure will be presented to the stakeholders the NQF will be set at the web page of the Ministry:

www.ensenyamentsuperior.ad

4.3 ARMENIA

No report submitted.

4.4 AUSTRIA

Austria regularly updates the information that the Ministry provides about EQF/NQF on the web site (it is only in German):

<http://www.bmwf.gv.at/submenu/wissenschaft/national/nqr/>

For general education and VET:

http://www.bmukk.gv.at/europa/bildung/nqr/nationaler_qualifikationsrah.xml

4.5 AZERBAIJAN

No report submitted.

4.6.1 BELGIUM (FLEMISH COMMUNITY)

No information.

4.6.2 BELGIUM (FRENCH COMMUNITY)

No report submitted.

4.7 BOSNIA AND HERZEGOVINA

The web site will be established within ENIC/NARIC centre and it is expected by 2010.

4.8 BULGARIA

The Bulgarian web site is under construction.

4.9 CROATIA

The web site will be launched in September 2008, the address is:

<http://hko.vlada.hr>

4.10 CYPRUS

No report submitted.

4.11 CZECH REPUBLIC

The Bologna web site, established under the project of Bologna Experts (previous Bologna Promoters), is used to provide information on the developments under NQF action line as well (it's in Czech and English). It is under construction, and it's planned to be better structured in the part providing information on NQF during the autumn. See

www.bologna.msmt.cz

4.12 DENMARK

The Danish national web sites have been updated, and information on the QF and the NQF can be found in Danish at:

www.ciriusonline.dk/kvalifikationsrammer

and in English at:

www.ciriusonline.dk/qf

4.13 ESTONIA

Estonia has not yet decided how to do the web site. Estonia is discussing whether incorporate this information into the web pages that are meant for the foreign students or to design something separately.

4.14 FINLAND

No report submitted.

4.15 FRANCE

A web site has been set : www.cncp.gouv.fr

4.16 GEORGIA

The new draft on NQF for HE is published on the MoES web site: www.mes.gov.ge

4.17 GERMANY

No report submitted.

4.18 GREECE

No report submitted.

4.19 HOLY SEE

No report submitted.

4.20 HUNGARY

No report submitted.

4.21 ICELAND

There are no plans to set up a separate website for the INQF but it will be structured into the web site of the Ministry of Education, Science and Culture. A website that shows full structure of the Icelandic education system is planned for 2010, including the INQF for higher education. The reports concerning the NQF are all available online at:

<http://www.menntamalaraduneyti.is/>

4.22 IRELAND

<http://www.nfq.ie/nfq/en/>

4.23 ITALY

At the moment the draft of NQF prepared by CIMEA and by the ministerial working group is only for internal use. The web site will be set up within 2010.

4.24 LATVIA

Latvia has plans to introduce a national web site on qualification frameworks and the National QF in 2009.

4.25 LIECHTENSTEIN

Web address: <http://www.sa.llv.li>

4.26 LITHUANIA

There is the web site of the project (in Lithuanian and English):

<http://www.lnks.lt>

Further development of web site for this project will be related to the Qualifications Authority and National Register for Qualifications.

4.27 LUXEMBOURG

No report submitted.

4.28 MALTA

The National Coordination Point for both the Malta Qualifications Framework and the Bologna Implementation is the Malta Qualifications Council 16/18 Tower Promenade, St Lucia MALTA

SLC 1019 www.mqc.gov.mt MQC is based within the Ministry of Education, Culture, Youth and Sport. No specific information about the web side.

4.29 MOLDOVA

No report submitted.

4.30 MONTENEGRO

No information.

4.31 NETHERLANDS

No information.

4.32 NORWAY

No information.

4.33 POLAND

As to the website: at the next Working Group meeting (Sept. 29th) the project of the website will be discussed.

4.34 PORTUGAL

No report submitted.

4.35 ROMANIA

Romania will send the link for the ACPART web site.

4.36 RUSSIAN FEDERATION

No information.

4.37 SERBIA

No report submitted.

4.38 SLOVAK REPUBLIC

No report submitted.

4.39 SLOVENIA

No information.

4.40 SPAIN

The Spanish web site is not foreseen yet.

4.41 SWEDEN

No information.

4.42 SWITZERLAND

Switzerland has a web site:

<http://www.crus.ch/die-crus/analysiert-evaluiert/qualifications-framework-nqfch-hs.html?L=2>

4.43 “THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”

“The Former Yugoslav Republic of Macedonia” gave the website of the Ministry of Education and Science:

<http://www.mon.gov.mk>

4.44 TURKEY

Turkey is working on the development of the web site.

4.45 UKRAINE

No report submitted.

4.46 UNITED KINGDOM

The web site is:

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

and

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/2001/default.asp>

5. ISSUES AND SUGGESTIONS

This part of the report lists only the 9 countries that have replied to this specific question. For each country, the internal numbering is that of the preceding paragraphs.

5.2 ANDORRA

In one hand the small dimension of the country with one university who have only 20 qualifications, helps to define a NQF in less time than other countries.

In the other hand to establish a NQF that could include the comparability dimension with the others countries NQF in order to set the NQF as a recognition tool it is very complicate.

We need to design the NQF as a tool not as a close framework, in order to give the possibility to relay future qualifications in the national level compatible to the transnational recognition purpose.

5.4 AUSTRIA

Future challenges: the basic question of the national framework being static or dynamic, and if the formal process of creating such a framework should be addressed by a law or a simple recommendation. Another big challenge is to classify qualifications into the different NQF levels. In Austria there are several types of schools, several types of VET qualifications, etc. – but only eight levels in the NQF. From those eight levels, levels six to eight are already reserved for the universities, so only five levels are left for other qualifications. Level 6 NQF is reserved for university bachelor's degrees, level 7 for university master's degrees, and level 8 for the doctoral degree. For example, the VET sector wants to see its master craftsman degree also in level 6, which is unthinkable for the university sector. The VET sector argues that a master craftsman degree is equivalent to a bachelor's degree, but not congeneric to a university master's degree.

5.8 BULGARIA

- Potential Problems with the implementation of the NQF:

- As the orientation on learning outcomes entails a fundamental change of perspectives, the curriculum design requires an essential rethinking of people responsible for the design of the curricula;
- The description of learning outcomes is a difficult and challenging task for the HEIs;
- The implementation of a learning outcomes based design of curricula requires adequate pedagogical and didactical concepts;
- The relation between expected learning outcomes and the current approach used for teaching and learning has to be taken into consideration;
- The implementation of the learning outcomes approach into the general training courses, e. g. Mathematics, Physics, etc., due to their non-profiled context, is very difficult and needs time, because the higher education graduates in different fields of science need different level of knowledge, skills and competences in them;
- There is a need to align the elements of entry and outcome requirements at the level of the specific study programs, in other words, to clarify the paths leading to the actual learning outcomes;
- Components of competences related to knowledge, ability, views, commitment, autonomy and responsibility as well as references to key competences can be confusingly merged;
- The learning outcomes' descriptions may not be systematic or to do not follow clearly enough the triad differentiation: knowledge, application of knowledge, professional and individual attitudes;

- Information on issues where sharing of experience within the Bologna Process may be of use:

- BG would like to learn more concerning the Sectoral QF within national and international context;
- BG is interesting in the experience of other countries, which have already have NQFs in compliance with the EQF, as well as in examples of good practices in self certification at higher education institutional level.
- Ongoing consultations, regular meetings, research studies, public discussions, liaison with relevant authorities and decision-making bodies.

5.9 CROATIA

Croatia thinks that the most difficult part in CROQF development will be:

- the development of a system of validation of non-formal and informal learning, and

- self-certification and a good Quality Management system.

Experiences from other countries would help a lot.

5.13 ESTONIA

As concerns the web site, Estonia is discussing whether incorporate this information into the web pages that are meant for the foreign students or to design something separately.

5.15 France

2002 has introduced 3 important elements in the field of qualification:

- the creation of the new NQF (the RNCP) where all our national HE qualifications should be registered,
- the creation of the new validation system, the Validation of Experiential Learning (in French, la Validation des Acquis de l'Expérience, VAE). Like all the other qualifications, the HE qualifications can be got through VAE,
- the implementation of the three cycles scheme in HEA.

These 3 elements require from the HE institutions a new approach of their qualifications in terms of learning outcomes, what is quite a big challenge. This work is ongoing but it is obviously more difficult for the teachers teams in charge of disciplines such as literature or philosophy, not because they do not suppose the achievement of LO but because the LO are more transversal and general, and therefore more difficult to identify. But this work can also be seen like an opportunity to review the curricula, to strengthen the professional aspects of the qualifications and raise their quality.

5.19 Holy See

Major challenges:

Our major challenge are our scarce (personal) resources which is, on the other hand an advantage, as the same (few) people are co-involved in all projects and developments of Higher Education. Our greatest advantage is the simplicity of our Systeme with 3 major fields of Study (Philosophy. Theology, Canon Law) and its unified standards and formats of the respective curricula which all lead to the same types of degrees and qualifications worldwide. (most of them correspond also to regulated Church-professions which are also the same in all the world). In addition to this it has to be mentioned that the time to make decisions and to implement them can be very short and “un-bureaucratic”.

Another big advantage is the long academic tradition and the fact tat the principles of “learning outcomes”, general level descriptors ecc. are already present in the Apostolic Constitution “Sapientia christiana” (1979) and build on a much longer tradition (in some elements – for example some learning outcomes, or qualifications – dating back to the middle ages, as it was crucial to assure full mobility already at that time: for example a “Licentiatus” or “Doctor” of that time had to have obtained the qualification and permission to teach his subject in all academic institutions existing at that time in Europe).

5.23 ITALY

At present, the main issue in the NQF debate is the necessity to widen the scope of the Framework and to share the progress made with all interested actors. The main challenge Italy facing is to

systematize the complex HE educational offer, under the coordination of the Ministry of Education, University and Research, while also taking into accounts the inputs of other Ministries, like the Ministry of Labour, Social Security and Health Policies, the Ministry for Public Administration and Innovation and, further on, of the Regional administrations. The NQF has to include both the main academic degrees, like the *Laurea* and *Laurea Magistrale*, and the more sectorial and specialized ones, like, as an example, the qualifications of the Military Academies. Moreover, in order to fulfil its function, the Framework must be known and shared within the systems to which it is addressed, that is the system of education and training, the labour market, the regulated professions, the trade unions and the public administration.

5.26 LITHUANIA

Lithuania notes some challenges in the implementation of the National Qualifications Framework and the European Qualifications Framework:

- It is the problem of harmonizing the vocational education and higher education qualifications that has proven the most acute in the process of designing the Lithuanian National Qualifications Framework. Describing the qualifications acquired in the process of vocational education leads itself to a much simpler indication and definition of the functional, cognitive and general competences.
- Estimating the preparedness of the education system to the implementation of the National Qualifications Framework related to the European Qualifications Framework.
- The attitude of the employers and their position towards the National Qualifications Framework and the European Qualifications Framework can also pose difficulties in their implementation.
- There is a lack of attention to and interest in the National Qualifications Framework and the European Qualifications Framework from the side of policy designers and makers.
- Other important challenges are related to the necessity to implement and develop the system of assessment and certification of the informally and non-formally acquired competences and qualifications, as well as to ensure the coherence between the National Qualifications Framework and the sectors qualifications frameworks.

5.30 MONTENEGRO

- **Issue:** the biggest dilemma that occurred is how to determine degree of undergraduate studies that used to be awarded at the University of Montenegro.

- **Suggestions proposed:** put clear distinction between former and present postgraduate Master studies through the title of the issued diploma. It could be done by naming the present postgraduate Master studies diploma MASTER, which is the case in some of the neighbouring countries. Next, holders of these MASTER diplomas should be given the same level in the National Qualification Framework as the level of the diploma holders with the title GRADUATED, since there are enough facts to support this idea. After that, an additional sub-level could be formed within the level 8, where the “old” master diploma holders should be placed, due to the fact that these holders are, when they enrol to doctoral studies, treated as if they have already completed the first year of the PhD studies. In order to realize this idea, the big problem represent BACHELOR diplomas issued at the Faculty of Economy, after completing four-year studies.

All in all, it is practically impossible to find a solution that would be completely fair to all diploma holders. It is obvious that, in any of the options chosen, there will be certain number of university diploma holders who are not satisfied, and that is most probably going to be one of the crucial arguments in the process of defining the form of national qualification framework in Montenegro.

5.33 POLAND

Challenging issues:

- the acceptance (at least understanding) of PQF by its stakeholders (mainly the academic environment, but also the employers);
- projecting study programs on the base of learning outcomes;
- evaluating them (accreditation) on the same basis.

5.42 Switzerland

There are a number of challenges with respect to adopting and implementing the Swiss NQF:

- All types of HEIs (universities, universities of applied sciences, universities of teacher education) offer bachelor and master programmes. On the one hand, these programmes are all situated at first or second cycle level, respectively. On the other hand, there is still some confusion about the extent to which programmes should be distinguished according to the type of institution offering them.
- A major challenge concerns the rationalisation of the NQF. Institutions are only at the beginning of designing and presenting their study programmes according to learning outcomes to be achieved by learners. Only when this process is more advanced will it be possible to truly apply and use the NQF in recognition, accreditation and quality assurance.
- In the long run, it is planned that the NQF form part of a larger framework encompassing all levels of education. At this time, it is not clear how this can and will be achieved. A further unresolved issue in this context concerns the relevant supra-national reference framework (EU's EQF for life long learning or the QF-EHEA of the Bologna process).