

# QF-EHEA after 7 years

as viewed from higher education institutions

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# General reactions

- HEIs welcomed the QF-EHEA when it was launched
- HEIs have contributed to the development of NFAQs
- HEIs have extended learning outcomes approach into disciplinary "frameworks" e.g. in Tuning projects
- As in so many areas implementation is varied
  - In some countries the institutions emphasise learning outcomes as a aspect of changing pedagogical practice
  - Elsewhere the emphasis is on supporting mobility
- QF has promoted comparability of degrees, particularly welcomed by the newer forms of professionally oriented higher education
- Desire to see Bologna action lines integrated

# Current issues

- Innovation fatigue
- QFs can be used to help institutions (and individual academic staff) integrate various pressures
  - student-centred curriculum design
  - reform of teaching and assessment practice
  - engagement with employers and other external stakeholders
  - continuous quality enhancement
  - internationalisation
  - strengthening teaching/research nexus
- Incorporate QFs fully into Quality Assurance
  - MAP-ESG finding
- Cohesion with EQF-LLL, especially regulated professions
- From intended learning outcomes to assessed learning outcomes

# Quality assurance of qualifications frameworks

- NQFs are designed to be stable, not rigid
- Plan to review impact of NQFs *soon* after initial implementation
- Promotion of NQFs to general public is important to build student demand and employer demand (for framework concepts, particularly learning outcomes) which in turn stimulates the institutions to take QF seriously as a core

# Further effects of NFQs on public policy outside of HE institutions

- statistics
- public appointments
- planning (and funding?)
- mobility and migration