



 Federal Ministry
Republic of Austria
Education, Science
and Research



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



NATIONAL CENTER FOR EDUCATIONAL
QUALITY ENHANCEMENT

Qualifications Frameworks for trust, transparency and diversity (**QUATRA – TPG A**)

Implementation of Country Action Plans for TPG A 2022-2024

Meeting «Activities of Thematic Peer Group A: Reflections and Further Steps»
on 18.09.2024 in Riga



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the European Union

24 Country Action Plans by September 2023

Albania	Bulgaria	Germany	Malta
Andorra	Croatia	Greece	The Netherlands
Armenia	Cyprus	Hungary	Poland
Austria	Czech Republic	Italy	Romania
Azerbaijan	Estonia	Kazakhstan	San Marino
Belgium – Flanders	Georgia	Latvia	United Kingdom – Scotland

Thematic directions selected by TPG A countries

- A. **self-certification** of the national qualification frameworks to the overarching QF-EHEA
- B. implementation of the **ECTS User's Guide**
- C. **short-cycle** higher education
- D. **multiple purposes** and use of the qualifications frameworks by the stakeholders
- E. study programmes **outside of the Bologna three-cycle structure**
- F. relationship between the qualifications frameworks and **quality assurance**
- G. **micro-credentials**
- H. **learning outcomes**
- I. **databases, registers, digitalisation**

	A. self- certification	B. ECTS User's Guide	C. short- cycle	D. multiple purposes	E. outside of the Bologna three- cycle structure	F. quality assurance	G. micro- credentials	H. learning out- comes	I. databases, registers, digitalisa- tion
AL		1				1	1	1	
AD	1						1		
AM	1			1	1				1
AT		1		1				1	
AZ	1		1						1
BE-FL			1						
BG		1					1		
HR	1					1	1		1
CY				1			1		
CZ	1			1		1	1		
EE							1	1	
GE	1	1				1			1
DE	1							1	
GR	1								

	A. self- certification	B. ECTS User's Guide	C. short- cycle	D. multiple purposes	E. outside of the Bologna three-cycle structure	F. quality assurance	G. micro- credentials	H. learning out- comes	I. databases, registers, digitalisa- tion
HU					1	1	1		1
IT		1	1				1		
KZ			1				1		
LV		1	1	1			1	1	
MT				1			1		1
NL		1					1		
MK									
PL	1		1				1		
RO	1	1				1			
SM		1				1			
GB-SCT							1		
Total:	10	9	6	6	2	7	15	5	6



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Georgia



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MINISTRY OF EDUCATION,
SCIENCE AND YOUTH OF GEORGIA

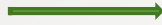
Implementation of Action Plan of Georgia 2022-2024

Ketevan Panchulidze
Head of Qualifications Development Unit
National Centre for Educational Quality Enhancement (NCEQE)

Activity

Status

1. Development of subject benchmark statements in the selected study fields



Completed: Around 60 subject benchmarks developed in line with the cluster accreditation plan of HE programs

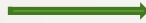
2. Introduction of the revised transparent methodology and streamlined procedures for including qualifications in NQF; revision of the study classify modification methodology



Completed

- Revised methodology approved
- Revised rule for updating study classify developed

3. Development and operationalization of the NQF digital registry



In progress

- Technical specifications developed with the Technical Support of EU
- Project launched, infrastructure is being developed by EMIS, will be operational in 2025

4. Conduct awareness raising activities for HEIs and other stakeholders on Bologna Process key commitments



Completed

- Survey and thematic analysis on Micro credentials
- 2023 PLA on Self-certification
- Regular meetings with HEIs

5. Planning of self-certification process



Completed

- PLA conducted in Tbilisi, Georgia coordinated WG on Self-certification, participated in development of recommendations
- Working Group established and detailed workplan approved



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Qualifications Frameworks for trust, transparency and diversity (**QUATRA – TPG A**)

Kazakhstan



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Министерство науки
и высшего образования
Республики Казахстан



ЖОҒАРЫ БІЛІМ БЕРУДІ ДАМУ
ҰЛТТЫҚ ОРТАЛЫҒЫ
HIGHER EDUCATION
DEVELOPMENT NATIONAL CENTER

Kazakhstan Action plan for TPG A

Riga, 2024 y.



Introduction a short-cycle program in higher education

- Kazakhstan implements a three-level of higher and postgraduate education: **bachelor's - master's - doctoral studies.**
- **The national qualifications framework for higher education** was established and self-certified in 2020.
- **Applied bachelor's programmes** began in 2018.
- On 22 July of 2022, the project '**On the pilot implementation of the applied bachelor's degree programme (short cycle) at the level of higher education**' was launched.
- There are 7 universities participating in the project.
The duration of post-secondary studies is **3 years (180 credits)** and **2 years (120 credits)** for those who have graduated from the TVET system.

The results will be summarised next year.

Micro-Credentials as a Form of Additional Education

Within the framework of this task the materials of the European project MICROBOL were studied:

1. *'A European approach to micro-credentials. Output of the micro-credentials higher education consultation group'*
2. *'European project MICROBOL Micro-credentials linked to the Bologna Key Commitments'*
3. *'Towards a European approach to micro-credentials: a study of practices and commonalities in offering micro-credentials in European higher education'.*

As a result, with the assistance of the German Society for International Cooperation (GIZ -Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH), **'Rules for the development and implementation of micro-credential programmes by educational organisations and the procedure for their recognition'** and recommendations were developed.



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Malta



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Malta Progress - TPG A – Progress Achieved 2024

Review and update of the referencing to the EQF of the levels of the NQF or of the national qualifications system:

- The Referencing Report has been updated in 2024 and published and disseminated. This is accessible on the MFHEA website and updates the developments in awards and micro-credentials and ECTS awarded for different levels of qualifications. Additionally, it strengthens the link between the Malta Qualifications Framework and Recognition of Prior learning and Validation (VINFL). All sections of the MFHEA promote the use of the Referencing Report to all stakeholders (other academic institutions, private enterprises, and government entities).
- https://mfhea.mt/wp-content/uploads/2024/04/RR_Final-Cover-Front-Back_R01_compressed.pdf

Malta Progress - TPG A – Progress in line with Commitments - 2024

Developing activities to bring the QF closer to learners, workers, and employers:

- The MFHEA participates in a variety of programmes including the university “Fresher’s Week”, Euro Day activities, the “I Choose” job fair, and other outreach programmes as requested.
- The MFHEA website is consistently updated and revamped; and project outcomes are shared with the relevant stakeholders – particularly regarding participation in ARAQUA the National Symposium was well attended and interest expressed led to a series of further training sessions on automatic recognition.
- MQRIC - as the Information Centre for the MQF (and EQF) extends training whenever requested and has a robust working relationship with the autonomous institutions.
- MQRIC also provides training to servizz.gov (153) agents assigned to the education team who answer the public questions posed (in person, by phone, or by chat) regarding the MQF and applications. In short, the Qualifications Framework is well adapted by public and private entities and used.

Malta Progress - TPG A – Progress in line with Commitments - 2024

Ensuring information on qualifications and their learning outcomes is accessible and transparent. Also, publishing this information by connecting national databases or registers of qualifications with Europass online platform (through the QDR):

- All levels of qualifications awarded by Maltese HEI's are available on the Malta Qualifications Database - <https://qualifications.mfhea.gov.mt/#/dashboard>
- The database contains learning outcomes, descriptions, ECTS, and level rating.
- Europass is currently administered by another entity, EUPA; MFHEA is researching further data input to the QDR
- To date there has been no progress on integration of the national register of qualifications in Malta to the QDR.

Malta Progress - TPG A – Progress in line with Commitments - 2024

Development of Microcredentials

- Microcredentials (Awards) are included in the Referencing Report 2024.
- All Microcredentials awarded by the non self-accrediting institutions are included in the Malta Qualifications database.
- University of Malta is offering a range of Microcredentials (Awards) – stand-alone awards and those which can be stacked (particularly the Faculty of Liberal Arts)
 - <https://www.um.edu.mt/courses/?courseMode=&keywords=&courseLevel=Short%20Course&entity=&courseStream=>
- Microcredentials in Malta are developed in line with all Bologna Key Commitments including Qualify Assurance



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United Kingdom – Scotland



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Scotland (UK) - Update

Launch of a Scottish Tertiary Education Network exploring Micro-credentials led by QAA Scotland as part of the national Enhancement Themes programme of work 2020-2023

Paul White

Lead: Transnational Opportunities, SCQF Partnership
September 2024



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scottish credit and
qualifications framework

Progress Update

2020 - 2023

Scottish Tertiary Education Network for Micro-credentials established, led by Quality Assurance Agency, Scotland (QAAS)



Chaired by a university representative



Produced a Glossary of terms (2022) and a Good Practice Guide (2023)

2023 onwards

Scottish Tertiary Education Network for Micro-credentials moving to next stage supported by Scottish Funding Council (SFC)



Co-chaired by a vocational college and a university representative



Will engage in a collaborative effort to co-develop a Micro-Credential Framework for Scotland (MCFS)

Publications



Scottish Tertiary Education Micro-Credentials Glossary

Introduction

A micro-credential is the record of assessed knowledge, skills and/or achievements within a focused area of outcome-based learning. It is normally the outcome of a small, discrete credit-bearing course.

Micro-credentials are increasingly gaining interest across Scottish colleges and universities (the tertiary sector), as well as across the UK and internationally. Micro-credentials can play a key role in upskilling and reskilling the workforce as well as providing recognition of short, focused areas of learning that can meet a range of learner, employer and employee needs.

During 2021-23, QAA Scotland is leading an Enhancement Themes project: [Understanding Micro-credentials and Small Qualifications in Scotland](#) as part of the wider [Resilient Learning Communities Enhancement Theme](#). To support the project, a Scottish Tertiary Education Network for Micro-Credentials has been established, bringing together universities, colleges, students and other stakeholders to provide a central point for discussion regarding sector understanding, development and delivery of micro-credentials and small qualifications (see also section 4 below).

During 2021-22, the Enhancement Themes project has highlighted a lack of consistency in the understanding and interpretation of micro-credential language and terminology. This mirrors the outcomes from the predecessor Collaborative Cluster project [Exploring the Potential of Micro-credentials and Digital Badging](#) undertaken in 2020-21. Desk-based research carried out for the current Enhancement Themes project identified a need for a clear and universal micro-credential language across stakeholders. This glossary of terminology in relation to micro-credentials and small qualifications addresses this identified need and represents one of the key outputs of the [Scottish Tertiary Education Network for Micro-Credentials](#). It is also intended that this Glossary will help in developing the portability of micro-credentials and small qualifications across the tertiary sector.

In arriving at the definitions/descriptions of the terms in this Glossary, a number of reference points have been used. In some cases, these have been adjusted to reflect the Scottish sector and also to reflect a tertiary education sector. In particular, considerable reference is made to the [Scottish Credit and Qualifications Framework \(SCQF\)](#) as the agreed qualifications framework for Scotland that spans the breadth of tertiary education.

This Glossary is intended to support institutions, staff, learners and other stakeholders in the development and/or delivery of micro-credentials. At the time of publication, there are additional documents which will support micro-credentials such as the [QAA Characteristics Statement for Micro-credentials](#), and it is expected that future guidance and references will emerge as the sector develops its approaches to micro-credentials. A contextual note and list of useful websites are provided at the end of the document.

Context

With an increasing interest in micro-credentials worldwide, there are a myriad of terms used within the field of micro-credentials. Various definitions are based on the context and broad



Good Practice Guide for Micro-credentials and Small Qualifications in Scotland

August 2023



<https://www.enhancementthemes.ac.uk/resilient-learning-communities/flexible-and-accessible-learning/understanding-micro-credentials-and-small-qualifications-in-scotland>



scottish credit and
qualifications framework



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Discussion in groups



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Questions for discussion

- What could be further **cooperation** in terms of qualifications frameworks in future?
- What could be **activities** regarding qualifications frameworks in future?
- What could be **relevant topics (content)** to be explored/discussed?