

Toward a National Qualifications Framework in Jordan (NQF-J) ANECA Study Visit 18 – 19 October 2018

***Session 1. The Spanish National
Qualifications Framework for Higher
Education: an introduction for the
Study visit's purposes.***

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Contents

- **The Higher Education context in Spain**
- Tools for quality evaluation
- The role played by QA agencies in the Spanish QF-HE
- Topics for an immediate future

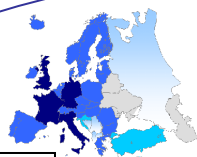


Objective: To harmonise the HE system with the European Higher Education System (EHEA)

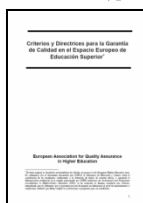
- ✓ Programmes in three levels: bachelor, master and doctorates
- ✓ Bigger autonomy and responsibility of the HEIs:
 - Deployment of their academic offer in the 3 levels:
 - Proposal of programmes
 - Design of the new programmes
 - Bigger responsibility of quality of the academic offer of HEIs:
 - Setting up quality assurance procedures (internal/external)
- ✓ Evaluation/accreditation system:
 - To ensure quality and improve the information provided to society on the academic offer of HEIs



Impact of the European context



Espacio Europeo
de Educación
Superior



- Criterios y Directrices para la garantía de calidad en el EEES



Spanish new legal framework



- Ley orgánica de universidades (2001) y su Modificación (abril 2007).
- Real Decreto 1044/2003, 1 Agosto, **Suplemento Europeo al Título**
- Real Decreto 1261/2005, 5 Septiembre, **Sistema Europeo de Créditos**
- Decreto 900/2007, julio, **Comité para la Definición del MECES**
- Real Decreto 1393/2007, 29 Octubre, **Nueva Ordenación de Enseñanzas**
- Real Decreto 1509/2008, 12 de septiembre, **Registro (RUCT)**

Legislative changes

A big change and challenge for the university system



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- ✓ Ex - ante evaluation procedure for official programmes (bachelor, master and Doctorate):
- ✓ Guidelines to support HEIs in the design of the programme proposal to apply for the ex – ante accreditation (verification) (**bachelor, master and doctorate**)



- ✓ Evaluation committees.
- ✓ Benchmarks used in the ex – ante programme accreditation of bachelors and masters (2008-2009). [The ANECA White Papers](#)
- ✓ Benchmarks used in the ex – ante programme accreditation of bachelors and masters (2009-2011). Before the MECES was approved.



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Objectives.-



- To give formal coherence to the change of methodological paradigm on teaching & learning.
- Inform society:
 - To students about the learning requirements on each level;
 - To the employers about the competences of the graduated employees.
- It favours international mobility and recognition on both short period of study and diplomas
- The use of learning outcomes to describe the qualification levels will favour the recognition of the training beyond the HEIs.



Descriptors and certification.-

- The level of the QF are independent of the knowledge and have to be defined by means of generic descriptors based on learning outcomes.
- It does not avoid of the definition of a set of much detailed sectoral or discipline-oriented descriptors, such as in engineering. But they have to be aligned and be compatible with the general ones.
- A QF is meaningful when its levels are certified by a national body agreed by all the parties involved.
- Furthermore, there is an implicit certification/recognition of its levels at the international level.

The role played by QA agencies in the Spanish QFHE



A QF is a tool to achieved both **comparability and transparency** in a regional context, favoring student in a large scale

- A QF has to be designed in order to **stimulate la student and faculty** as well as to improve **employability**
- A QF has to contribute to help universities to design programmes **learning outcomes-based** enhancing the reccognition of both qualifications and prior learning
- **There is a need to identify the international point of reference for our national QA!**

The role played by QA agencies in the Spanish QFHE



- The QF has to be linked to the particular QA system in force at the national level.
- There should be a direct correspondence between the existing accreditation model and the descriptors defining the basis of the different levels/cycles of HE
- It has to contribute to the updating and rethinking of the QA standards on a cyclical basis.
- To think solutions to contribute to the improvement of the QA of Lifelong learning and the quality of training in non-formal (off-university) contexts



The accreditation has to be learning outcomes-based

- Intended learning outcomes
 - LO Generic (~Dublin descriptors)
 - LO specific of a particular discipline
 - HEI-oriented
- Achieved learning outcomes
 - Student assessment methodology
 - Assessment of the real workload of the student





- Usefulness of MECES after 2011
 - Tool for “continuous use” not only linked to programme design
 - Important role of the follow-up procedures in the implementation of a programme
 - A crucial tool for accreditation agencies
 - To help in introducing changes in the design of programmes
 - Even in the implementation of the programme
 - To favour the transition between *intended learning outcomes* in the design to *achieved learning outcomes* in the implementation and renewal of accreditation





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Topics for an immediate future

- ✓ Conceptual change for HEIs towards the learning outcomes approach
- ✓ Rethinking of accreditation oriented to learning outcomes and aligned to the NQF, versus the previous one based on a model of input/processes/outputs.
- ✓ Need to redifined the role of the regional/international agencies with the national ones concerning the role played by the discipline *labels*. A "*clash*" or *pacific coexistence*?

Topics for an immediate future

- ✓ Need to strengthen the mechanisms at the HEI and QA agencies level to define practices to improve the approach on accreditation of learning outcomes especially in the *assessment practices*.
- ✓ To set up means of collaboration between the national QA bodies and the international accreditation discipline-oriented organisations
- ✓ To explore ways of collaboration at this level within the framework of international funded projects (i.e. Erasmus + call for proposal), UNESCO, OECD

Topics for an immediate future

How the way to implement the NQF among the universities (and stakeholders) should be?

The universities should agree on that in consultation with the relevant stakeholders

How should be redefined the accreditation process at the national level?

The decision cannot be only at the level of the accreditation body. There is a need to negotiate and reach agreements with the stakeholders in order to create a flexible system

One of the crucial issues is to avoid creating a HE system where any HEI can desing any kind of programme without thinking at the national “academic offer’s landscape”: the national interest for both students and society

Thank you very much

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