Education 2030

The links between qualifications frameworks, quality assurance and recognition

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Education 2030

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Education 2030, cont’d

• Equitable access, including for the vulnerable
• Quality education and training
• Relevant and effective learning outcomes
• Skills for employment, decent work and entrepreneurship
• Knowledge and skills for sustainable development, including global citizenship and cultural diversity
Promoting policy linkages

• Qualifications frameworks, quality assurance and recognition
  – separate areas of public policy
  – critical to employability and mobility
  – often developed and implemented in isolation

• How can we achieve better mobility and employability outcomes using Education 2030 as a catalyst?
Possible Education 2030 links

- Qualifications frameworks deliver relevant learning outcomes (4.1, 4.3) and skills (4.4)
- Quality assurance (4.1, 4.3) increases the chance of access through recognition (4.3) and acceptance of relevant skills (4.4) for employment and further study
- Equal access requires strong, transparent, non-discriminatory and outcomes-based processes for recognition (4.3)
Quality assurance

• Maintain and enhance minimum standards
• Usually through registration and/or accreditation of institutions and qualifications
• Includes self-evaluation and external review
• Recognition is challenged by increasing diversity and the ability to effectively quality assure in this context
• Qualifications frameworks can manage diversity, but only deliver trusted outcomes if quality assured
Qualifications frameworks

• Promote relevancy, consistency, transparency, portability in qualifications
  – Levels and learning outcomes
  – Knowledge, skills and competencies
  – Registers of qualifications and/or awarding bodies

• Lifelong learning
  – Validation of formal, non-formal and informal learning
  – Pathways
Countries with NQFs or developing NQFs
Recognition

• Recognition assesses if a qualification meets a specific benchmark for a specific purpose (study, research, general employment, regulated employment and migration)
• Benchmarks include qualifications frameworks, national qualifications, occupational standards, licensing requirements
• Substantial differences are not duration, qualification titles or modes of study
• Substantial difference are quality and learning outcomes
Recognition, cont’d

The Toolkit for the Recognition of Foreign Qualifications: A Reference for Asia-Pacific Practitioners articulates the following principles for assessing foreign qualifications:

- **Transparency** - points of comparison should be clear and flexible, and focus on the quality of the qualification
- **Coherency** - decisions should be based on a qualifications framework and learning outcomes
- **Reliability** - use appropriate recognition tools, databases for quality and provide consistent and timely decisions
Tools and developments

- UNESCO NQF Guidelines
- UNESCO World Reference Levels
- UNESCO Global Convention
- APEC Integrated Referencing Framework for Skills Recognition and Mobility
- ASEAN Qualifications Reference Framework
- Bilateral and regional referencing of qualifications frameworks
Employability

• Recognition conventions cover recognition for academic and employment purposes
• Qualifications frameworks deliver general skills for employment, entrepreneurship and lifelong learning
• Quality assurance generates confidence in learning outcomes and ability to do a job
Enhancing connections

• Can ratification of UNESCO conventions raise the profile of recognition and its separate role to quality assurance and qualifications frameworks?
• Does referencing support more efficient recognition and mobility? Could it do this better?
• What international developments in quality assurance would deliver trust for recognition?
• How can we best establish the comparability of quality assurance for recognition and mobility?