

**ALIGN**

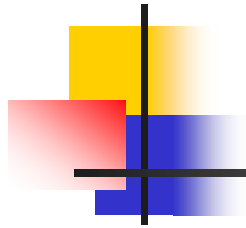
ACHIEVING AND CHECKING THE ALIGNMENT BETWEEN ACADEMIC PROGRAMMES AND  
QUALIFICATION FRAMEWORKS



Национальный центр  
общественно-профессиональной  
аккредитации

# Implementation of NQF to improve quality assurance procedures

Moscow  
14 November, 2015



**QF**  
**National QF,**  
**self-certified**  
**against**  
**the**  
**QF-EHEA**

**Ensuring that the standards are met in the**  
**qualifications awarded**  
**Quality of the learning opportunities available to the**  
**students enabling them to achieve their qualifications**  
**Quality enhancement: improving the quality of the**  
**learning opportunities**  
**HE providers have the responsibility to produce**  
**appropriate information**

**IQA**  
**EQA. External reviews in compliance with the ESG,**  
**EQAR**

**Curriculum; LO aligned to the relevant**  
**descriptors in the NQF;**  
**The learning opportunities embedding ed**  
**for democratic society,**  
**Ed for employability, ed for sustainability,**  
**professional ed**  
**The curriculum inclusive HE, equality and**  
**diversity inclusive LLL**

**RECOGNITION**

**Recognition of foreign diplomas,**  
**Degrees and periods of study**  
**(certified learning)**

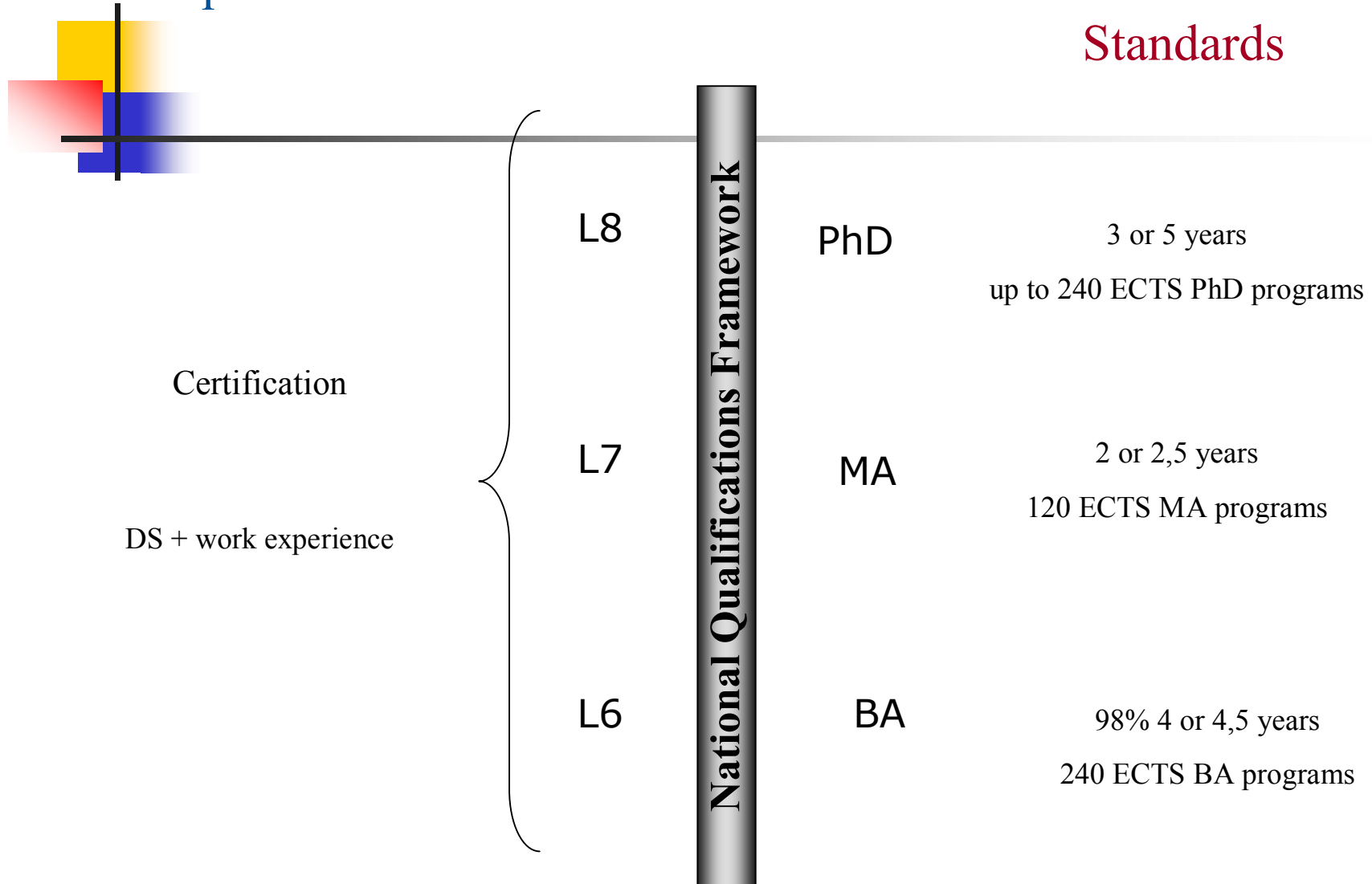
**Recognition of prior learning including**  
**informal and non-formal learning**

**TRANSPARENCY.**  
**Quality information**  
**Programme specifications**

**DS**  
**ECTS**  
**Quality review reports**

## Occupational Standards

## Federal State Educational Standards



# OS vs FSES

Occupational Standard	NQF (7 <sup>th</sup> level)	Federal State Educational Standards of HE
<p>OS is a descriptor of the qualification an individual should achieve while carrying out specified kind of professional performance</p>	<p><b>Competence:</b> defines strategy, manages processes and activities (including innovative ones), makes decisions on the level of institutional structures and their subdivisions. Assumes responsibility for the performance results of organizations or subdivisions making constituent parts of large-scale institutional structures.</p>	<p><b>FSES</b> is a set of coordinated state educational standards and requirements binding for all state accredited educational programs of primary, basic general, secondary, secondary vocational education and higher education</p>
<p><b>Type of professional activities</b> is a set of general labor functions, characterized by similar results and working conditions</p>	<p><b>Skills:</b> capable of achieving development goals in the field of vocational activity by employing new methods and approaches including innovative ones. Development of new methods, approaches and technologies.</p>	<p><b>Types of professional activities</b> in HE can be research, project, teaching, organizational, management, etc.</p>
<p><b>General labor functions (GLF), labor functions (LF)</b></p>	<p><b>Knowledge:</b> possesses deep understanding of methodological grounds of professional activity. Capable of creating new applied knowledge in a certain field or at the interfaces of different fields. Capable of selecting sources and searching for information necessary for further development of his/her professional activity and/or company.</p>	<p><b>Professional tasks</b></p>
<p><b>Qualification requirements</b> for the chosen labor functions</p>		<p><b>General cultural competences</b>  <b>General professional competences</b>  <b>Professional competences</b> specific for each kind of activity</p>

# Master in Personnel Management

Occupational Standard	NQF (7 <sup>th</sup> level)	Federal State Educational Standards of HE
<p data-bbox="383 384 763 456"><b>HEAD OF PERSONNEL DEPARTMENT</b></p> <p data-bbox="306 512 663 584"><b>General labor function:</b> Personnel resources support</p> <p data-bbox="306 632 840 1038"><b>Labor functions are:</b> - to collect information on organization's needs in personnel, to select, and to recruit staff; - to design, maintain and store information about prospective candidates for the job position; -to interact with state authorities and other organizations regarding recruitment;</p>	<p data-bbox="875 384 1406 791"><b>Competence:</b> defines strategy, manages processes and activities (including innovative ones), makes decisions on the level of institutional structures and their subdivisions. Assumes responsibility for the performance results of organizations or subdivisions making constituent parts of large-scale institutional structures.</p> <p data-bbox="875 807 1406 1094"><b>Skills:</b> capable of achieving development goals in the field of vocational activity by employing new methods and approaches including innovative ones. Development of new methods, approaches and technologies.</p> <p data-bbox="875 1102 1406 1509"><b>Knowledge:</b> possesses deep understanding of methodological grounds of professional activity. Capable of creating new applied knowledge in a certain field or at the interfaces of different fields. Capable of selecting sources and searching for information necessary for further development of his/her professional activity and/or company.</p>	<p data-bbox="1458 384 1977 416"><b>PROFESSIONAL COMPETENCES:</b></p> <p data-bbox="1447 432 1977 719">-to develop philosophy and the concept for human resource management, to develop policy for human resource and social policy; to develop strategy of personnel management in line with the strategic plans of the organization (PC-1)</p> <p data-bbox="1447 735 1977 983">-the ability to assess human resources, intellectual capital, staff and the organization as a whole, to determine the strategic line and to formulate objectives for the development of personnel management (PC-2);</p> <p data-bbox="1447 999 1977 1158">-ability to develop and implement policies aimed at attracting, recruiting and selection of competitive staff (PC-3)</p>



# A Guideline for a Guideline

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## **Standards:**

- 1 (a) An outcome standard is set: The minimum intended study programme learning outcomes must be consistent with any relevant subject/field standards and any National Qualifications Framework or the Dublin Descriptors.
- 1 (b) An entry standard is set: The prerequisite learning for participation in the study programme and any other assumptions relating to the study programme's prospective learners must be made explicit.
2. **Learning:** a study programme is a process which enables prospective learners to attain specified minimum intended study programme learning outcomes reliably and efficiently in terms of learner effort via:
  - 2 (a) study environment
  - 2 (b) mode of learning
  - 2 (c) staff support
  - 2 (d) workload
  - 2 (e) resources
  
  - 2 (f) assessment

## *ESG: NQF is a part of the EQA process*

NCPA standard	Criteria description	HEI evidence
<p><b>Standard 1: Policy for quality assurance</b> ‘...Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders’</p>	<ul style="list-style-type: none"><li>■ Involvement of all stakeholders (administration and teaching staff, students, employers) in determining the mission, strategic vision of the educational programme, <u>and developing a key competence model of a graduate</u></li></ul>	<ul style="list-style-type: none"><li>■ Which mechanisms are used to involve internal and external stakeholders in the development of policy for quality assurance?</li></ul>



## *ESG: NQF is a part of the EQA process*

<b>NCPA standard</b>	<b>Criteria description</b>	<b>HEI evidence</b>
<p><b>Standard 2: Design and approval of programs</b></p> <p>‘...The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the NQF...’</p>	<ul style="list-style-type: none"> <li>■ The iPLOs are based on the requirements made by the relevant professional community members</li> <li>■ Correspondence of iPLOs with the descriptors of Bachelor/Master level in the NQF</li> </ul>	<ul style="list-style-type: none"> <li>■ Which mechanisms are used to involve students and employers in the procedure for the development and approval of the programmes?</li> <li>■ How is the compliance of awarded qualification with the certain level of the NQF/EQF confirmed?</li> <li>■ How are the places for internships selected?</li> <li>■ Which reporting procedures are implemented following the results of an internship?</li> </ul>





## *ESG: NQF is a part of the EQA process*

NCPA standard	Criteria description	HEI evidence
<p><b>Standard 4: Student admission, progression, recognition and certification</b></p>	<ul style="list-style-type: none"> <li>■ Specification of the knowledge, skills and competences at lower levels of the Framework and their inclusion in the study programme's prerequisites</li> <li>■ Use of the appropriate mechanisms ensuring that the students' receive the documents clearly stating the qualification awarded, learning outcomes achieved, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Are the admission rules and procedures for the educational programme publicly available?</li> <li>• Does the HEI have rules and procedures for students admission from other HEIs (the recognition and taking into account credits, obtained by students during academic mobility)?</li> <li>• How is the collection, monitoring and management of the information about students' academic career conducted?</li> <li>• Does the programme provide DS? Which data does this document contain?</li> <li>• How is the interaction between graduates and employers organized in order to enhance the programme quality?</li> </ul>

## *ESG: NQF is a part of the EQA process*

<b>NCPA standard</b>	<b>Criteria description</b>	<b>HEI evidence</b>
<p><b>Standard 6: Learning resources and student support</b></p> <p>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided</p>	<ul style="list-style-type: none"> <li>•Provision of the educational programme delivery for various groups of students (adults, employed, off-campus and foreign students and students with disabilities), including the use of distance learning technologies.</li> <li>•Maturity of social infrastructure, which provides availability of high quality education for students of various abilities and age.</li> <li>•Availability of the system of feedback from students for assessing the conditions and organization of the educational process.</li> <li>•Availability of the system for supporting and conducting regular consultations (group or individual) for students (information events, subject and cross-curriculum consultations, consulting hours, tutors' assistance, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>•Do material and technical facilities comply with the curriculum requirements?</li> <li>•Do students have the access to up-to-date library, information and electronic resources? How is the access organized?</li> <li>•Are the conditions for independent work provided?</li> <li>•Is the access to the programme provided for various groups of students (adults, employed, off-campus and foreign students and students with disabilities)?</li> <li>•How is the system for feedback from students for assessing the conditions and organization of the educational process developed?</li> <li>•How is the system for students support organized?</li> <li>•Which procedure is used for hiring support administrative staff? How is the compliance of their qualification with the needs of the educational programme confirmed?</li> </ul>

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# Thank you

# Questions?

Anna Tarasova  
[an.tarasova@ncpa.ru](mailto:an.tarasova@ncpa.ru)

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