NATIONAL QUALIFICATIONS FRAMEWORK IN SERBIA

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Legal status of NQF:
- adopted by the National Council for HE and Council for VET
- start of drafting the Law is foreseen for the 2\textsuperscript{nd} quarter of 2016

Stage of development:
- NQF WG is established
- level descriptors are defined
- types of qualifications are in levels

Role NQF plays:
- (initiating) outcomes-based qualifications, especially in HE
- adult education is included
- comparison tool
- will serve for recognition of international Qs
Institutions, actors, stakeholders

- **Lead institution:** Ministry of Education, Science and Technological Development
- **Platform to engage stakeholders:** through NQFS WG, SSCs, public discussion (round tables)
- **Role of social partners:**
  - 4 Sector Skill Councils are in preparation phase - ICT, Agriculture and food production, Forestry and wood processing, Tourism and services (within the IPA 08 project 4 SSCs are already piloted) – representatives of economy have a majority in each SSC
  - development of methodology for identifying Qs and sector profiles is on-going with EU experts
- **SSCs are responsible to:**
  - Review sector’s development – (un)employment, education, wages and incomes
  - Define needed Qs in the sector and analyse existing Qs - identify Qs that need to be updated or that are obsolete
  - Define Qs’ standards
  - Define the list of Qs that could be achieved through VNIFL system
NQF structure, outcomes in qualifications

- **Levels:**
  - 8 with 6 sublevels (8.1 sublevel is for communication purpose of the old Q)

- **Descriptors:**
  - for 8 levels - outcomes of knowledge, skills, attitudes and abilities

- **Links between HE and VET:**
  - one integral QF

- **Progress in developing outcomes-based qualifications:**
  - secondary VET ex pilot Qs (69) are outcome based

- **“Alignment” to EQF / QF EHEA:**
  - Self-certification / Referencing process will start at the 2nd quarter 2016
Permeability in NQFS
Examples of NQF descriptors

<table>
<thead>
<tr>
<th>level</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>ATTITUDES AND CAPABILITIES</th>
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<tbody>
<tr>
<td></td>
<td>A person with acquired qualification:</td>
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<td>II</td>
<td>has general and professional knowledge of the <strong>facts and the basic principles</strong> necessary for work and/or study</td>
<td>applies skills needed to <strong>perform less complex, predetermined</strong> operational activities; handles tools and machines with <strong>detailed technical guidelines</strong> using <strong>prescribed materials</strong> for work</td>
<td>performs tasks in accordance with <strong>defined</strong> technical and technological processes, with <strong>periodic supervision</strong>; is <strong>responsible</strong> for the implementation of the <strong>specified procedures</strong>, resources and organization of <strong>its own work</strong></td>
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<tr>
<td>V</td>
<td>has <strong>specialized</strong> professional knowledge required for work</td>
<td>applies the skills needed to perform <strong>complex, specific and mainly non-standard</strong> jobs that require participation in the <strong>creation of new solutions</strong>; operates with specialized equipment, machines and plants using <strong>different materials</strong></td>
<td>performs tasks with <strong>great autonomy in decision-making</strong>; organizes, controls and <strong>evaluates</strong> its own work and/or <strong>work of others</strong>, as well as trains other for work; takes responsibility for determining its own work methods, as well as operational work of others; improves work process and <strong>solves problems in unpredictable situations</strong></td>
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<td>VII</td>
<td>has an <strong>advanced academic or specialized expertise</strong> related to scientific theories, principles and processes including evaluation, <strong>critical understanding</strong> and application in the field of study and/or work</td>
<td><strong>solves complex problems in an innovative manner</strong> that contributes to the <strong>development in the field of study</strong> and/or work; manages and <strong>operate complex communication, interaction and collaboration with others</strong> from different social groups; applies complex methods, instruments and devices relevant to the field of study and/or work</td>
<td>takes over <strong>managerial tasks</strong> and works in entrepreneurial manner; <strong>leads the most complex projects independently and with full responsibility</strong>; plans and <strong>carries out scientific</strong> and/or applied research; controls the work and <strong>evaluates</strong> the results of the others in order to <strong>improve existing practices</strong></td>
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Achievements, challenges, what now?

- **Achievements:** Integrated NQFS; Public consultation process started

- **Challenges:** Involvement of stakeholders in the process and understanding relevance
  - to develop Q standards and revision of outcome based curricula for HE
  - to give responsibility to Sector Skills Councils for deciding on Qs for VET and HE

- **Principal obstacles to development:** Technical and political
  - establishment of *Agency for Qs* is planned for 2017 (until that time Qs development will be divided between 2 institutions – for VET and for HE)

- **Current priorities:**
  - institutional capacities and financial resources analysis is on-going
  - establishment and functioning of Sector Skills Councils
  - preparation for self-certification
Thank you for your attention!

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