



Qualification Framework in China: Background, Current Situation and the Way Forward

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1. Background

❖ Why Qualification Framework Matters

- ❖ a common qualification framework serving as a **translation device** and a **reference tool** between different qualifications systems and their levels
- ❖ to promote both **lifelong learning and equal opportunities** in the knowledge-based society
- ❖ to facilitate to the development and recognition of citizens' knowledge, skills and competence which are crucial for the development of individuals, competitiveness, **employment** and **social cohesion**

1. Background

❖ A jungle of qualifications

❖ A large amount of qualifications

- ❖ 618 vocational and professional qualifications awarded by central ministries and 1875 by local authorities

❖ The overlap of qualifications

- ❖ Lack of an overarching design and a meta-framework

❖ The functions of qualifications

- ❖ Misuse and misunderstanding
- ❖ The barrier to employment

1. Background

❖ A Global Practice

❖ Regional meta-framework

- ❖ European Qualification Framework for Lifelong Learning (EQF)
- ❖ Qualification Framework – European Higher Education Area (QF-EHEA)

❖ National

- ❖ England / Northern Ireland (QCF)
- ❖ Wales (CQFW)
- ❖ Scotland (SCQF)
- ❖ Ireland (NFQ IE)

1. Background

European Qualifications Framework (EQF)	Qualifications and Credit Framework England/Northern Ireland (QCF)	Credit and Qualifications Framework for Wales (CQFW)	Scottish Credit and Qualifications Framework (SCQF)	The National Framework of Qualifications for Ireland (NFQ IE)
8	8	8	12	10
7	7	7	11	9
6	6	6	10/9	8/7
5	5/4	5/4	8/7	6
4	3	3	6	5
3	2	2	5	4
2	1	1	4	3
1	E3	E3	3	2/1
	E2	E2	2	
	E1	E1	1	

1. Background

❖ Official Statement

National Plan for Medium and Long-term Education Reform and Development (2010-2020)

- ❖ Building a flexible and open lifelong education system
 - ❖ Horizontal and vertical connections between all kinds of education shall be promoted at all levels
 - ❖ A framework shall be constructed to make way for the accumulation and transfer of academic credits in further education, and for mutual recognition and connection between different types of learning outcomes
- ❖ Pilot measure of building lifelong education framework
 - ❖ Mechanisms shall be established to connect regular, vocational and continuing education in every region
 - ❖ A framework shall be brought about for **accrediting learning outcomes**, and a **“bank of credits”** shall be set up as well

2. Current Situation

❖ The triple initiatives

❖ The accreditation of learning outcomes

- ❖ The national program of research and practice on the accreditation, accumulation and transfer system for learning outcomes in further education (2012)

❖ The bank of credits

- ❖ The regional BOC for the development of learning cities and lifelong learning

❖ The professional qualifications framework

- ❖ The training program of excellent engineers (2011)

2. Current Situation

❖ Accreditation of Learning Outcomes

❖ The aim

- ❖ To meet the demand of integration of education 'market' and labor market
- ❖ To pave the way for the National Bank of Credits

❖ The scope

- ❖ Mainly in the field of further education and vocational education

❖ The technical path

- ❖ Learning outcome framework + standards

❖ The approach

- ❖ To set up a Consortium for mutual recognition of learning outcomes

2. Current Situation

❖ Bank of Credits (BOC)

❖ The Role of BOC

- ❖ The storage of academic credits transformed by various learning outcomes
- ❖ The transfer of different kinds of learning outcomes
- ❖ The provision of evidence when apply academic certificates, academic degrees and qualifications

❖ The Host of BOC

- ❖ Mainly to be established in 6 open universities (national, Beijing, Shanghai, Guangdong, Jiangsu and Yunnan)

2. Current Situation



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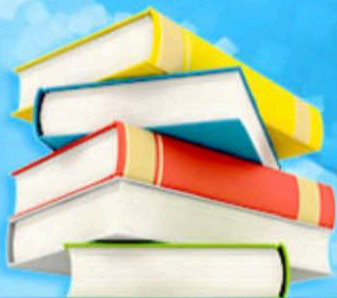
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2. Current Situation

Shanghai Academic Credit Transfer and Accumulation Bank for Lifelong Education

- ❖ The functions
 - ❖ Recognition of learning outcomes
 - ❖ recognition + accumulation + tracking + certificating
 - ❖ Transfer of learning outcomes
 - ❖ standard guidance + information + academic record + transfer platform
- ❖ The category
 - ❖ Academic education
 - ❖ Vocational education
 - ❖ Cultural and leisure education (community education and aging education)
- ❖ The learning profile
 - ❖ Bank account
 - ❖ Personal learning profile

2. Current Situation

- ❖ Shanghai Qualification Framework (SQF)
 - ❖ The research
 - ❖ International comparative study on the QFs
 - ❖ Survey and investigation of various stakeholders
 - ❖ The development
 - ❖ To develop the benchmarking system and general standards for SQF
 - ❖ To conduct pilot application in 1-2 sectors
 - ❖ To promote the full use in all sectors of Shanghai in 5 years

2. Current Situation

❖ The Training Program of Excellent Engineers

❖ The scope

- ❖ Targeted over 10% undergraduate students and 50% postgraduates students in engineer during 2010-2020

❖ The aim

- ❖ To explore the new mechanism to develop engineers in higher education institutions in collaboration with industries and enterprises

❖ The Focus

- ❖ To establish the general criteria and professional criteria

3. The Way Forward

- ❖ Some principles to develop QF
 - ❖ use an approach based on learning outcomes (such as knowledge, skills and competence) when defining and describing qualifications
 - ❖ promote the validation of non-formal and informal learning
 - ❖ help increase participation in lifelong learning and access to the labour market
 - ❖ promote and apply the principles of quality assurance in education and training

3. The Way Forward

- ❖ Some principles to develop QF
 - ❖ ensure to use a transparent methodology to reference different qualifications levels and to facilitate comparisons between them
 - ❖ provide access to information and guidance to stakeholders on how qualification framework works
 - ❖ promote the participation of all relevant stakeholders including, in accordance with national legislation and practice, higher education and vocational education and training institutions, social partners, sectors and experts on the comparison and use of qualification framework

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