



# ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

## Bologna Hub Peer Support II



Co-funded by  
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# ЕКСПЕРТИ ХМЕЛЬНИЦЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ



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<b>Досвід роботи</b>	<ul style="list-style-type: none"><li>• Координатор групи ECTS Pilot Group з історії (1989 – 1995)</li><li>• Консультант ECTS Європейської комісії (1996 – 2004)</li><li>• Голова команди експертів Болонського процесу Нідерландів (2004-2014)</li><li>• Член Команди експертів Болонського процесу Нідерландів (2015-)</li><li>• Співкоординатор ініціативи Tuning Educational Structures in the World (2001 -)</li><li>• Директор консорціуму / Президент Erasmus Mundus Joint Master Degree Euroculture (за участі 8 партнерів з країн ЄС та 4 країн-партнерів з-поза ЄС) (2005 -)</li><li>• Директор Департаменту історії (1985-1997)</li><li>• Керівник Департаменту політики Факультету мистецтв</li></ul>



**Проф . Шерон Флінн**

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<b>Досвід роботи</b>	<ul style="list-style-type: none"><li>• Національний координатор, NTUTORR, Thea (з 2022 року – зараз) Відповідальна за впровадження змін в ірландському секторі вищої технологічної освіти.</li><li>• Керівник проекту "Підвищення цифрового навчання та викладання", Асоціація університетів Ірландії (2019 – 2022) Відповідальна за успішне виконання проекту, реєстрацію та звітність щодо проектних дій та керівник мультиінституційної команди, що об'єднує сім університетів Асоціації університетів Ірландії.</li><li>• Заступник директора, Центр навчання та викладання, Ірландський національний університет (2006 – зараз). Розробка стратегічної політики в галузях навчання та викладання. Академічний розвиток для персоналу, який викладає в Ірландському національному університеті.</li></ul>

## Теми для дискусій

- ✓ РАМКИ КВАЛІФІКАЦІЙ Tuning - SALONEE;
- ✓ ІНТЕРНАЦІОНАЛІЗАЦІЯ ОСВІТНІХ ПРОГРАМ;
- ✓ СТРАТЕГІЯ ДИДЖИТАЛІЗАЦІЇ;
- ✓ МОДУЛЬНА РОЗРОБКА НАВЧАЛЬНОГО ПЛАНУ;
- ✓ МІКРОКВАЛІФІКАЦІЙНІ ПРОГРАМИ.



# Інформаційні листи від експертів



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Draft for

Consultation

## Guideline for integrating CALOHEE Reference Frameworks in Higher Education Quality Assurance Policies

### Table of content

#### 1. Introduction

The introduction offers the arguments for publishing this *Guideline for integrating CALOHEE Reference Frameworks in Higher Education Quality Assurance Policies*.

#### 2. European Standards and Guidelines for Quality Assurance (ESG)

This chapter introduces the ESG as an important means for internal and external quality assurance. It focusses on the relevance of the Why, How and What questions of quality assurance.

#### 3. CALOHEE Reference Frameworks

This part is the core of the Guideline. It introduces three types of reference frameworks. First the *CALOHEE General Qualifications Reference Frameworks* for the short, the first, second and third cycle, e.g. the levels 5-8 as defined in the European Qualifications Framework for Lifelong Learning. Second, purpose and role of the *Subject Area Qualifications Reference Frameworks* are explained and third - as a deepening of these frameworks - the *Subject Area Assessment / Learning Outcomes Reference Frameworks*.

#### 4. How to use the CALOHEE frameworks in practice?

##### 4.1 Standards and guidelines for quality assurance for internal quality assurance

##### 4.2 Standards and guidelines for quality assurance for external quality assurance

Based on the order of the ESG of its so-called standards for QA, the relevance and contribution are showed for applying the CALOHEE instruments both for internal and external quality assurance.



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Tuning-CALOHEE General Qualifications Reference Frameworks for

Higher Education

DRAFT for consultation v.2.5 – Work in progress

### Introduction

Higher education (HE), as the rest of society, continued to experience a number of “shocks” in the 2020s, *inter alia* the Covid-19 pandemic and its after effects (still not really fully known), inflation at levels unknown for many years, rapid advances in digitalization and methods of communication, job market disruption, politics and conflicts. These developments had a bearing on HE as well, since it became an even larger priority to meet stakeholder expectations and demands and serve society. To meet these goals, one set of instruments, the two European qualifications frameworks (QF), is already well established and used. Yet these QFs also perplex many people. Furthermore, both QFs are phrased in rather general terms and do not cover more current insights regarding societal responsibilities of the learner. Therefore, it is highly necessary to re-evaluate these instruments and offer an updated flexible support to them. The idea is to make a unified framework that is clear, has open access, is user friendly, and is responsive to change where needed. This document is meant to formulate such an updated, unified QF, also incorporating the *Reference Points for the Design and Delivery of Degree Programmes*, which were developed in the context of the Tuning Educational Structures initiative.

### Context

In 2005 and 2008 respectively the *Framework for Qualifications of the European Higher Education Area* (FQ of the EHEA) and the *European Qualifications Framework for Lifelong Learning* (EQF) were agreed by national authorities. Since then, they have developed as cornerstones of the modernization / reform process of HE programmes, in conjunction with three other instruments, the *European Standards and Guidelines for Quality Assurance*, the *European Credit Transfer and Accumulation System* (ECTS) and the *Lisbon Recognition Convention*. Both frameworks intend to define for the progressive cycles of learning what is expected from a graduate. While



the FQ of the EHEA based on the so-called Dublin descriptors, which were developed in the years 2001-2004, focus primary on the learning process, the EQF of LLL descriptors have the outcomes of the learning process primarily in mind, that is what graduates will need to find suitable employment.

During the same period the Tuning Educational Structures initiative published its subject area-based *Reference Points for the Design and Delivery of Degree Programmes* for a substantial number of academic fields. These documents were based on large scale transnational surveys which identified the key subject specific and generic competences for a particular subject area. The overarching qualifications frameworks and the Tuning ones, although being supplementary and supporting each other, were developed in parallel. As result they are not fully aligned.

Since the frameworks were introduced, the thinking about learning and learning priorities, has developed further, due to further digitalization, the flexibilization of the labour market and new societal challenges, expressed in the *Sustainable Development Goals*.

Although the present frameworks are accepted as they have been defined, there is reason to have a fresh look at them. One of the challenges for the HE sector in Europe, which can be perceived as a weakness, is the existence of two competing overarching frameworks. Another weakness is that both frameworks are rather general and do not cover more current insights regarding societal responsibilities of the learner. The outcomes of the Tuning-CALOHEE projects show that these

# РАМКИ КВАЛІФІКАЦІЙ Tuning-CALOHEE







Khmelnytskyi National University – DAAD Hub Peer Bologna Project

Tuning Educational Structures in the World

**TUNING Model for Designing,  
Implementing, Delivering and Enhancing  
Higher Education Curricula**

Robert Wagenaar  
Director International Tuning Academy



## Role of the Degree Profiles

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**From the Tuning glossary**

**Degree profile**

“A description of the **character of a degree programme** or qualification. This description gives the **main features** of the programme which are based on the **specific aims** of the programme, how it fits into the **academic map** of disciplines or thematic studies and how it relates to the **professional world**”.



# Інтернаціоналізація освітніх програм

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ



ЗАТВЕРДЖУЮ  
Ректор Хмельницького  
національного університету  
Сергій МАТЮХ

Стратегія інтернаціоналізації  
Хмельницького національного університету  
на 2022-2025 рр.

УХВАЛЕНО  
Вчена рада Хмельницького  
національного університету  
Протокол від 28.11.2022 № 5

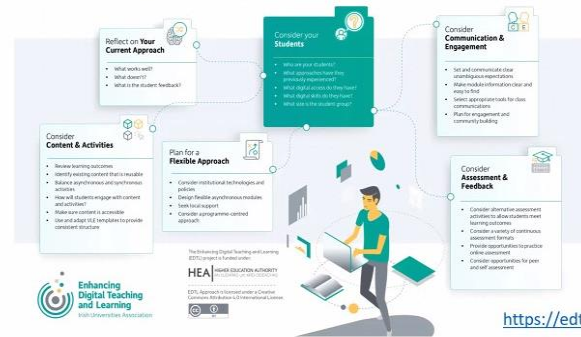
Голова Вченої ради  
Микола СКИБА

Хмельницький

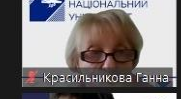
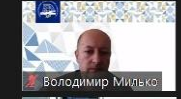
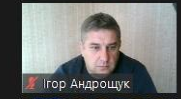
## Enhancing Digital Teaching & Learning (EDTL)

Planning for effective digital teaching:  
The EDTL Approach 2022

The EDTL Approach for effective digital teaching outlines a pathway with key considerations for planning to teach a module using digital approaches.



<https://edtl.blog/the-edtl-approach/>



Oksana Nesterova

Oksana Nesterova

# Стратегія диджиталізації

## Digital Education Action Plan (2021-2027)

- Deployment of digital technologies (apps, platforms, software) to improve and extend the quality and reach of education, e.g. online, distance, blended.
- Need to equip all learners with digital competences (knowledge, skills, attitudes) to live, work, learn and thrive in a world mediated by digital technologies.
- Can support more personalised, flexible and student-centred learning.
- Technology as a powerful tool for collaborative & creative learning.
- Learning can take place beyond the walls of the lecture hall or classroom, providing more freedom from physical constraints.
- However, the type and design of tools and platforms, as well as the pedagogy used, impact on whether individuals are included or excluded from learning.

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan?>



# Модульна розробка навчального плану та мікрокваліфікаційні програми



## Micro-credential



### Your questions:

1. How can micro-credential programs be effectively integrated into our university's existing curriculum and academic framework?
2. What are the key benefits and advantages of offering micro-credentials to our students and professionals in terms of their employability and lifelong learning opportunities?
3. Are there any specific guidelines or best practices for designing and developing micro-credential programs that align with the needs of industries and employers?
4. What are the key aspects of successful internationalization strategies in higher education institutions?
5. How can we facilitate student and staff mobility to promote cultural exchange and academic collaboration?

### Council Recommendation on a European approach to micro-credentials for lifelong learning and employability (June 2022)

'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2022.243.01.0010.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2022.243.01.0010.01.ENG)





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**Наш сайт:**  
**<https://www.khnmu.edu.ua>**