



Project **Effective partnership for enhanced recognition - EPER**

Online **Peer learning activity**

“Qualifications framework in the recognition of foreign educational qualifications”

**Use of NQF in the quality assurance procedures in Higher Education - case study from the Board of Accreditation in N. Macedonia**

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**Користење на Националната рамка на квалификации во постапките на обезбедување квалитет во високото образование во С. Македонија**

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Ministry of  
Science and Education



*Montenegro*  
*Ministry of Education*



Министарство просвете,  
науке и технолошког развоја



Republic of North Macedonia  
Ministry of Education and Science

# Objectives of the Macedonian Qualifications Framework

- clearly define learning outcomes;
- to establish a system of evaluation of various qualifications within the overall system of qualifications;
- to encourage and develop lifelong learning (lifelong learning);
- to show clear links between different parts of the education system;
- to indicate the passability and progress (horizontally and vertically) through and within all types of education and training (formal, informal and informal);
- to enable international comparability of qualifications;
- to promote the importance of key and professional competencies;
- to provide mobility of the participants in the process of education and training, as well as inclusion in the labor market at national and international level;
- to create a single quality management system;
- to equalize the quality of service providers;
- to ensure cooperation of all stakeholders;
- to ensure compliance with the economic, social and cultural needs of the Republic and
- to be part of the system in correlation with the development of the activities of the European Qualifications Framework.

# The standard of qualification consists of:

- name of the qualification,
- type of qualification,
- level, ie. sub-level of the qualification,
  - qualification code,
  - credit value of the qualification,
  - description of the qualification and
- content of the qualification (conditions for enrollment, number of compulsory and elective courses, ie. modules, way of checking and criteria for checking the learning outcomes).

# Structure of the Macedonian Qualifications Framework

- levels, ie. sub-levels of qualifications,
- descriptions of the levels and learning outcomes for each qualification level,
- types of qualifications and documents proving the acquired qualification and
- the scope of the qualification.

# **QUALITY OF HIGHER EDUCATION THROUGH REGULATIONS**

**OLD law  
for Higher Education**

**PROVIDING AND ASSESSMENT OF  
THE QUALITY OF HIGHER  
EDUCATION**

- 1. Higher Education Accreditation  
and Evaluation Board**
- 2. Self-evaluation**
- 3. External evaluation**

<https://mon.gov.mk/stored/document/zakon-za-visoko-obrazovanie-star-mk.pdf>

**NEW law  
for Higher Education**

**PROVIDING, EVALUATION, DEVELOPMENT  
AND IMPROVEMENT OF THE QUALITY OF  
HIGHER EDUCATION**

- 1. National Council for Higher Education  
and Scientific Research**
- 2. Agency for Quality in Higher Education  
- Accreditation Board ...  
- Evaluation Board ...**
- 3. Self-evaluation**
- 4. External evaluation**

<https://mon.gov.mk/stored/document/Zakon%20za%20visokoto%20obrazovanie%20NOV.pdf>

# REFLECTION ON THE PARTICIPATION IN THE QUALITY OF HIGHER EDUCATION (1)

- The legal basis for the evaluation of the elaborations of the study programs did not state the National Qualifications Framework;
- There was an evaluation of documents when submitting the report, and not an evaluation of the conditions and conditions of the higher education institution before, during and after the realization of the study program;
- The opinion of the Board for cooperation and public trust is often not taken into account due to, according to the interpretation of some of the lawyers in the Board, the non-existence of the same in each of the institutions
- The content of the report had to be in accordance with the instructions, and when assessing the quality of the report, more attention was paid to the question "whether" it has the provided elements, than the essence of the content of what was written;

## REFLECTION ON THE PARTICIPATION IN THE QUALITY OF HIGHER EDUCATION (2)

- Due to the lack of members in the Board from all scientific disciplines, proposal reports for the study programs are submitted by members of commissions that are "disciplinary close" to the study programs;
- The impossibility of comparability of the study program with programs in the European educational space was justified by the copyright of foreign institutions and the authenticity of our conditions, which was shown through inadequate links for comparison with foreign study programs;
- Students' passability and advancement were assessed only in terms of formal education and vertical advancements;
- The possibility of students for mobility of students from one study program to another in the country and abroad was not subject to evaluation



# EXPERIENCES AS BENEFICIARY OF THE QUALITY OF HIGHER EDUCATION

- Less than 3 years after the adoption of the law, 15 days ago the election of members was completed, but according to the latest information, it has not yet been constituted the National Council which is the basic institution for quality assurance in higher education; (It is the only institution that "CARRIES" rules previously developed and proposed by both boards)
- The Evaluation board, as part of the Quality Agency, starts working in 2020, and in 6 months it will even work in 2020. has not performed any evaluation (According to the work report for 2020)
- Universities and faculties conduct self-evaluation according to a rulebook to be adopted by the National Council. (Article 55)
- The Accreditation Board performs accreditation according to the Rulebook of the standards and the procedure for accreditation of the higher education institutions and for the accreditation of the study programs which MUST be adopted by the National Council (Article 49)
- The legal basis for preparation of the study program report states the National Qualifications Framework;
- The guideline for preparing a study program report takes into account the elements of the National Qualifications Framework in terms of evidence-based documentation
- ...

## Selected example

- Establishment of the Committee for Cooperation and Public Trust
- Structure of the members of the Board for Cooperation and Public Trust
- Role of the members of the Board for Cooperation and Public Trust
  - Influence of members on the structure of the study program report
  - Influence of the members on the quality control of the realization of the study program during the realization of the study program
  - Influence of the members on the quality control of the realization of the study program after the end of one cycle (one generation)