

QUALIFICATION FRAMEWORKS: LESSONS FROM THE UNITED KINGDOM FOR UKRAINE

Abstract. Under the conditions of modernization and upgrading the current education system of Ukraine, euro integration processes, searching for further development ways and tools for the country in general there is a great need in studying good practices around the world. The experience of the United Kingdom of Great Britain and Northern Ireland in the field of vocational education and training is especially attracted as the country has a prominent place among the countries with highly developed economy and is the “motherland” of VET innovations.

This study is also being conducted in the framework of more general research of standardisation specific features of VET system in Great Britain and one of the components is the study of qualification frameworks design and development.

Step-by-step changes of qualification frameworks of the UK to incorporate at the most all possible specific issues of its education and training system, a person’s and labour market’s need and demands, current conditions of the country development etc. pushed to review the historical transformations of qualifications frameworks in the UK and study their specific features as the National Qualification Framework of Ukraine was launched in 2011. At present it is being transformed according to the changes of the education system of Ukraine, growing demand in better qualification system design, improving the quality of education and training in accordance with European development objectives etc. The article represents mostly structural changes and specific features of qualifications frameworks in the UK as it is highly important to realise that the changes can and must lead to better results taking into account all the specific features of the current situation in Ukraine.

The results and conclusions of the EU TWINNING project “Modernisation of legal standards and principles for vocational education in line with the European policy on lifelong learning” realised by the EU Commission and the Ministry of Education and Science of Ukraine (2012-2014) to support the legislation and structural changes in Ukraine are represented in the article as they have great importance for further researches in VET field. In 2015 European Training Foundation (ETF) made the Inventory of NQF recent developments in ETF’s partner countries and studied the experience of Ukraine as well. So, its results and conclusions also play an important role for this studying and they are to be represented in the article.

The developments of the article show that frameworks are to stay and play an important role in promoting and modernising education, training and lifelong learning as they support the continuous development and change taking into account the needs and possibilities of present society of the country together with the external affects that can have a great influence.

Key words: qualifications frameworks, qualification system, development, VET, work, labour market, standard, innovation.

Introduction. External and internal factors of socio-economic development in the context of globalization, rapid scientific and technological progress and technical and technological changes in various sectors of the economy push Ukraine to upgrade its system of vocational education and training as well. The great importance for Ukraine in modern conditions is to ensure the quality of labour, the formation of effective mechanisms for maintaining and increasing the interaction of work and education. Political, social and economic crisis of the 1990s took the existed system of workforce quality providence. Today, our country seeks for mechanisms to replace methods of planned economy for efficient use at the marketplace. Thus, according to policy makers, practitioners, scholars and experts the use of modern standards makes a significant contribution to the development and operation of “world of work” and “world of education”.

Nowadays, the practice of professional standards development, improvement and widespread adoption in practice has been developing worldwide in several areas: 1) move from the local branches of standardization to the formation of national systems; 2) development of new approaches and methods to design and use the professional standards in the areas of labour and education; 3) increasing the range of professional standards "users"; 4) internationalization of standards, enhance the exchange of experience with problems of professional standards formation and use and so on. More and more countries are building national professional standards as the basis of national qualifications frameworks.

The EU Commission and the Ministry of Education and Science of Ukraine set up the EU TWINNING project “Modernisation of legal standards and principles for vocational education in line with the European policy on lifelong learning” was set up in the year 2012. The objective was to advise decision-makers from politics and public administration on drawing up an education act to bring about a Ukrainian qualifications framework and to work through the quality assurance and standards development questions that arose in the process of developing vocational curricula in five economic sectors.

According to the results of the project the experts made general conclusions and gave detailed explanations on the state-of-arts of VET in Ukraine [1]. Thus, they concluded the following:

A) As in many countries, Ukrainian vocational education and training suffered from a poor reputation and was considered a stopgap for those who cannot go to university. The vocational education and training system didn't incorporate occupational career-progression pathways or accessible routes to higher education. Accordingly, the 2010 placement rate was a mere 6.7 percent

of young people choosing vocational establishments. In parallel, the ILO Labour Force Survey for the same year forecast a level of demand for skilled workers that can only be satisfied to 40 percent by vocational training, even in the medium term (cf. text of tender document UA EU ENPI, 2011, p.3).

B) Another problem was that vocational education and training and the world of work coexisted alongside each other, but were largely disconnected. Occupational skill-profiles (“occupational standards”) did not exist or were not reflected in the vocational training standards, i. e. vocational school courses and curricula (“educational standards”).

C) There was a need to promote workplace-based learning, to promote social partnership as the steering mechanism in vocational education and thus to forge stronger links between the “world of education” and the “world of work”.

To continue the issue of creating those links it is worth to study the issue of VET standardisation more carefully as it is not very much developed in Ukraine and in the same time is the basis for VET quality and correspondence to the current needs and demand. This **article aims** to review the historical transformations of qualification frameworks in the UK and study their specific features. It is also important to review the National Qualification Framework of Ukraine to see its progress since its launch. This study is being conducted in the framework of more general research of standardisation specific features of VET system in Great Britain.

Methods and Materials. The study and understanding of international experience on the issues of VET standardization is a valuable resource for scientific substantiation of strategies in VET sector of Ukraine. The United Kingdom’s VET experience is especially attracted as the country has a prominent place among the countries with highly developed economy and is the “motherland” of VET innovations. The article is based on theoretical study of appropriated mostly online and official governmental web-sites’ materials. While studying the native scientific achievements and results it was found that the problem of VET standardizing for national educational and scientific space is not new and its various aspects are represented in the works of Ukrainian scientists. They are VET standardization in the context of integration processes (N. Nychkalo), scientific-methodological supply for VET standards (V. Radkevych), theoretical aspects and methodology for professional standards (T. Desiatov), educational requirements for the standard of a specialty "Vocational training (according to their training profile)" (O. Shcherbak), specific features of IVET in Russia Federation (I. Savchenko), principles of VET development in Germany (N. Abashkina), standardization of future teachers training in the UK (N. Avshenyuk), development of contents and bachelors of engineering in universities of the UK (N. Bidyuk), qualification system in Japan and South Korea (N. Pazyura), standardization of

school education the content in the EU (O. Lokshyna), international experience of VET standartisation (L. Lukyanova) and others.

European leading scientists S. Alle, R. Alexander, P. Brodfud, C. Eberhardt, M. Eros, M. Coles, S. Lester, M. Maurer, D. Raffi, H. Rolf, M. Tomlinson, H. Schmidt, E. Wolf, M. Yang etc. also made a great impact in studying VET issues of the UK.

The process of VET standardization in European countries is directed by the European Commission to provide the comparability, transparency and mutual recognition of qualifications through comparison of EU countries' National Qualifications Frameworks and the **European Qualifications Framework (EQF)** (2008). It has eight reference levels to describe the desired learner's knowledge, understanding and abilities (learning outcomes). Meanwhile, learning outcomes represent three categories: knowledge, skills and competences [6]. To compare NQF with EQF (see Figure 1) the levels of national qualifications have to be placed at one of the central reference levels (from Level 1 to 8).

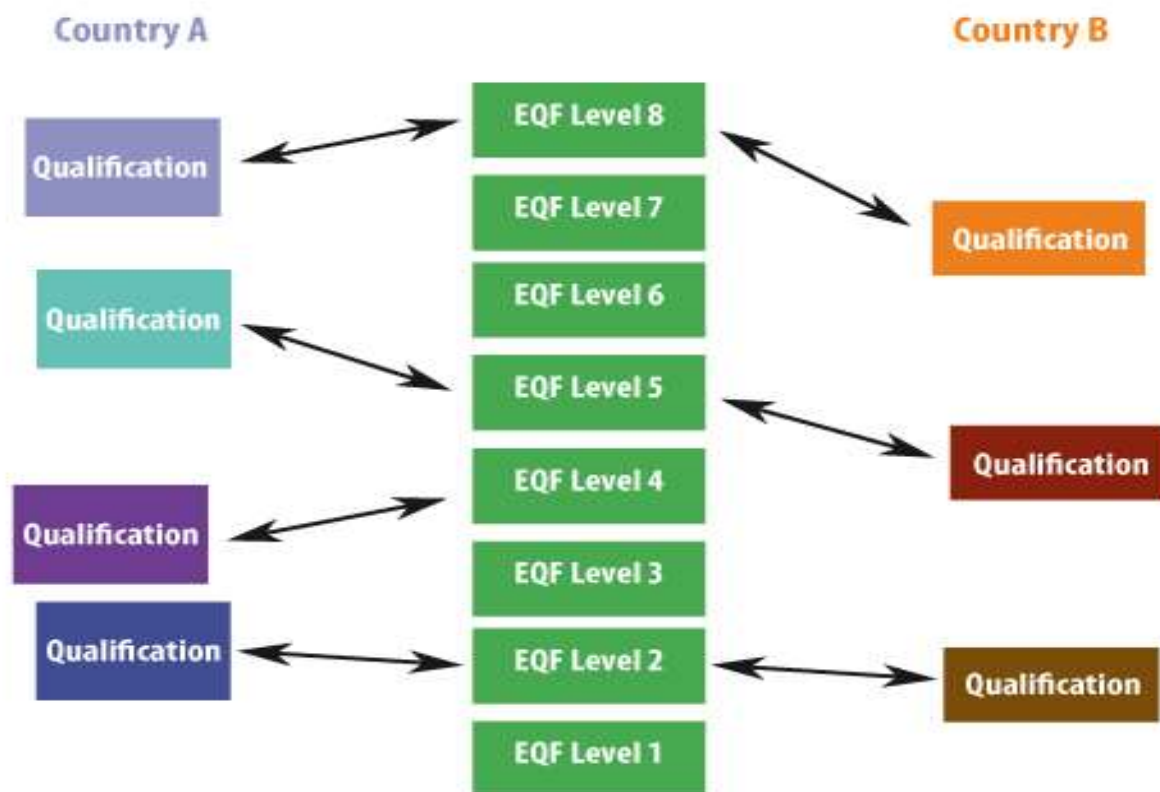


Figure 1. Mapping national qualifications to the EQF levels.

Source: THE EQF <http://mavoieproeurope.onisep.fr/en/european-tools-for-mobility/the-eqf/>

The review of EU member states national reports showed that up to 2012 all countries updated their National Qualifications Framework (NQF) by implementing the essential ideas of EQF and the interpretation of the concept of "qualification". The term "qualification" is defined as “a formal outcome of an assessment and validation process which is obtained when a competent

body determines that an individual has achieved learning outcomes to given standards”. The definition means that qualification based on the requirements of a certain standard where the learning outcomes are defined. The definition also provides a procedure for assessment and formal recognition as a basis for certification by an authorized body.

Internationally, the issue of qualifications flexibility for employment facilitation, their stability and validity, the role of qualifications providers and recipients reflects the political aspects of the above qualifications.

The urgency of these issues can be seen in the priorities of the program "Europe 2020" - an advanced science, industry leadership, social challenges - and the EU funding programme for research and innovation - "Horizon 2020" (lately Ukraine is being actively involved in the Programme). Programming documents of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the European Training Foundation, the Organization for Economic Cooperation and Development, the Copenhagen process recognize the issue of quality assurance standards for training the industrial personnel as a leading educational priority.

The United Kingdom is one of the leading countries of qualification frameworks design and implementation. Partially frameworks appeared there in the mid-1980s and are still being upgraded and improved. Thus, if we look at the frameworks’ history since then, we can see their flexibility according to the autonomy possibilities for Wales and Scotland. The needs and interests of education and training field’s subsectors were also represented in those frameworks. It can be clearly seen via the separated Framework for Higher Education Qualifications in England and Northern-Ireland and simultaneous existence of the QCF and NQF. But Scotland and Wales had the another choice. They developed comprehensive frameworks covering all levels and types of qualifications.

So, the first partial **National Qualifications Framework (NQF)** was designed in 1987 for the National Vocational Qualifications (NVQs) and there were just five levels (see Table 1) but later it was extended with other qualifications, and revised in 1999 as an ‘eight-plus Entry’ level NQF. It allowed to accommodate the wider range of qualifications.

Table 1

The National Qualifications Framework of the UK

National Qualifications Framework (NQF)	
Previous levels and examples	Levels and examples from 2006
Level 5 Level 5 NVQ in (for example) Construction	Level 8 Specialist awards

Level 5 Diploma in (for example) Translation	Level 7 Level 7 Diploma in (eg) Translation
Level 4 Level 4 National Diploma in (eg) Professional Production Skills Level 4 BTEC Higher National Diploma in (eg) 3D Design	Level 6 Level 6 National Diploma in Professional Production Skills
Level 4 Certificate in (eg) Early Years Practice	Level 5 Level 5 BTEC Higher National Diploma in 3D Design
	Level 4 Level 4 Certificate in Early Years Practice
Level 3 Level 3 Certificate in (eg) Small Animal Care Level 3 NVQ in (eg) Aeronautical Engineering A levels	
Level 2 Level 2 Diploma for (eg) Beauty Specialists Level 2 NVQ in (eg) Agricultural Crop Production GCSEs Grades A* - C (see note below)	
Level 1 Level 1 Certificate in (eg) Motor Vehicle Studies Level 1 NVQ in (eg) Bakery GCSEs Grades D-G	
Entry level Entry Level Certificate in (eg) Adult Literacy	

Source: NVQs - national vocational qualifications

http://www.businessballs.com/nvqs_national_vocational_qualifications.htm#correlations_between_qualifications

Then in 2001 the **Framework for Higher Education Qualifications (FHEQ)** was established in England and Northern Ireland (see Figure 3) and the **Credit and Qualifications Framework of Wales (CQFW)** in Wales. Later it was minor revised in 2008 and 2014 (see Table 2). The FHEQ was designed by the higher education (HE) sector, and described all the main HE qualifications: degrees, diplomas, certificates and other academic awards granted by a university or HE college (apart from honorary degrees and higher doctorates). The framework broadly corresponded with levels 4 to 8 of the NQF, in terms of the demands the qualifications place on learners.

Table 2

The Framework for Higher Education Qualifications

FHEQ level	Examples of qualifications
4	- certificates of higher education - higher national certificates
5	- diplomas of higher education - Foundation Degrees - higher national diplomas
6	- bachelors degrees - bachelors degrees with honours - graduate certificates and diplomas - Professional Graduate Certificate in Education
7	- masters degrees - integrated masters degrees - postgraduate certificates - postgraduate diplomas
8	- doctoral degrees

Source: Qualifications: what the different levels mean

http://webarchive.nationalarchives.gov.uk/20121015000000/http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017

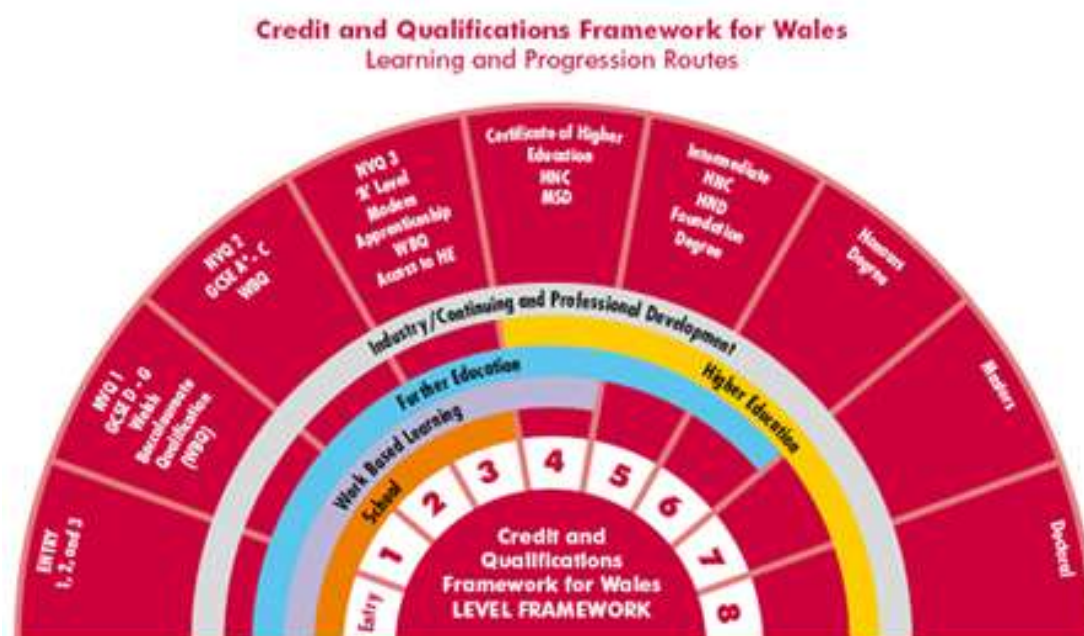


Figure 2. Credit and Qualifications Framework of Wales (CQFW)

Source: Credit and Qualifications Framework <http://www.weds.wales.nhs.uk/credit-and-qualifications-framework>

The **Scottish Qualifications Framework** has been operating since 2001 and has 12 levels (see Table 3). The different levels indicate the level of difficulty of a particular qualification. The Level Descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- knowledge and understanding (mainly subject based);
- practice (applied knowledge and understanding);
- generic cognitive skills (e.g. evaluation, critical analysis);
- communication, numeracy and IT skills; and
- autonomy, accountability and working with others.

The Descriptors allow broad comparisons to be made between qualifications and learning and allow learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level [9].

Table 3

The Scottish Qualifications Framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Source: The Scottish Qualifications Framework <http://www.scqf.org.uk/framework-diagram/Framework.htm>

Then in 2003 the National Qualification Framework (NQF) appeared and the unit-based Qualifications and Credit Framework (QCF) was established during the period 2006-08 (see Figure 3 and Figure 4 correspondingly).

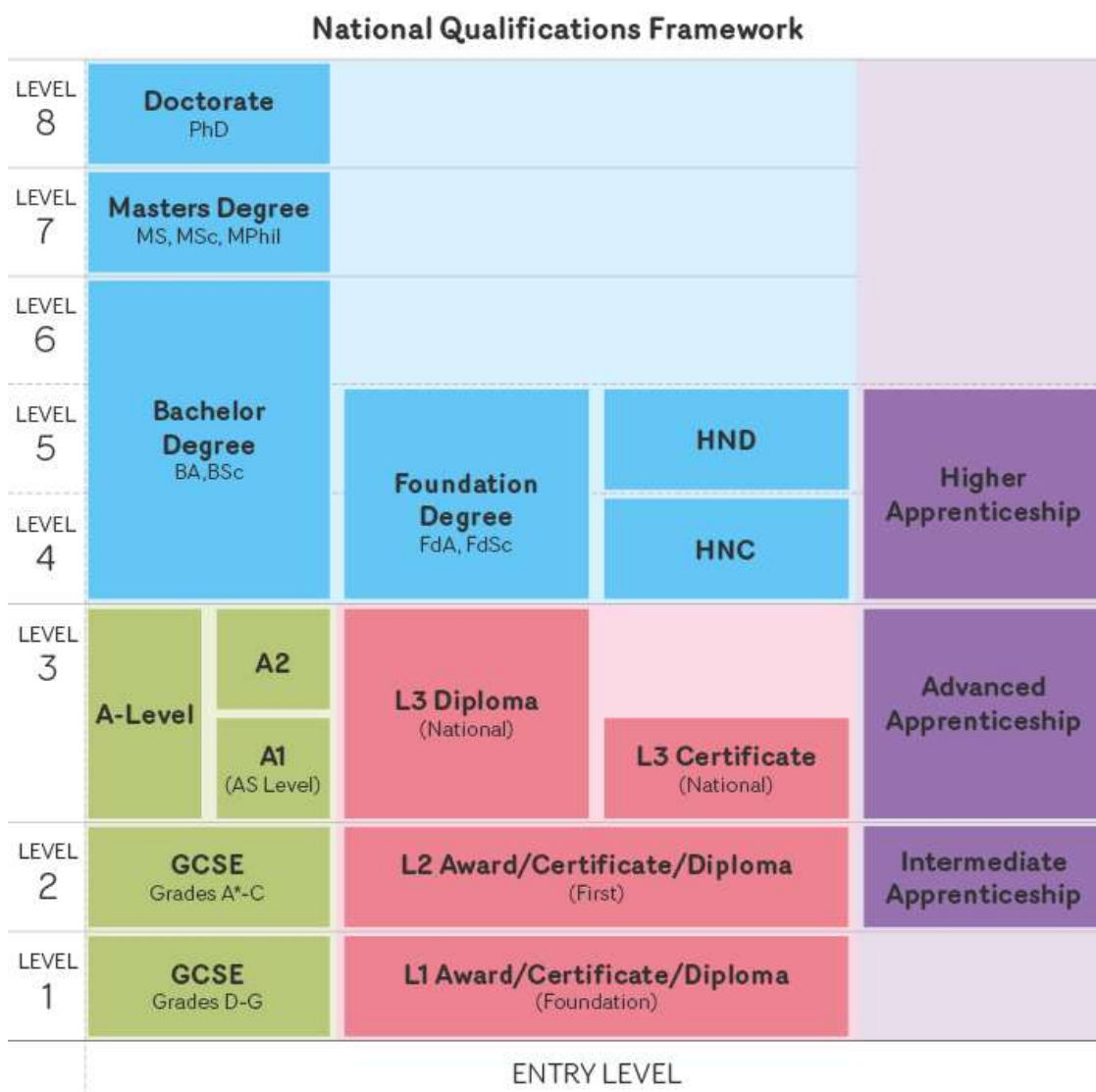


Figure 3. The National Qualification Framework

Source: Training your staff <https://bbf.uk.com/business-support/training-your-staff>

The NQF set out the levels of a qualification's recognition in England, Northern Ireland and Wales. It included only accredited by the three regulators for England, Wales and Northern Ireland qualifications to ensure that all the frameworks' qualifications were of high quality, and met the needs of learners and employers.

The redesigning of all NQF qualifications to QCF rules like the main general education qualifications (GCEs and GCSEs) added a minority of other regulated qualifications (earlier remained outside the QCF). It already contained vocational (or work-related) qualifications, available in England, Wales and Northern Ireland.

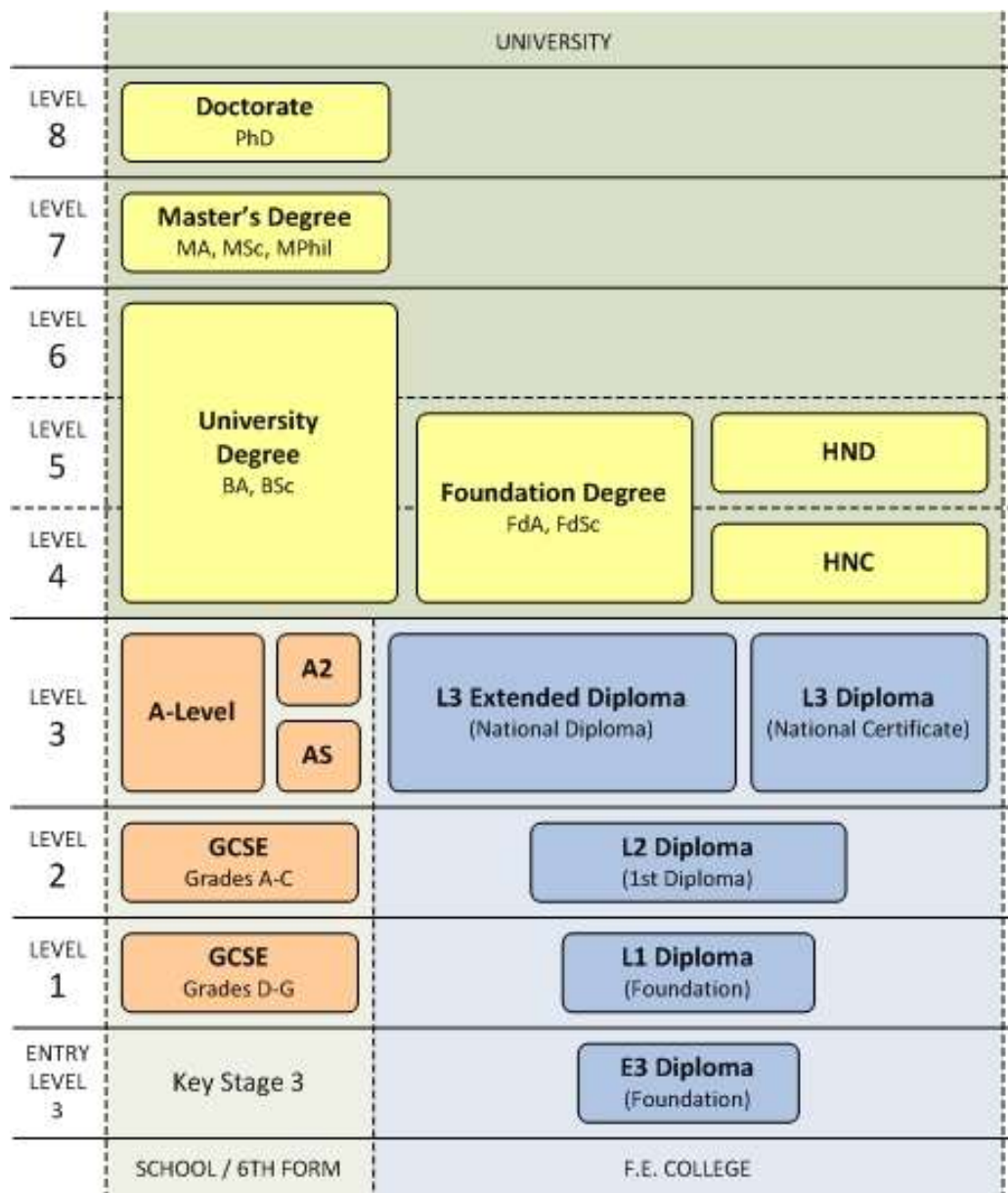


Figure 4. The Qualifications and Credit Framework
Source: Qualifications and Credit Framework (QCF)

<http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

The QCF replaced the (NQF) to recognise qualifications and units by awarding credits. And since each unit had a credit value and the credits could be transferred, the system gave the learners the ability to get qualifications at their own pace. The QCF was jointly regulated by the England's regulator Ofqual, Wales' DCELLS and Northern Ireland's CCEA. It was based on units which had credit value and levels (from Entry Level to Level 8). One credit roughly equaled 10 learning hours which allowed the learners to evaluate how much time they needed to gain the desired qualification: awards, certificates, diplomas [5].

Nowadays, as the result of a range of reforms the situation has changed. There are two National Qualifications Frameworks. They are the **Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)** and the **Regulated**

Qualifications Framework (RQF). On the 1st October 2015 Ofqual launched the Regulated Qualifications Framework as the single framework for describing all regulated qualifications in England and vocational qualifications in Northern Ireland (see the Figure 5). The RQF is designed to help people understand qualifications, providing detail on the challenge and size of each qualification. The framework also shows where a qualification sits in relation to others of differing level and size. The new RQF replaces the Qualifications & Credit Framework (QCF). One of the reasons for this was that the QCF required Awarding Organisations (AOs) to recognise units awarded by other AOs, which made it harder for Ofqual to hold Awarding Organisations to account. Under the new RQF conditions, Awarding Organisations are completely accountable for the qualifications they develop [7]. FHEQ operates for qualifications awarded or validated by higher education institutions and has five-levels now which are based on pre-existing conventions for qualifications and credit.

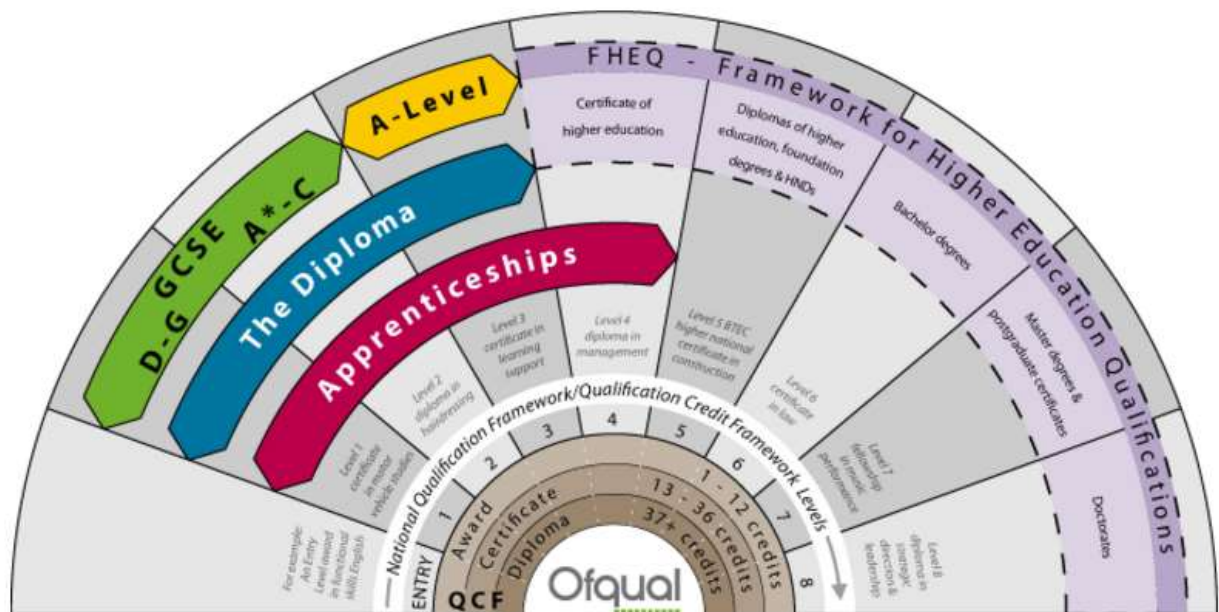


Figure 5. The Regulated Qualifications Framework
Source: WHAT ARE QUALIFICATION LEVELS?

<https://www.harleyacademy.com/about/level-7-qualification/>

The combined UK Government website Gov.uk lists the equivalents for academic qualifications between the Regulated Qualifications Framework (RQF) and the Framework for Higher Education Qualifications (FHEQ) [3]. From the table we can see the great variety of qualifications that allows to combine the need of a person and the demands of an employer in the best way for every player.

The RQF requires the same levels of demand as the QCF, Entry 1-3 and Levels 1-8 so Centres should not notice any immediate changes to existing qualifications. The RQF maps to the Framework for Higher Education Qualifications and the European Qualifications Framework.

Table 4

Examples of RQF and FHEQ qualifications on the frameworks' levels

RQF/FHEQ Level	NVQ level	RQF examples	FHEQ examples
Entry		Entry level certificate / Entry level Skills for Life / Entry level award, certificate and diploma / Entry level Functional Skills / Entry level Foundation Learning	
1	1	GCSE (grades D–G) / Key Skills level 1 / NVQ level 1 Skills for Life level 1 / Foundation diploma / BTECC award, certificate and diploma level 1 / Foundation Learning level 1 / Functional Skills level 1 / OCR National	
2	2	GCSE (grades A*–C) / Key Skills level 2 / NVQ level 2 Skills for Life level 2 / Higher diploma / BTEC award, certificate and diploma level 2 / Functional Skills level 2	
3	3	AS and A level / Advanced Extension Award / Cambridge International award / International Baccalaureate / Key Skills level 3 / NVQ level 3 / Advanced diploma Progression diploma / BTEC award, certificate and diploma level 3 / BTEC National / OCR National / Cambridge National	
4	4	Certificate of higher education / Key Skills level 4 / NVQ level 4	BTEC Professional award, certificate and diploma level 4 / Certificate of higher education / HNC
5		HND / NVQ level 4 / Higher diploma / BTEC Professional award, certificate and diploma level 5 / HNC / HND	Diploma of higher education / Diploma of further education / Foundation degree / HND
6		NVQ level 4 / BTEC Advanced Professional award / certificate and diploma level 6	Bachelor's degree / Graduate certificate / Graduate diploma
7	5	BTEC Advanced Professional award, certificate and diploma level 7 / Fellowship and fellowship diploma / Postgraduate certificate / Postgraduate diploma / NVQ level 5	Master's degree / Postgraduate certificate / Postgraduate diploma
8		NVQ level 5 / Vocational qualifications level 8	Doctorate

Source: National Vocational Qualification

https://en.m.wikipedia.org/wiki/National_Vocational_Qualification

The new RQF requires all Awarding Organisations to review their qualification titles as they will need to have QCF removed from the title. Ofqual have allowed Awarding Organisations

until December 2017 to do this, so you may see gradual changes to qualification titles and marketing literature. Learner certificates can continue to have QCF in the title of the qualification where they are awarded beyond 31 December 2017 if the term was in use in the qualification (and appearing in the register) at the time they started it [7].

According to Dr. Stan Lester after the comparison of these two frameworks we see that the upper five levels of the RQF mirror the FHEQ levels and they account for almost all qualifications that can be achieved via publicly-funded education and training. It should be mentioned that there some qualifications outside the frameworks (mostly validated by industry and professional bodies) but some of them are informally referenced to a framework level but without any official approve and also the frameworks cannot include any qualified or licensed title that can be revoked or given up (denoting professionally qualified status or licence to practise in a regulated trade) [4].

An important step in the European integration progress **of Ukraine** was the development of **National qualifications framework** to "implement European standards and principles of quality assurance taking into account the requirements of the labour market for specialists' competencies". It was approved On 23 November 2011, the Cabinet of Ministers of Ukraine adopted resolution N1341 [8]. The education levels and the NQF levels were predicted to be balanced as it is shown on the Table 5.

Table 5

NQF of Ukraine and education levels matching (predicted in 2011)

NQF levels	General secondary education	Vocational education and training	High education
0	Pre-school		
1	Primary		
2	Basic secondary	Qualified worker (Certificate)	
3	Full (complete) secondary	Qualified worker (Diploma)	
4			
5			Junior specialist
6			Bachelor
7			Master
8			Candidate of Science
9			Doctor of Science

Source: TEMUS analytic report on design of qualifications frameworks in Ukraine
http://tempus-prj.onma.edu.ua/dlzone/qantus/qf_201450324.pdf

At present after the range of legislation changes – the new Law on higher education of Ukraine (2014), upgrading the Law on education (September 2014) – the system of education is being transformed so the NQF is under the reconstruction process as well. In 2015 European Training Foundation (ETF) made the Inventory of NQF recent developments in ETF's partner countries and studied the experience of Ukraine as well. The study was made by Michael Graham, Specialist in Qualification Systems - Strategic Project Leader – Qualifications, and represented on

the official site of ETF. According to the relevance of those finding it is obvious to represent some of them in the context of the study [2].

- The NQF aims to introduce European standards and principles of quality assurance for specialists` competences in line with the requirements of the labour market. It is a tool to improve the interaction between the labour market and the education system and aims to support harmonisation of education and labour legislation and promote national and international recognition of Ukrainian qualifications.
- The NQF has ten levels based on learning outcomes, is inspired by the EQF and the ISCED 2011 classification – from Level 0 to an additional Level 9 (the Doctor of Sciences Degree). The Decree determines the NQF as a quality assurance instrument, but it is not clear whether and how the NQF interacts with existing classifiers for occupations and specialisations. The NQF Decree does not identify the qualification types that would be part of the NQF. The NQF is intended to:
 - support reform of qualifications, including making them more relevant to labour market needs;
 - clarify the standing and relationship of qualifications compared to each other;
 - link Ukraine's education and training system to the QF for the European Higher Education Area, i.e. the Bologna Framework.
 - be used by executive agencies and organizations which implement public policy in the sphere of education, employment and social-labour relations, educational institutions, employers and other entities and individuals to develop, identify, correlate, recognize, plan and develop qualifications.
- Since the NQF is meant to be an instrument for regulating the quality and relevance of qualifications the NQF Decree was only a first step in a legislative process. One important law adopted in January 2012 was the Law on Professional Development of Employees (Law № 4312), which stipulates that the State Employment Service will establish recognition centres for the validation of non-formal and informal learning.
- One of the aims of the NQF is to connect Ukrainian qualifications internationally through the Qualifications Framework for the European Higher Education Area (the Bologna Framework) and the European Qualifications Framework for Lifelong Learning (EQF). This means that Ukraine will have to start preparing for the Bologna self-certification and subsequently whenever it becomes eligible for EQF referencing. The latter is not yet agreed, however there is a reference to the EQF in the Association Agreement. The criteria for both processes are similar and the preparations for the self-certification process will inform the referencing process at a later stage. In order to identify the actions which are

necessary to meet the requirements for self-certification, a first step can already be made through a critical self-assessment against the criteria. This could proceed and facilitate self-certification in 2-3-year time.

In Ukraine the use of qualifications on the labour market and in the education system is more strictly regulated than in the European Union. Referencing to the transnational frameworks will not lead to automatic recognition of Ukrainian qualifications abroad. Ukraine is a signatory of the Lisbon Convention and already a member of the ENIC/NARIC network for academic recognition and it is important to involve the recognition colleagues in the NQF developments to ensure that the NQF will become a structurally-used tool used for recognition [1].

The following steps are the development of a new vocational qualification system, specification of National qualifications framework, development of existing professional and academic qualifications for certain sectors of economic activities in accordance with prescribed standards and so on. In the framework of the EU TWINNING project while the defining the outlines of the Ukrainian qualification framework, a methodology for the future allocation of existing and new qualifications was developed [1].

Results. As we see the process of setting the qualification frameworks in the UK taking into account all the specific features of the country was long and complicated but the country managed to incorporate at the most all possible specific issues of its education and training system, a person's and labour market's need and demands, current conditions of the country development etc. It is also needed to outline that the great variety of qualifications in the UK allows to combine the need of a person and the demands of an employer in the best way for every player. The examples and experiences from studying the UK's experience in the VET field can help to follow the appropriate and up-to-date changes of NQF in Ukraine in accordance to the education system changes and development and maybe to create awareness amongst the stakeholders to realise that vocational education and training relies on the cooperative effort of all stakeholders (government authorities, company representatives, union representatives and vocational colleges).

The practical significance can be found in the identifying and developing possible ways to adapt and / or use the UK's VET experience for improving or even changing the system of vocational education and training in Ukraine as despite the efforts of Ukraine to upgrade its system of education and training there is still lots to do. It should be mentioned that the Ukraine's course towards European integration leads to social demand to build a new training system for skilled, mobile, responsible professionals and there is a range of government actions directed towards building a modern legal framework in the field of education: National Strategy for Development of Education in Ukraine for 2012-2021, the State Program of development of vocational education 2011-2015, the new Law on higher education of Ukraine (2014), upgrading the Law on education

(September 2014), the Law on the professional development of employees" (2012), the draft of the Law on professional education, Cabinet of Ministers of Ukraine Statement (from May 15, 2013 №340) about the order informal vocational training recognition for people of working professions, etc.

These developments also show that frameworks are to stay and play an important role in promoting and modernising education, training and lifelong learning. We can also see the continuous development and change according to the need and possibilities of present society of the country combined with the range of external affects.

Discussion. To conclude it would be worth to refer to the ETF expert key takeaways on Important lessons and future plans for Ukraine from the Inventory of NQF recent developments in ETF's partner countries [2]: *"This country chapter clearly shows that there has been a lot of progress in the Ukraine since 2013. The purpose of the NQF is becoming clearer and there is a stronger link with qualifications and how they are delivered. The next phase will focus on to what extent the NQF can move beyond the existing qualifications for formal public provision and how it will address professional qualifications, i.e. qualifications with a practical function in the labour market. The Laws On Education and On Vocational Education and Training should clarify these issues. These laws will also affect the relationship between the NQF and existing classifiers of occupations and specialisations.*

The institutional arrangements around the NQF are not resolved. There is some progress with the establishment of the Quality Assurance Agency for Higher Education, with the Federation of Employers' initiative of the Institute of Professional Qualifications and with the growing number of sector skills councils, but these are just pieces of the puzzle and there is a serious issue of coordination.

Government is preoccupied with burning priorities and seems to have moved the NQF down the list of priorities. In this situation in particular developments in Higher Education for which there is now a clear agenda with the new law on HE risk to develop their own logic. All stakeholders are aware of this and hopefully the discussions on the Laws on Education and on VET will put these in the right perspective. Many stakeholders from higher education, from VET, and from the private sector are active in actually developing initiatives, but there is very little international support available to guide them."

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8. Rozroblennia ramok kvalifikatsii v Ukraini analitychnyi zvit (Розроблення рамок кваліфікацій в Україні аналітичний звіт) URL: http://tempus-prj.onma.edu.ua/dlzone/qantus/qf_201450324.pdf
9. SCQF Levels URL: <http://scqf.org.uk/the-framework/scqf-levels/>

Рамки кваліфікацій: уроки Великої Британії для України

В умовах модернізації та покращення системи освіти України, євроінтеграційних процесів, пошуку шляхів та інструментів подальшого розвитку країни в цілому існує велика потреба у вивченні передових практик у всьому світі. Особливо приваблюється досвід Сполученого Королівства Великої Британії та Північної Ірландії у сфері професійної освіти та навчання, оскільки країна займає чільне місце серед країн з високорозвиненою економікою та є «батьківщиною» інновацій у сфері професійно-технічної освіти.

Це дослідження також проводиться в рамках більш загальних досліджень специфічних особливостей стандартизації системи професійного навчання у Великобританії та одним із компонентів є вивчення дизайну та розробки рамок кваліфікацій.

Поетапні зміни рамок кваліфікацій Великобританії з урахуванням усіх можливих конкретних питань своєї системи освіти та навчання, потреби та вимог ринку та ринку праці, сучасних умов розвитку країни тощо підштовхнули до вивчення історичних трансформацій структур кваліфікацій у Великобританії та визначення їх особливостей, оскільки Національна рамка кваліфікацій в Україні була розроблена ще в 2011 році. В даний час вона трансформується відповідно до змін системи освіти України, зростаючого попиту на вдосконалення системи кваліфікаційних систем, вдосконалення якості освіти та підготовки відповідно до європейських цілей розвитку тощо. У статті представлено в основному структурні зміни та особливості структур кваліфікацій у Великобританії, оскільки дуже важливо усвідомлювати, що зміни можуть та повинні призводити до кращих результатів з урахуванням усіх особливостей сучасної ситуації в Україні.

Результати та висновки проекту ЄС «TWINNING» «Модернізація правових стандартів та принципів професійної освіти відповідно до європейської політики щодо безперервного навчання», реалізовані Комісією ЄС та Міністерством освіти і науки України (2012-2014 роки) для підтримки у статті представлені законодавчі та структурні зміни в Україні, оскільки вони мають велике значення для подальших досліджень у сфері ПТО. У 2015 році Європейський фонд освіти (ETF) зробив інвентаризацію НРК останніх подій у країнах-партнерах ЕФО та вивчив досвід України. Отже, його результати та висновки також відіграють важливу роль у цьому вивченні, і вони повинні бути представлені в статті.

Розробки статті показують, що НРК відіграють важливу роль у просуванні та модернізації освіти, підготовки та навчання протягом усього життя, оскільки вони підтримують безперервний розвиток та зміни, враховуючи потреби та можливості сучасного суспільства країни разом з зовнішні впливи, які можуть мати великий вплив.

Ключові слова: рамка кваліфікацій, система кваліфікацій, розвиток, професійна підготовка, робота, ринок праці, стандарт, інновації.