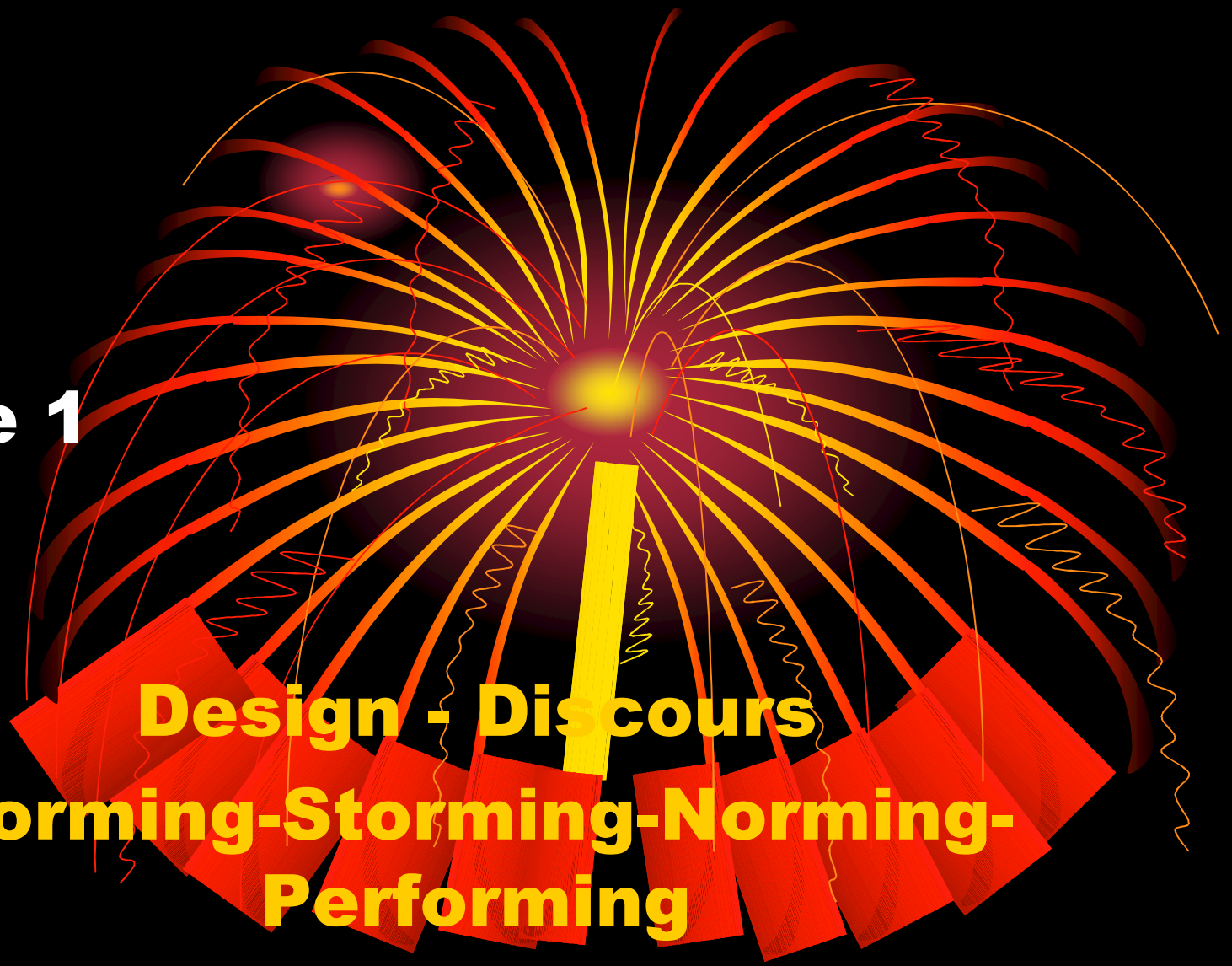
OVERARCHING QUALIFICATIONS FRAMEWORKS- - THE GERMAN EXPERIENCE -

TEMPUS-Project ARMENQA

Kick-off meeting

Linköping, Feb. 3-4 2014

Phase 1



Design - Discours
Forming-Storming-Norming-Performing

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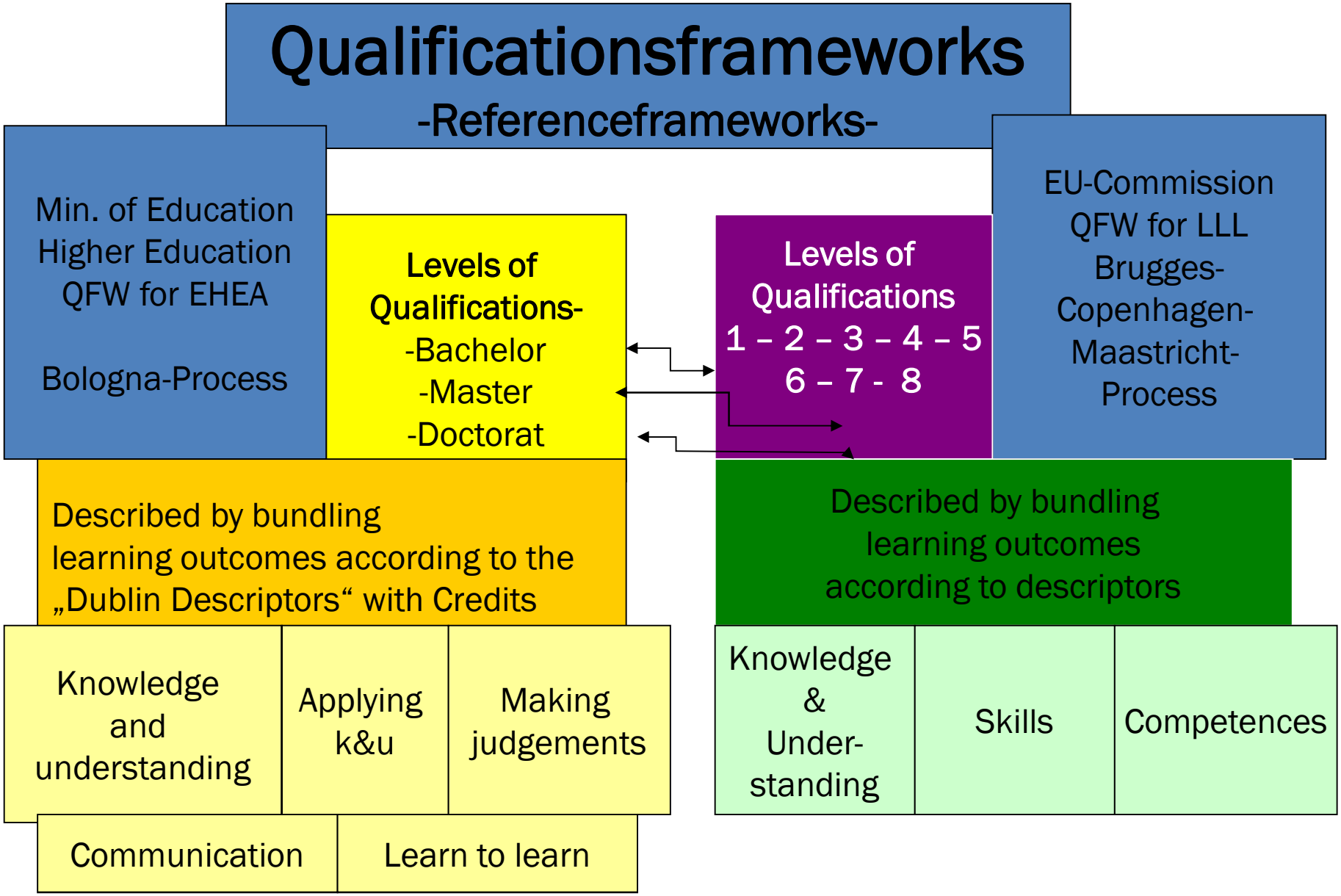
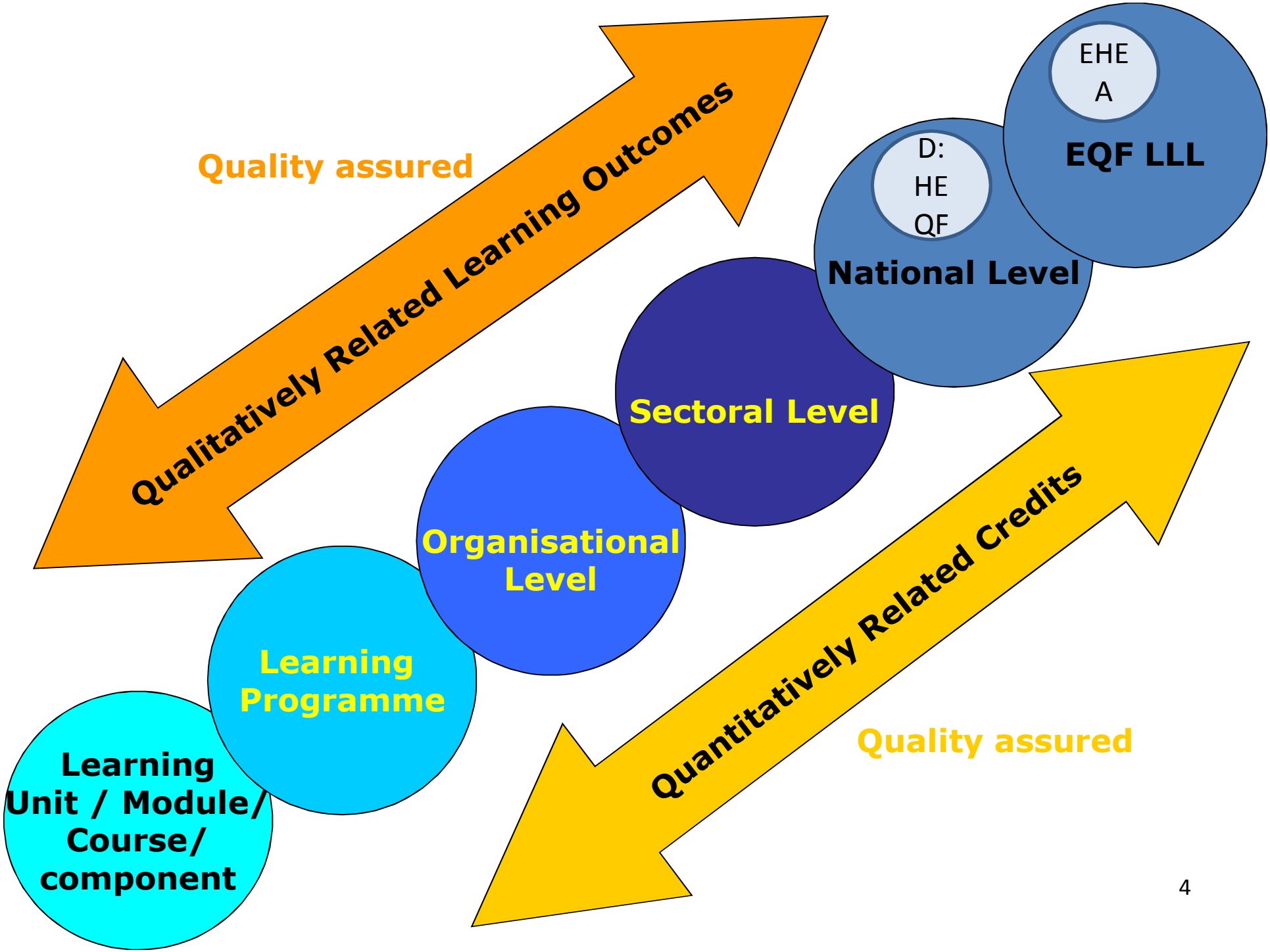
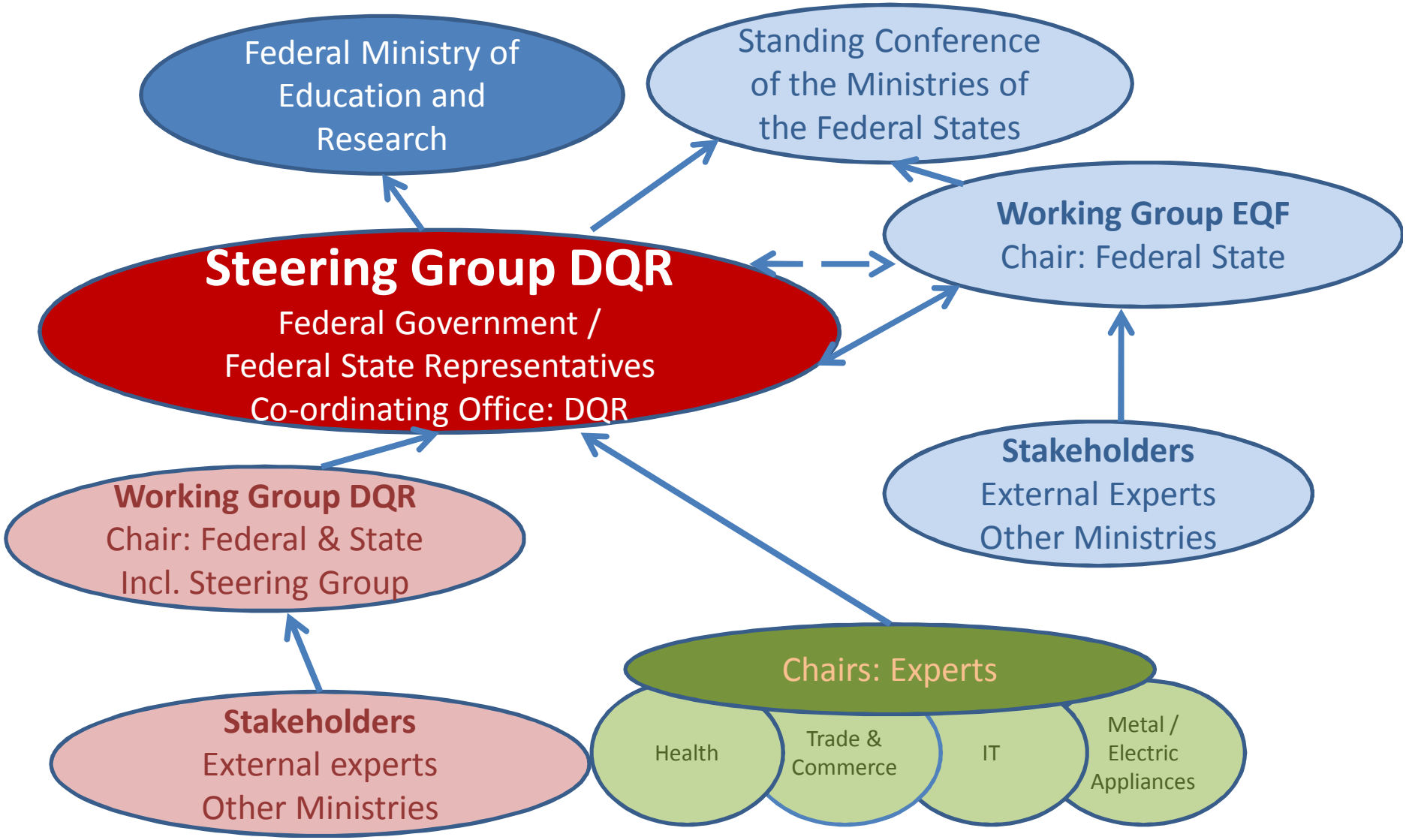

Qualificationsframeworks
-Referenceframeworks-
Min. of Education
Higher Education
QFW for EHEA
Bologna-Process
Levels of
Qualifications-
-Bachelor
-Master
-Doctorat
Levels of
Qualifications
1 – 2 – 3 – 4 – 5
6 – 7 - 8
EU-Commission
QFW for LLL
Brugges-
Copenhagen-
Maastricht-
Process
Described by bundling
learning outcomes according to the
„Dublin Descriptors“ with Credits
Described by bundling
learning outcomes
according to descriptors
Knowledge
and
understanding
Applying
k&u
Making
judgements
Communication
Learn to learn
Knowledge
&
Under-
standing
Skills
Competences

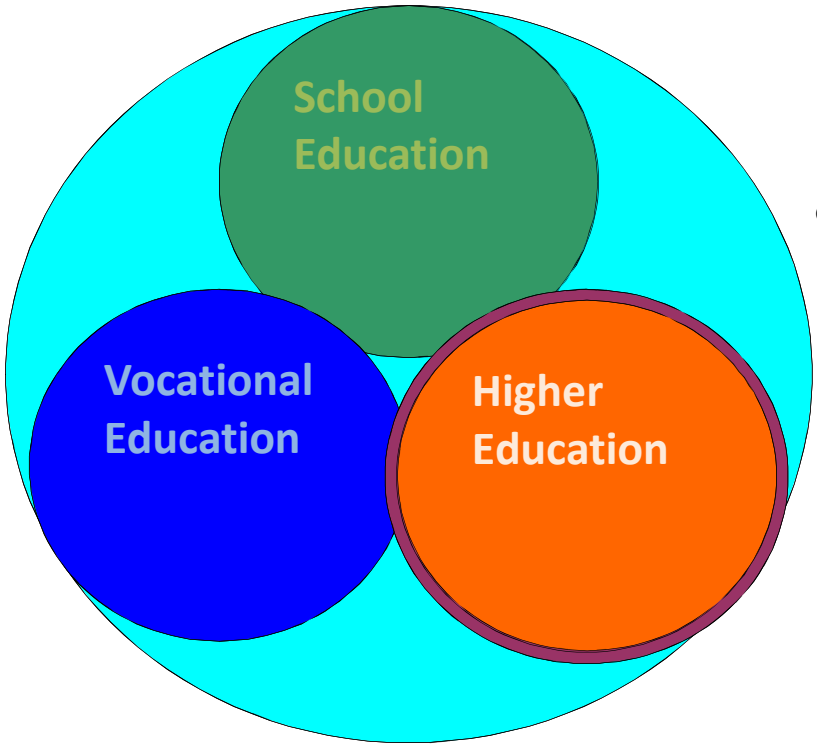

Quality assured
Qualitatively Related Learning Outcomes
EHE
A
EQF LLL
D:
HE
QF
National Level
Sectoral Level
Organisational Level
Learning Programme
Learning Unit / Module/ Course/ component
Quantitatively Related Credits
Quality assured

Governance


Federal Ministry of Education and Research
Standing Conference of the Ministries of the Federal States
Working Group EQF
Chair: Federal State
Steering Group DQR
Federal Government / Federal State Representatives
Co-ordinating Office: DQR
Stakeholders
External Experts
Other Ministries
Working Group DQR
Chair: Federal & State
Incl. Steering Group
Chairs: Experts
Health
Trade & Commerce
IT
Metal / Electric Appliances
Stakeholders
External experts
Other Ministries

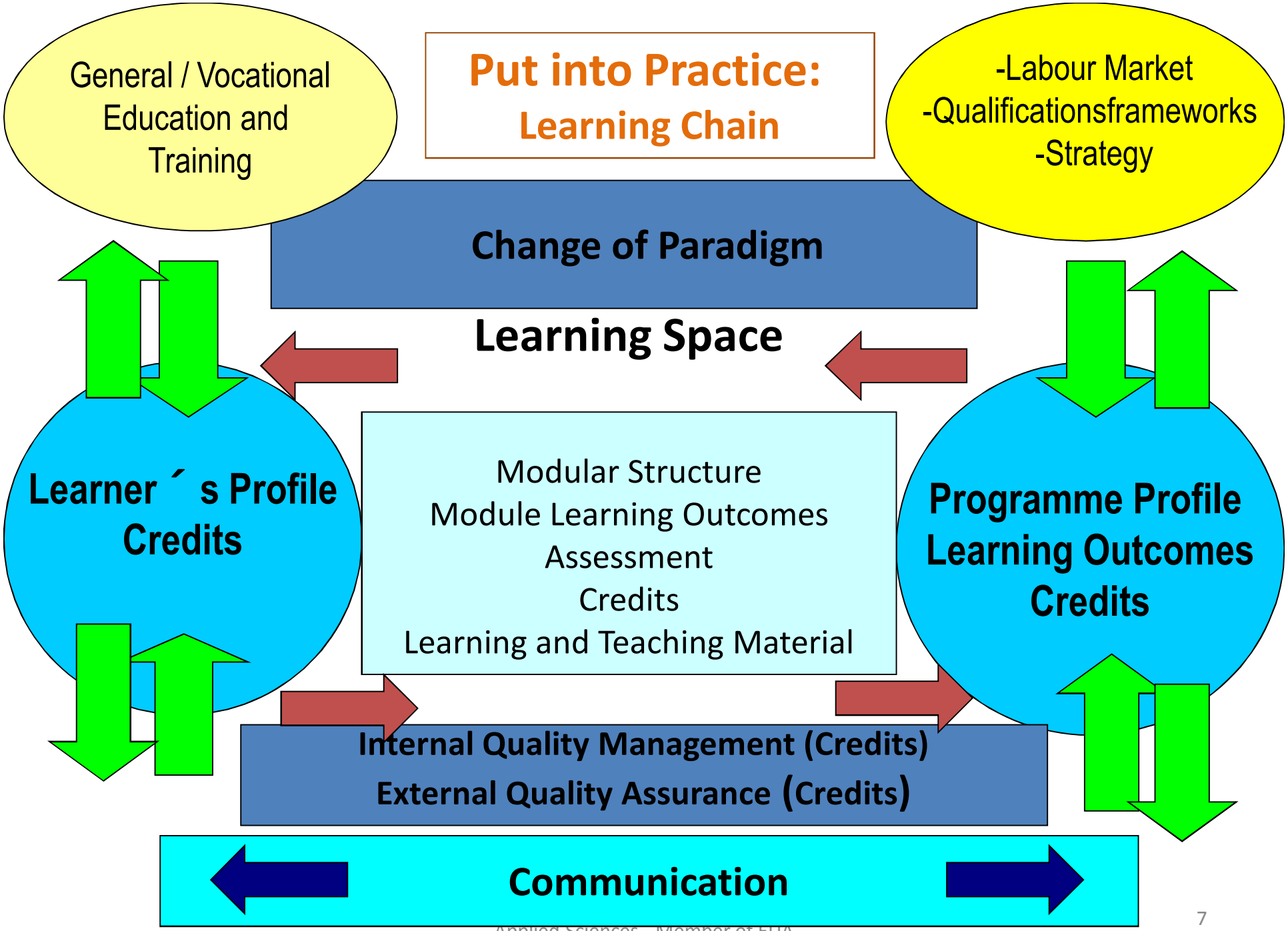
Objective:

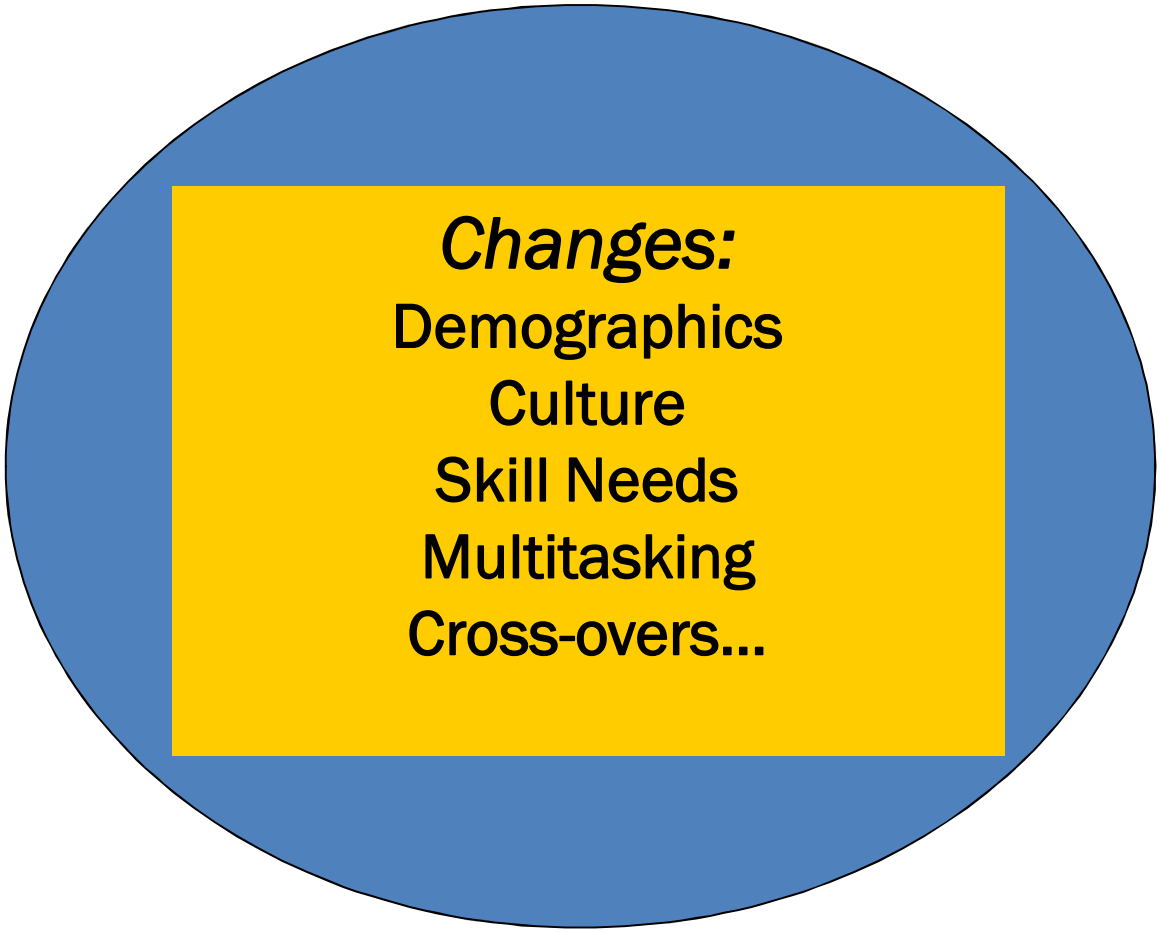
Integration of qualifications of

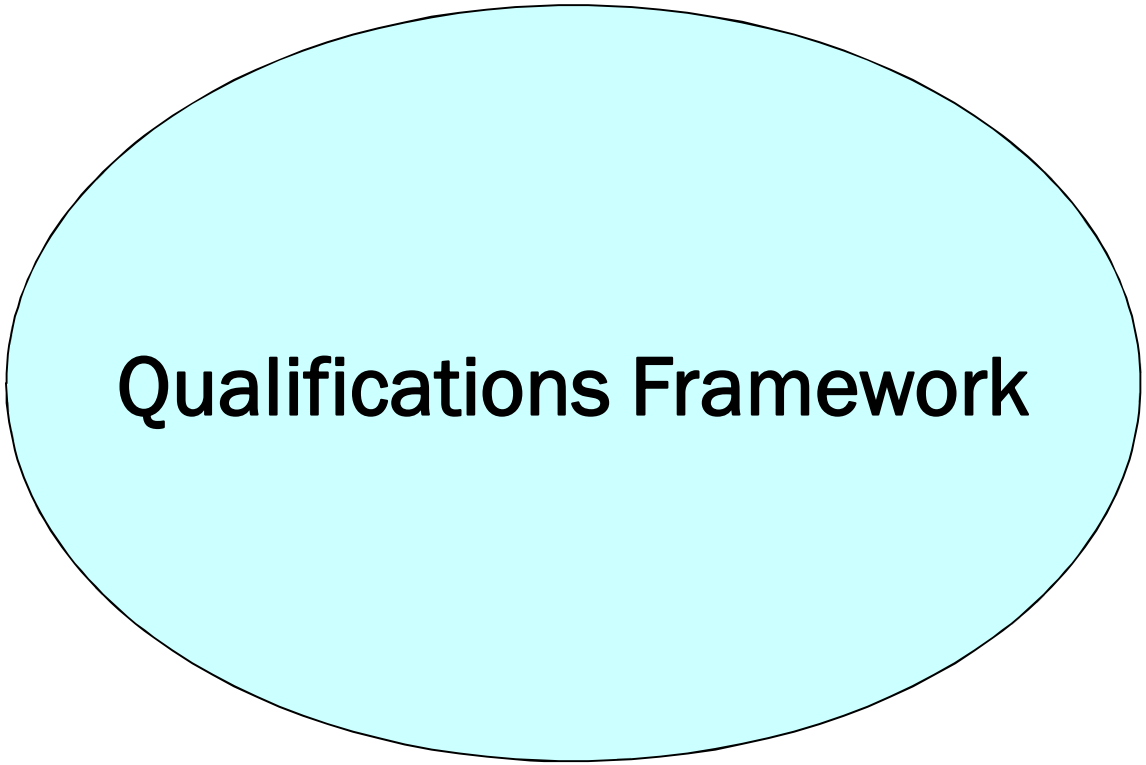


German Qualifications Framework LLL = DQR

Framework for German Higher Education Qualifications


General / Vocational Education and Training
Put into Practice:
Learning Chain
-Labour Market
-Qualificationsframeworks
-Strategy
Change of Paradigm
Learning Space
Learner ´ s Profile
Credits
Modular Structure
Module Learning Outcomes
Assessment
Credits
Learning and Teaching Material
Programme Profile
Learning Outcomes
Credits
Internal Quality Management (Credits)
External Quality Assurance (Credits)
Communication

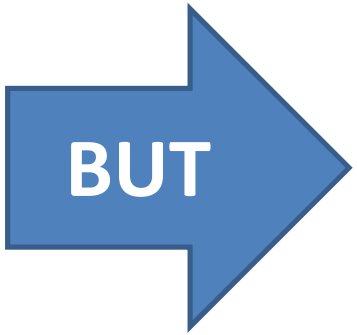

Changes:
Demographics
Culture
Skill Needs
Multitasking
Cross-overs…


Qualifications Framework

German Higher Education Qualifications Framework 2005 (HQR)
3 Levels

Allocation of Qualifications?

- No!



- Description of Qualifications at a predefined level –
- taken from the European Higher Education Qualifications Framework

LO	Intended quality characteristics of the higher education degrees in Germany		
Knowledge	Knowledge **broadening**	Broad subject oriented knowledge: 87%	
	Knowledge **deepening**	Knowledge about the enterprise – Leadership etc.: 68-78%	
Ability to do	Knowledge **Acquisition / Develop-ment**	Comprises:	
		Instrumental	Can analyse: 88%
		communicative	Can communicate – work in groups – adapt: 99%
		Systemic LO	Can solve problems, learn to learn: 97%

German
Qualifications
Framework 2011
8 Levels

G1

Level indicator

Structure of requirements			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Depth & breadth	Instrumental & systemic skills, judgement	Team / leadership skills, involvement & communication	Autonomous / responsibility, reflectiveness & learning competence

Level Indicators

Level 5	Be in possession of competences for the autonomous planning and processing of comprehensive technical tasks assigned *within a complex and specialised field of study* **or** *field of occupational activity* subject to change
Level 6	Be in possession of competences for the processing of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes *within subareas of scientific subject* **or** *within a field of occupational activity*. The structure of requirements is characterised by complexity and frequent change
Level 7	Be in possession of competences for the processing of new and complex professional tasks and problems set and be in possession of competences for autonomous management of processes *within a scientific subject* **or** *within a strategically oriented field of occupational activity*. The structure of requirements is characterised by frequent and unpredictable change.
Level 8	Be in possession of competences for the *obtaining of research findings in a scientific subject* **or** *for the development of innovative solutions and procedures within a field of occupational activity*. The structure of requirements is characterised by novel and unclear problem situations.

Level 1			
Be in possession of competences for the fulfilment of simple requirements within a clear and stably structured field of study or work. Fulfilment of tasks takes place under supervision			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of elementary general knowledge. Have an initial insight into a field of study or work	Be in possession of cognitive and practical skills required to carry out simple tasks in accordance with pre-stipulated rules and to evaluate the results of such tasks. Establish elementary correlations	Learn or work together with others, obtain and exchange information verbally and in writing	Learn or work under supervision. Appraise own actions and the actions of others and accept learning guidance.

No credits .....Yet

Qualifications (credentials) - which mean:

Qualifications Frameworks are generic descriptions of achievements of learning outcomes

Qualifications Frameworks
Elements

- **Descriptors**
  - texts contained within the individual matrix fields of the DQR. They describe the characteristics of competences at a certain level; e.g. „skills at level 5“
- **Competence categories**
  - used in the DQR are ***Professsional competence*** subdivided into *Knowledge* and *Skills* and ***Personal competences*** subdivided into *Social competence and Autonomy.*
- **Level indicator**

  Provides a summary of the characteristics of the requirements structure within a field of study or work, within a scientific subject or withia field of occupational activity
- **Levels**
  - Align competences in accordance with complexity and the dynamics of the respective fields of study or work. The DQR is not an ordinal scale with steps of the same scope. Arithmetic operations such as the calcualtion of averages are not possible.

Decisions - Terminology

- Progression of Learning versus a ladder of formal qualifications
- Diversity versus harmonisation
- Equivalence versus homogeneity
- Handlungskompetenz versus competence
- Handlungskompetenz versus Learning Outcomes
- Universal versus sectoral

Glossary

Focus

- **Handlungskompetenz**
  - *Constitutional elements (underlying educational concept):*

    Reliability, accuracy, stamina, paying attention, intercultural and interreligious competence, culture of tolerance, democratic behaviour
  - *and respectively also for personal development*

    normative, cultural, ethical and religious issues
  - *Methodology is seen as a competence which cuts across all four pillars*

Level 2			
Be in possession of competences for the professional fulfilment of basic requirements within a clear and stably structured field of study or work. Fulfilment of tasks takes place largely under supervision.			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of basic general knowledge and basic professional knowledge with a field of study or work.	Be in possession of basic cognitive and practical skills required to carry out tasks within a field of study or work, evaluate the results of such tasks in accordance with prestipulated criteria and establish correlations	Work within a group. Accept and express general feedback and criticism. Act and react in accordance with the given situation with regard to verbal and written communication.	Learn or work in a responsible manner and largely under supervision within familiar and stable contexts. Appraise own actions and the actions of others. Use pre-stipulated learning guides and request learning guidance.

Level 3			
Be in possession of competences for the autonomous fulfilment of technical requirements within a field of study or field of occupational activity which remains clear whilst being openly structured in some areas.			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of extended general knowledge or extended professional knowledge within a field of study or field of occupational activity.	Be in possession of a spectrum of cognitive and practical skills for the planning and processing of technical tasks within a field of study or field of occupational activity. Evaluate results in accordance with criteria which are largely pre-stipulated, provide simple transfers of methods and results	Work within a group and occasionally offer support. Help shape the learning or working environment, present processes and results to the appropriate recipients of such information	Learn or work autonomously and responsibly including within contexts which are less familiar. Appraise own actions and the actions of others. Request learning guidance and select various learning aids.

Level 4			
Be in possession of competences for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity subject to change.			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of deeper general knowledge or theoretical professional knowledge within a field of study or field of occupational activity.	Be in possession of a broad spectrum of cognitive and practical skills which facilitate autonomous preparation of tasks and problem solving and the evaluation of work results and processes according consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide transfers of methods and solutions.	Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Provide comprehensive communication on facts and circumstances	Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.

Level 5

Be in possession of competences for the autonomous planning and processing of comprehensive technical tasks assigned within a complex and specialised field of study or field of occupational activity subject to change.

Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of integrated professional knowledge within a field of study or integrated occupational knowledge within a field of activity. This also includes deeper, theoretical professional knowledge. Be familiar with the scope and limitations of the field of study or field of occupational activity.	Be in possession of an extremely broad spectrum of specialised, cognitive and practical skills. Plan work processes across work areas and evaluate such processes according comprehensive consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide comprehensive transfers of methods and solutions.	Plan and structure work processes in a cooperative manner, including within heterogeneous groups, instruct others and provide well-founded learning guidance. Present complex facts and circumstances extending across professional areas in a targeted manner to the appropriate recipients of such information. Act in an anticipatory manner in considering the interests and requirements of recipients.	Reflect on and assess own learning objectives and learning objectives set externally, undertake self-directed pursuit of and assume responsibility for such objectives, draw consequences for work processes within the team.

Level 6

Be in possession of competences for the planning, the processing and the evaluating of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of a scientific subject or within a field of occupational activity. The structure of requirements is characterised by complexity and frequent changes.

Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of broad and integrated knowledge including knowledge of basic scientific principles and the practical application of a scientific subject as well as a critical understanding of the most important theories and methods (corresponding to level 1 – Bachelor level – of the Qualifications Framework for German Higher Education Qualifications) or be in possession of broad and integrated occupational knowledge including current technical developments. Be in possession of knowledge for the further development of a scientific subject or of a field of occupational activity. Be in possession of relevant knowledge at interfaces to other areas	Be in possession of an extremely broad spectrum of methods for the processing of complex problems within a scientific subject (corresponding to level 1 – Bachelor level – of the Qualifications Framework for German Higher Education Qualifications), further fields of study or field of occupational activity. Draw up new solutions and evaluate such solutions including according consideration to various criteria even in circumstances where requirements are subject to frequent change.	Assume responsibility in working within expert teams or show responsibility in leading3 groups or organisations. Instruct the technical development of others and act in an anticipatory manner in dealing with problems within the team. Present experts with arguments for and solutions to complex professionally related problems and work in conjunction with such experts on further development.	Define, reflect on and assess objectives for learning and work processes and structure learning and work processes autonomously and sustainably

Level 7

Be in possession of competences for the processing of new and complex professional tasks and problems set and be in possession of competences for autonomous management of processes within a scientific subject or within a strategically oriented field of occupational activity. The structure of requirements is characterised by frequent and unpredictable changes.

Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of comprehensive, detailed, specialist and state-of-the art knowledge in a scientific subject (corresponding to level 2 – Master level – of the Qualifications Framework for German Higher Education Qualifications) ***Or*** be in possession of comprehensive occupational knowledge in a strategically oriented field of occupational activity. Be in possession of extended knowledge in adjoining areas.	Be in possession of specialised technical or design concept skills relating to the solution of strategic problems in a scientific subject (corresponding to level 2 – Master level – of the Qualifications Framework for German Higher Education Qualifications) ***or*** in a field of occupational activity. Consider alternatives even in circumstances where information is incomplete. Develop and use new ideas or procedures and assess such ideas and procedures according consideration to various evaluation criteria	Assume responsibility for leading groups or organisations within the scope of complex tasks set and present the results of the work of such groups ***or*** organisations. Promote the technical development of others in a targeted manner. Lead divisionally specific and cross-divisional debates.	Define objectives for new applications ***or*** research oriented tasks reflecting on possible societal, economic and cultural implications, deploy appropriate means and tap autonomously into own knowledge for the purpose

Level 8

Be in possession of competences for the obtaining of research findings in a scientific subject or for the development of innovative solutions and procedures within a field of occupational activity. The structure of requirements is characterised by novel and unclear problem situations.

Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of comprehensive, specialised, systematic state-of-the art knowledge in a research discipline and contribute towards the expansion of knowledge within the specialist discipline (corresponding to level 3 – Doctorate level – of the Qualifications Framework for German Higher Education Qualifications) Or be in possession of comprehensive occupational knowledge in a strategically and innovation oriented field of occupational activity. Be in possession of appropriate knowledge at the interfaces to adjoining areas	Be in possession of comprehensively developed skills relating to the identification and solution of novel problems set in the areas of research, development or innovation within a specialised scientific subject (corresponding to level 3 – Doctorate level – of the Qualifications Framework for German Higher Education Qualifications) or in a field of occupational activity. Also design, implement, manage, reflect on and evaluate innovative processes including in cross-activity areas. Evaluate new ideas and procedures.	Lead groups or organisations from a position of responsibility in complex or interdisciplinary tasks whilst activating the areas of potential within such groups or organisations. Promote the professional development of others in a targeted and sustained manner. Lead cross-specialist debates and introduce innovative contributions to specialist professional discussions including in international contexts	Define objectives for new complex applications or research oriented tasks reflecting on possible societal, economic and cultural implications, select appropriate means and develop new ideas and processes

Phase 2

Group Work
Aligning typical qualifications of four sectors

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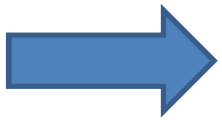
Applying the DQR in four sectors: Four Working Groups

- Selection of formal qualifications to be analysed (less than 20 across sectors)
  - Frequency
  - Impact
- Higher education qualifications described according to the DQR descriptors
- Outsourcing of school education



– Basis: respective rules and regulations mostly input-oriented;

accredited study-programmes

CSF

- No reservation for qualifications of certain types of institutions
- Openess for non-formal/informal qualifications

CSF

- No detailed equivalency with each descriptor
  - No total fit
  - Best fit
  - No „mutation“ of qualifications
- Overall judgement
  - Logical interpretation of materials available
  - Overall assessment of qualification in relation to others within the sector
  - Common sense

Examples

- Level 5

VET	HE
Dual Training (Day – Block Release / Sandwich etc.) 3 yrs after O-level	-No respective qualification -Continuing education at university level? -No agreement as regards the „Abitur“

Examples

- Level 6

VET	HE
Continuing (5-7) technical schooling / training Geprüfter Betriebswirt Staatl. Gepr. Betriebswirt	Bachelor

Challenges

- Description of qualifications
  - Past oriented = input dominant, output vague
  - From now on = outcome oriented, specifically, unambiguously defined,

    input designed accordingly
  - Graduating levels (vertically and horizontally)
- Recommendations of experts
  - Spread across 2, sometimes three levels
  - What to do with „in-betweens“?
  - Importance of level descriptors
  - Positioning of „A“-level (4-5)

Challenges

- Translation into learning pathways (Model of Learning Chain)
- Design of DQR
  - Four versus three pillars
  - Level descriptors
  - Grading
- Relationship
  - Quality assurance
  - Evaluation
  - Assessment

Qualifications frameworks are useful tools that, to be effective, must be used as part of a common methodological approach and integrated academic infrastructure, designed to marry academic autonomy with responsibility (external reference points, internal/external quality assurance, subject benchmark statements, learning outcomes, etc.)

Qualifications frameworks are good for helping make academic processes and judgements transparent, explicit and fair.

Presently Phase 3

Discourse with internal and external experts

With all stakeholders

Political / Legal processes

Steps taken / foreseen

- Comparative check
- Sectoral clusters
- Clusters across sectors
- Start to describe new qualifications according to the descriptors of the framework
- Start to redesign existing formal qualifications to allow for APL/APEL
- Explicit integration of non-formal and informal learning

Mutual Trust

Diversity

Richness

Difference

Compatibility

Same Value!

KSC

You never
stop learning