

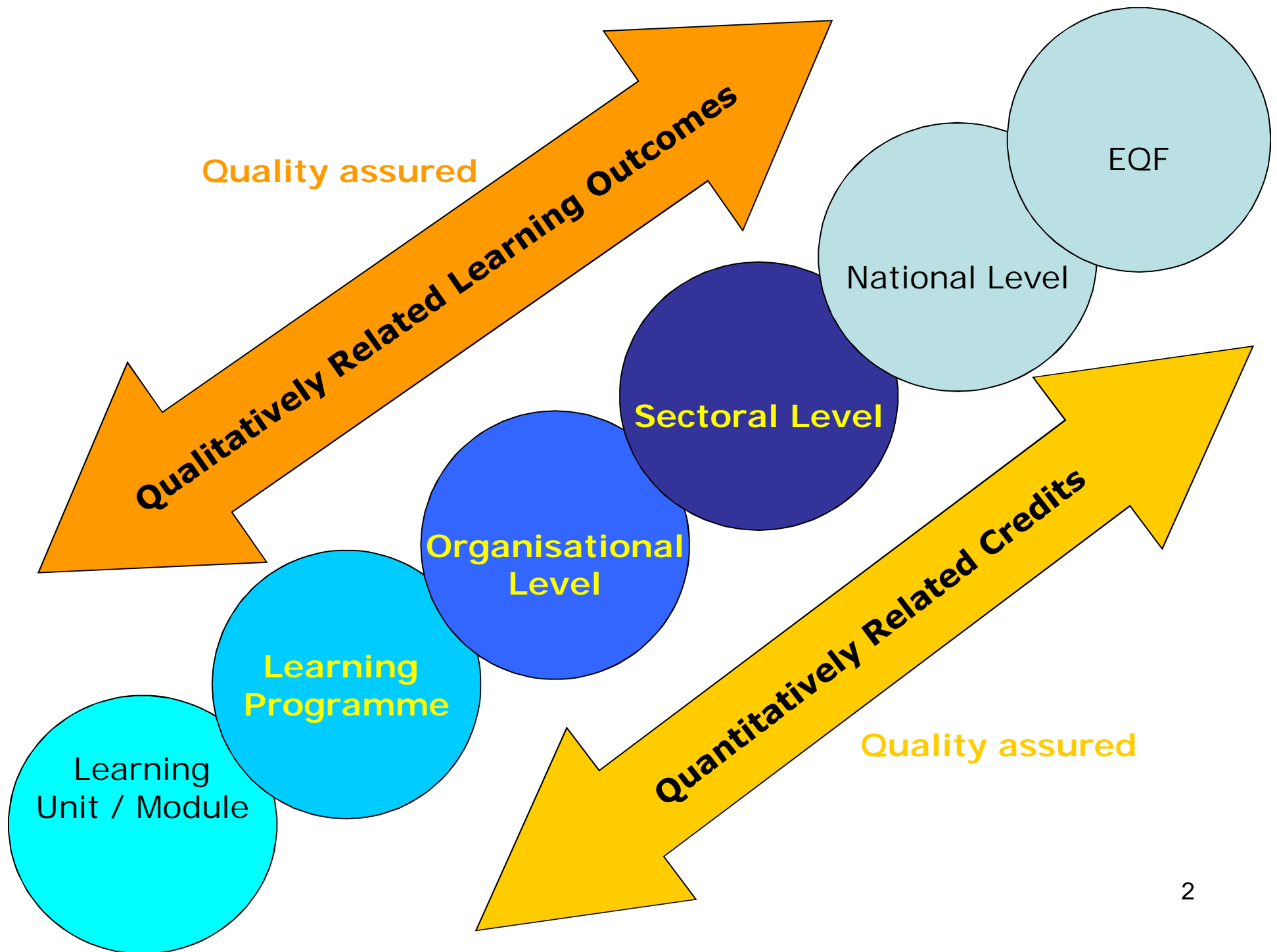


European and German Qualification Frameworks

EAHEP Round Table

Workshop

Brussels, July 1-3 2009



Learning Outcomes as Profile of Competences = Qualification

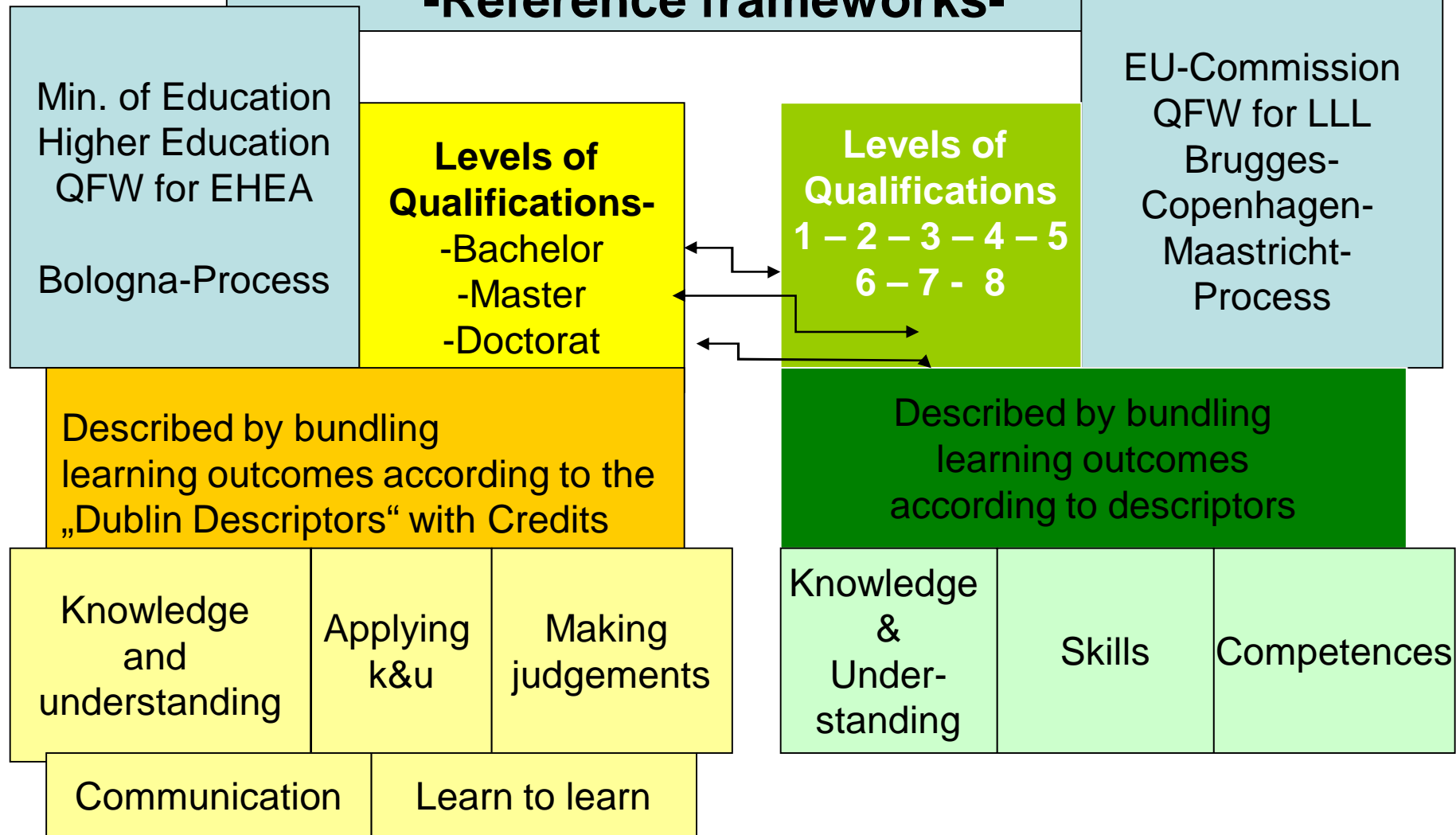
- *Qualification* is the formal standard, which is defined as being the „end“ of a learning path.
- It depicts those *Learning Outcomes* which have been achieved on this pathway (formal learning)

European Qualifications Frameworks

- Reasons
- Added Value
- Challenges
- Scope for Europe-Asia

Qualifications Frameworks

-Reference frameworks-



Higher Education QF

Criteria: „Dublin Descriptors“

Knowledge and understanding

- *1 (Bachelor)* [is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study ...
- *2 (Master)* provides a basis or opportunity for originality in developing or applying ideas often in a research context ...
- *3 (Doctorate)* [includes] a systematic understanding of their field of study and mastery of the methods of research associated with that field

EQF LLL: Readable: horizontal / vertical/ (lateral) - Qualifications: Bundles of LO

	Knowledge	Skills	Competences
N 6	advanced knowledge of a field of work or study involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, in a complex and specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work and study Contexts - lead groups in work and study
N 7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work Or study, as the basis for original thinking critical awareness of knowledge issues in a field and at the interface Between different fields	specialist research and problem-solving skills, including analysis and synthesis, to develop new knowledge and procedures and to integrate knowledge from different fields	demonstrate leadership and innovation in work and study contexts that are complex, unpredictable and require new strategic approaches take responsibility for continuing personal professional development, for contributing to professional knowledge and practice and for reviewing the strategic performance of teams

National Qualifications Frameworks

Example: Germany

The German Qualifications Framework

Level Competence	Bachelor / Master / Doctorate			
Knowledge	Knowledge-broadening			
	Knowledge-deepening			
Skills	Knowledge-developing and accessing			
		instrumental		
		communicative - interpersonal		
		systemic		
	gehmlch@wi.fh-osnabrueck.de			9

DQR LLL

Level indicator			
<i>Structure of requirements</i>			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Self competence
Depth and breadth	Instrumental and systemic skills, judgement	Team / leadership skills, involvement, communicate	Autonomy / responsibility / reflectiveness and learning competence

Challenges and Added Value



Added Value

Challenges

Qualifications Framework Bologna Challenges 2009

✦ **Introduction and self-certification of national Qualifications Frameworks**

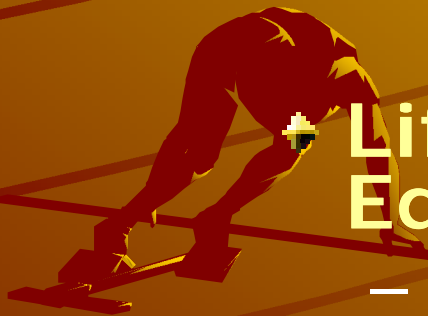
- Change of Paradigm: learner-centred learning
- Link between learning programmes with credits and learning outcomes

✦ **Lifelong learning in Higher Education**

- Introduction of flexible pathways

✦ **Social Dimension**

- Improvement of access and participation
- Opportunities to study for employees whose workplaces might become obsolete



Challenges

✦ Learning Matrix

- Clear presentation
- Straightforward definitions
- Concise technical terms
- Consistency of description
- Obvious relationship to standards



Challenges

✦ Learning Matrix

- Presentation of learning outcomes as competence profiles (Qualification)
- Evidence of learning outcomes achieved
- Competence levels designed



Challenge at Programme level

In outcome-based education the educational outcomes are clearly and unambiguously specified.

These determine the curriculum content and its organisation, the teaching methods and strategies, the courses offered, the assessment process, the educational environment and the curriculum timetable.

They also provide a framework for curriculum evaluation.

(Harden et al., 1999a)

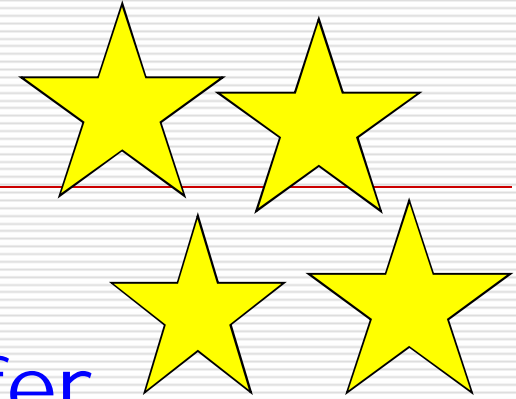
Added Value



☐ Functions

- Comparability and compatibility
 - ☐ Transparency
 - ☐ Translation / Transmission
- Permeability and Mobility
- Recognition, accreditation of prior learning

Added Value cont.



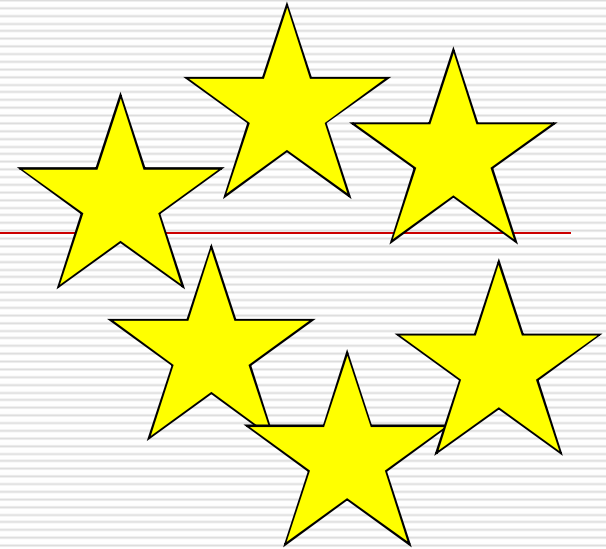
☐ Functions

- Progression and transfer
- Elements of qualifications
- Award of „joint degrees“/„identical qualifications“
- Credits
 - ☐ Currency
 - ☐ „Purchasing Power“

Added Value cont.

□ Functions

- Employability
- Curriculum design
- Basis for consultation
- Support of lifelong learning
- Increase in effectivity and efficiency
- SMART

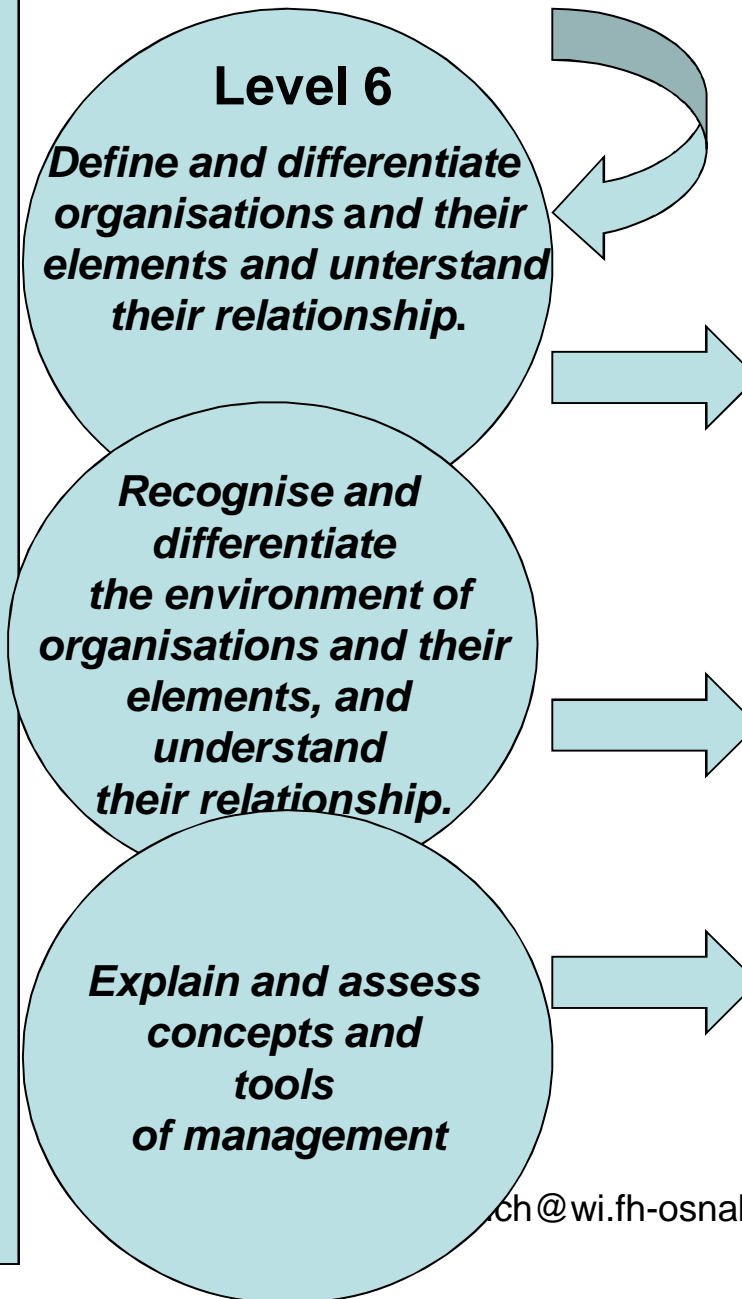


Sectoral Qualifications Framework

Bachelor level –
Betriebswirtschaftslehre = Business
Studies

Wissen und Verstehen von Absolventen bauen auf der Ebene der Hochschulzugangsberechtigung auf und gehen über diese wesentlich hinaus. Absolventen haben ein breites und integriertes Wissen und Verstehen der wissenschaftlichen Grundlagen ihres Lerngebietes nachgewiesen:

Knowledge broadening The student is able to



This may embrace:

Purposes, objectives, structures, functions and processes respecting the particular organisational culture, both the individual and institutional Behaviour and the internal and external effects.

Economy, environment, values and norms, law, politics, society, technology, including their respective effects on Management at local, national and International level.

Processes and methods of effective and efficient leadership of organisations. This includes knowledge about theories, models and decision making Within a strategic and operative context.

Sectoral Qualifications Framework

Master level –
Betriebswirtschaftslehre = Business
Studies

Orientation framework Master – Profile-in-demand Learner's Perspective

Master programmes in business studies may distinguish three types in the light of employability due to the target group and the time-schedule. For each type the profile – either more research or application oriented – has to be specified additionally.

The graduate is...

Type 1

Specialist

- Objective: Professional start in a defined area **or** professional development
- sequential to the first degree **or** after work experience
- first degree in the discipline

Study-programmes for this target group normally specialise on a selection of the following learning outcomes, in particular in the area of knowledge deepening.

The graduate wants...

Type 1

To update and consolidate his knowledge and acquire detailed knowledge about selected business subject areas (e.g. functions, type of enterprises, business sectors, regional characteristics, buying and sales markets, topical issues, such as business ethics).

Type 2

Generalist

- Objective: Professional start in a broad area
- more often sequential to the first degree
- first degree not in the same discipline

Study-programmes for this target group normally achieve the following learning outcomes, which help to improve employability by enlarging the scope of activities in comparison to that of the first degree.

Because of a lack of or little work experience the subject related emphasis is on concepts and theories.

Type 2

To transfer generic competences of the first degree on to the new study-area. Broad basic knowledge with possible deepening of business related areas (e.g. functions, type of enterprises, business sectors, regional characteristics, buying and sales markets, topical issues, such as business ethics).

gehlich@wi.fh-osnabrueck.de

Type 3

Generalist

- Objective: Professional development
- minimum of 2-years professional experience
- first degree normally not in the same discipline

Study-programmes for this target group normally take into account the business experience and the learning outcomes achieved in the first cycle programme by extending them to managerial competences.

Type 3

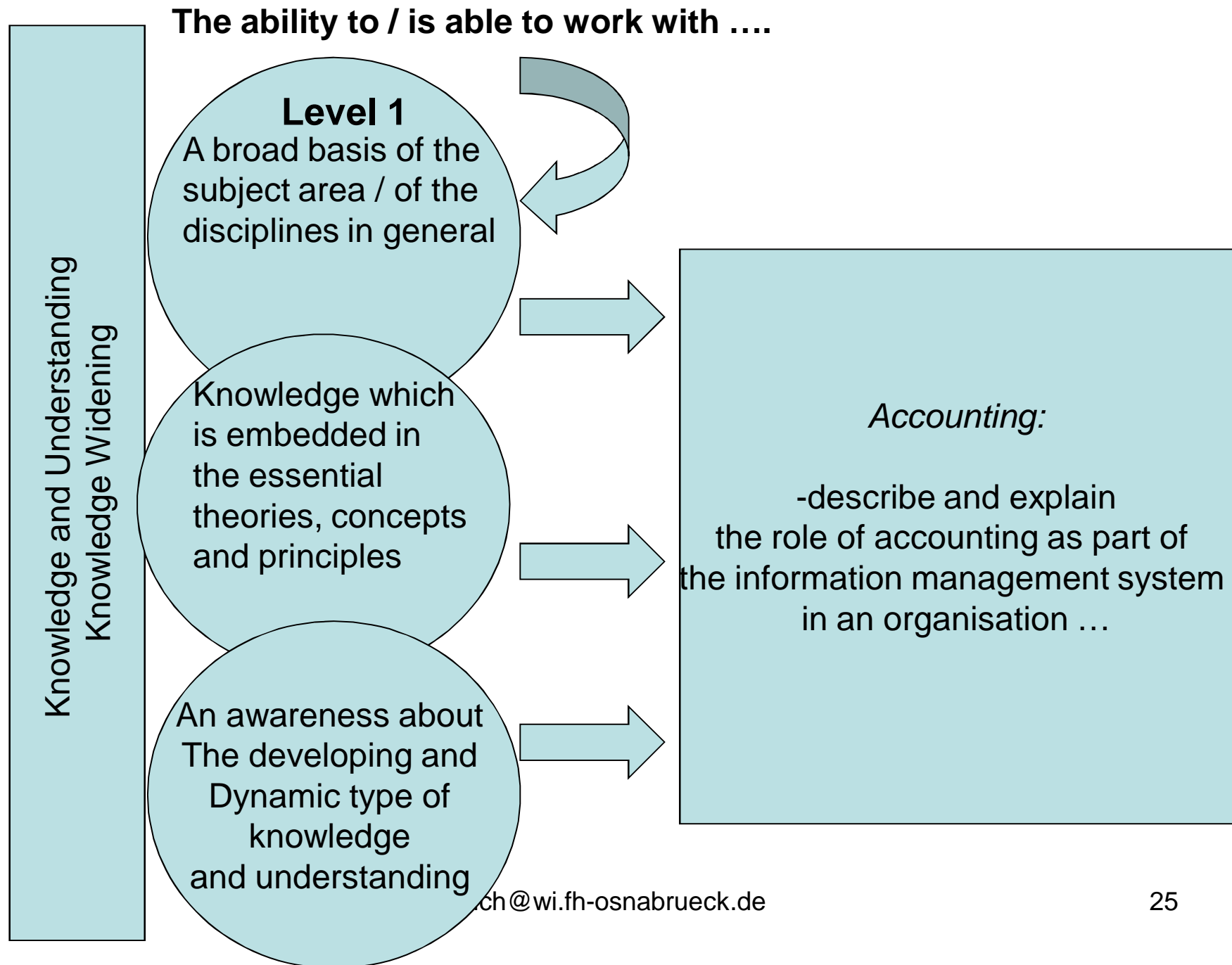
To transfer generic competences of the first study-programme and the experiences gained in practice on to the new study-area. Broad basic knowledge in business related areas (e.g. functions, type of enterprises, business sectors, regional characteristics, buying and sales markets, topical issues, such as business ethics) and managerial competences.

Institutional Qualifications Framework

Design of a learning matrix for the university / faculty

Learning Outcomes and Levels
Bachelor Degree 3 years

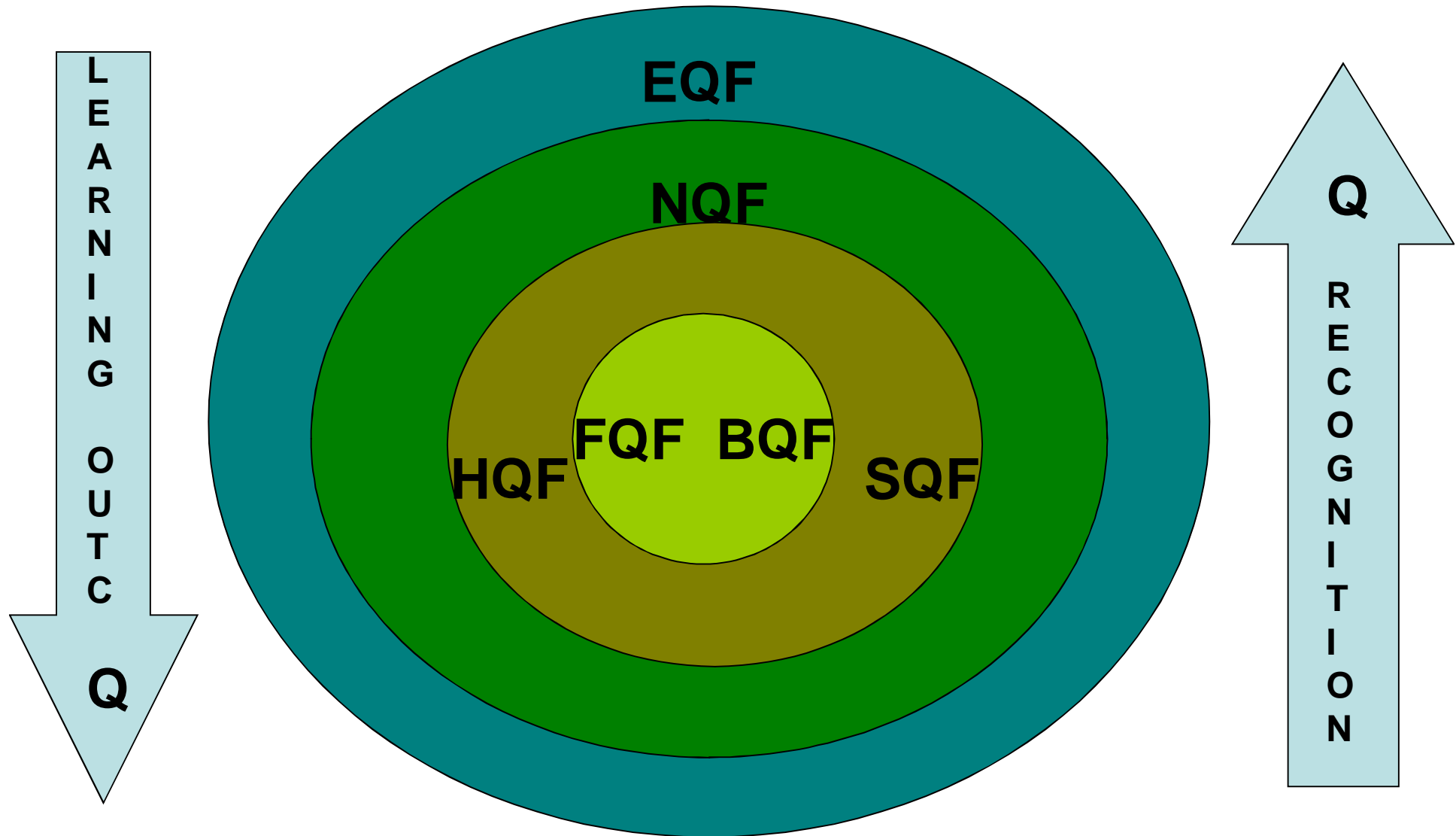
			Level 1 Descriptor	Level 2 Descriptor	Level 3 Descriptor
			The ability to demonstrate and / or work with		
Knowledge and Understanding	Knowledge widening	General	a broad knowledge of the subject/ discipline in general	a broad knowledge of the scope, defining features, and main areas of a subject/ discipline	a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/ discipline
			knowledge that is embedded in the main theories, concepts and principles	understanding of a limited range of core theories, principles and concepts	a critical understanding of a selection of the principal theories, principles, concepts and terminology
			an awareness of the evolving/ changing nature of knowledge and understanding	limited knowledge and understanding of some major current issues and specialisms	
				an outline knowledge and understanding of research and equivalent scholarly/ academic processes	
		Module related			
	Knowledge deepening	General	an understanding of the difference between explanations based in evidence and/ or research and other forms of explanation, and of the importance of the difference	detailed knowledge in some areas	knowledge that is detailed in some areas and/ or knowledge of one or more specialisations that are informed by forefront developments
		Module related			



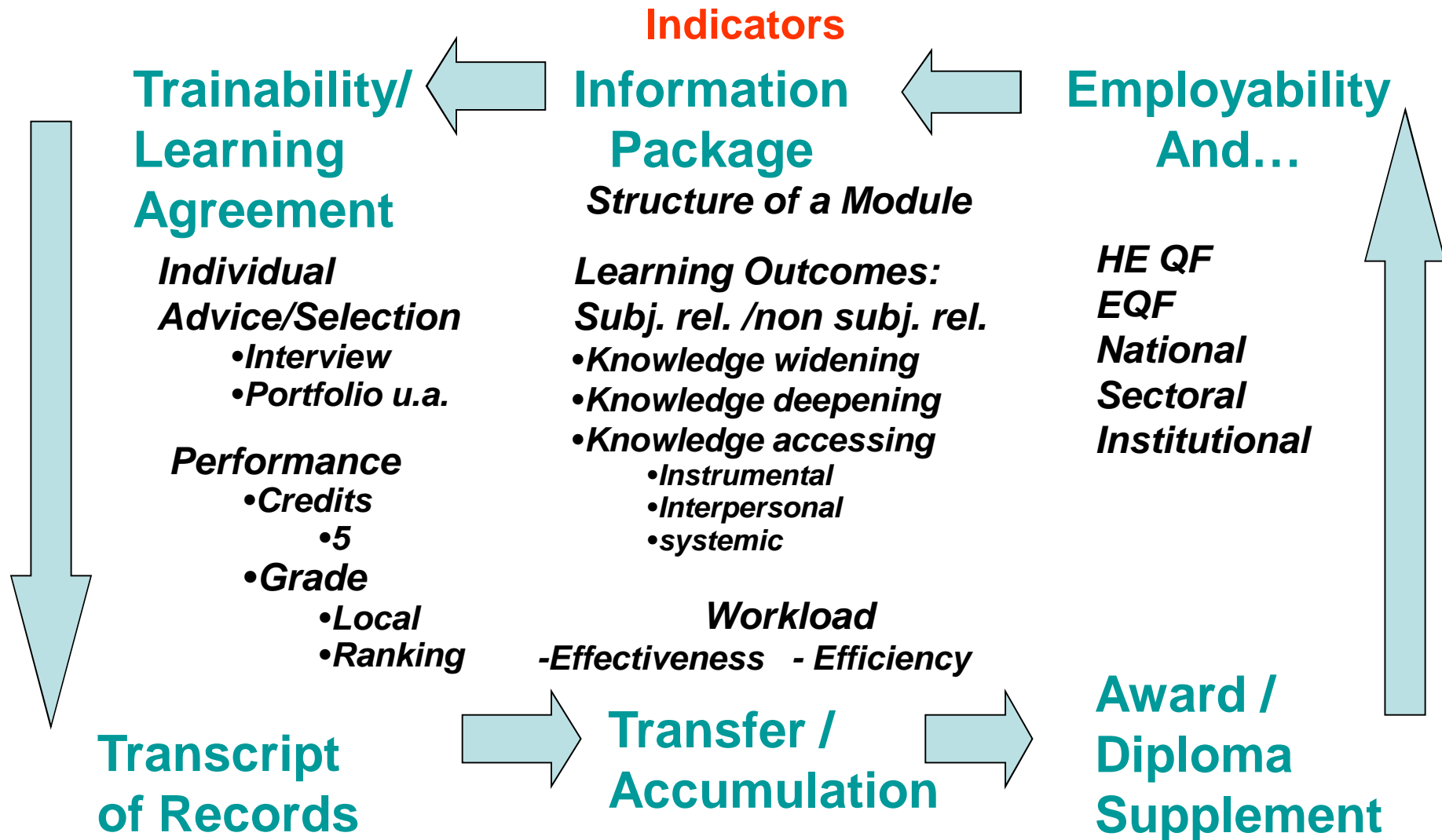
Implications

The frameworks at work

Onionmodel

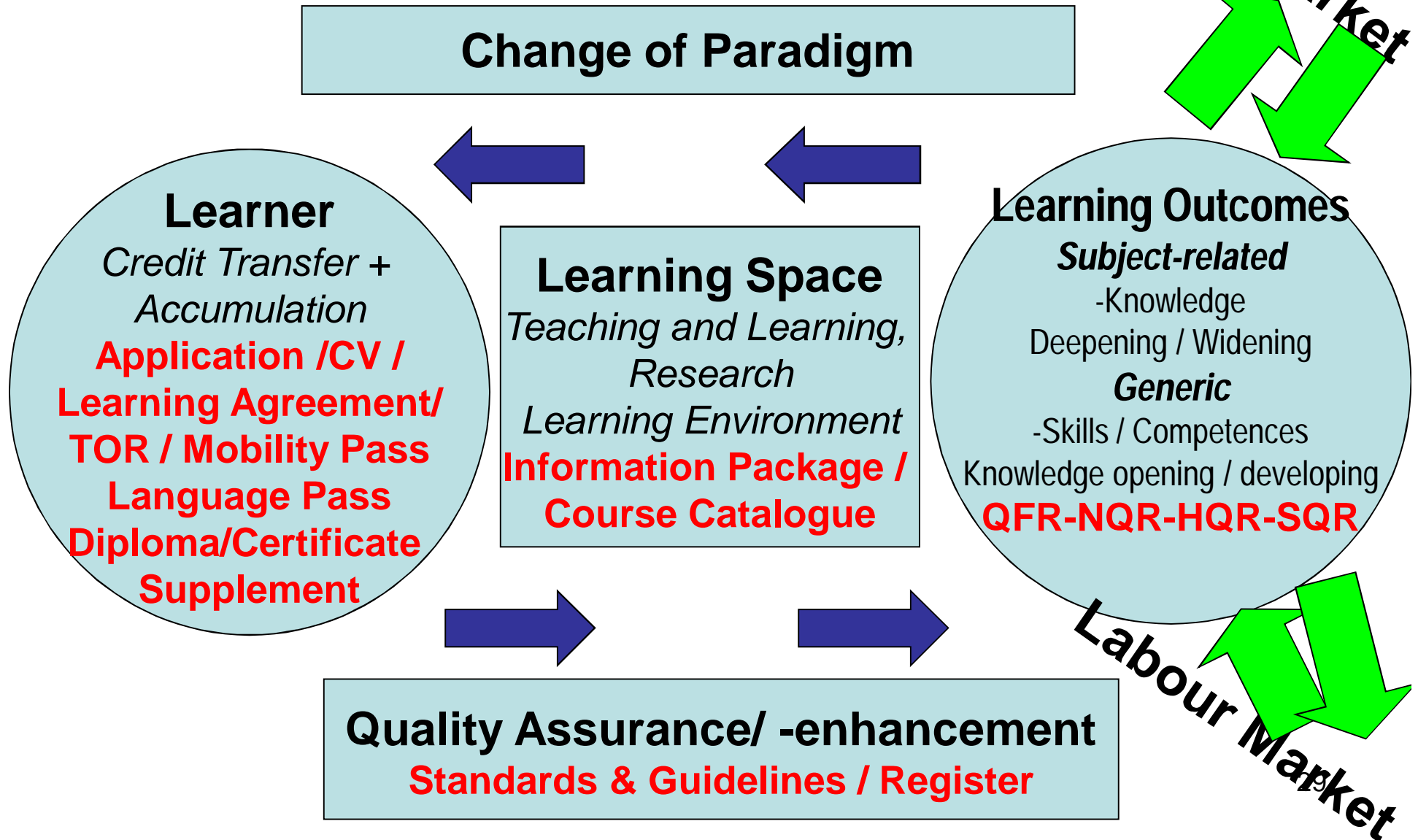


Bologna in Action



Learning Chain

Tools at work



Scope for Europe-Asia co-operation

- Transparency
- Relationship building
- Mutual Trust
- Recognition
- Co-operation
- Mobility
- Joint research
- Joint learning and teaching

Enjoy your meal

We like it....



juicy and spicy



Thank You

For your patience
and kindness