

# The German Qualifications Framework for Lifelong Learning (DQR)

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#### **AGENDA**

#### **The German Qualifications Framework**

- Stakeholders / Institutionsalisation
- GQF-Levels and allocated qualifications
- Level 4: Descriptors and two Examples for allocated qualifications
- Allocation Procedure



#### **Stakeholders**

Federal Government-Federal State Coordination Point (B-L-KS DQR)

> Federal Ministry of Education and Research

Standing Conference of the Ministers of Education and Cultural Affairs

Conference of Economics Ministers

Federal Ministry for Economic Affairs and Energy

#### **DQR Working Group**

relevant stakeholders involved in DQR development and implementation process from

general education,

higher education,

vocational education and training;





#### **Stakeholders**

#### **DQR Working Group**

Conference of Economics Ministers Federal Ministry of Education and Research Standing Conference of the Ministers of Education and Cultural Affairs

Conference of Health Ministers

Federal Institute for Vocational Education and Training German Employers'
Organisation for Vocational
and Further Training/Trade
Association

Confederation of Federa
German Employers' Econom
Associations

Federal Ministry for Economic Affairs and Energy

Foundation for the
Accreditation of
Study Programmes in
Germany

Federal Association of Non-statutory Welfare / Diakonie Deutschland – Evangelical Federation Association of German Chambers of Commerce and Industry

German
Confederation of
Skilled Crafts

German Rectors' Conference IG Metall Trade Union United Services Union Free Federation of Student Unions in Germany

Federal Employment Agency Council of Continuing Education / German Adult Education Association

Federation of German Trade Unions German Civil Service Federation / Federal Association of Vocational School Teachers





DQR/EQF-Level	Qualifications (simplified presentation)
1	Vocational Training Preparation
2	<ul> <li>General Education School Leaving Certificate (at the end of grade 9) (Hauptschulabschluss)</li> <li>Vocational Training preparation</li> <li>Basic Vocational Training</li> </ul>
3	<ul> <li>General Education School Leaving Certificate (at the end of grade 10) (Mittlerer Schulabschluss) obtained at general education school</li> <li>General Education School Leaving Certificate (Mittlerer Schulabschluss) obtained or at full-time vocational school (Berufsfachschule)</li> <li>Dual Vocational Education and Training (2-year training courses)</li> </ul>
4	<ul> <li>Higher Education Entrance Qualifications (General, Subject-specific, for Universities of Applied Science)</li> <li>Dual Vocational Education and Training (3 and 3,5-year training courses)</li> <li>Full-Time Vocational Schools (Different Types of) (Berufsfachschulen)</li> </ul>
5	Advanced Vocational Education and Training Certificates
6	<ul> <li>Bachelor</li> <li>Advanced Vocational Education and Training Certificates (Master Craftsman, Commercial Specialist and others)</li> <li>Technicans and other state Certified Specialists</li> </ul>
7	<ul> <li>Master</li> <li>Advanced Vocational Education and Training Certificates</li> </ul>
8	Doctoral Studies





**Level 4** describes competences required for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity which is subject to change.

Professional competence

#### Knowledge

Be in possession of in-depth general knowledge or professional theoretical knowledge within a field of study or one field of occupational activity.

#### **Skills**

Be in possession of a broad range of cognitive and practical skills which enable tasks to be processed and problems to be solved autonomously, and which enable the assessment of work outcomes and processes taking into account alternative actions and interactions with related areas. Perform learning transfers.

Personal competence

#### **Social competence**

Contribute to the organisation of work in a group and the group's learning or working environment - and provide ongoing support.

Justify processes and outcomes.

Communicate facts in a comprehensive manner.

#### **Autonomy**

Set own learning and working objectives, reflect on and achieve these objects, and take responsibility for them.





#### **Level 4** (simplified presentation)

## Higher Education Entrance Qualification

- General Higher Education Entrance Qualification
- Higher Education
   Entrance
   Qualification for
   University of Applied
   Science
- Subject-linked
   Higher Education
   Entrance
   Qualification

## Dual Education and Training

 Dual Education and Training (3-year and 3,5 year training courses)

### Full-time vocational School

- Vocational
   Education and
   Training governed by
   federal state law
- Vocational
   Education and
   Training governed by
   Federal Law in
   Healthcare and
   Elderly Care



#### **Level 4 - two Examples**

	Dual Education and Training	Full-time Vocational School
Qualification	Electronics Engineer for Automation Technology (regulation from 03.July 2003)	State certified assistant in ernergy systems technology and marketing, specialising in solar technology (regulation from 24. August 2009)
Certifying authority	Chamber	Berufsfachschule (Full-time vocational school
ISCED 97	3 B	3 B
Requirements for access	In principal no specific schooling or prior vocational training required	Gerneral Education school leaving certificate obtained on completion of grade 10 at Realschule
Summary of reasons for the level allocation	Graduates are able, in a dynamic working environment, to plan work tasks for highly complex computeriesed systems independently and respnsibly, to carry them out and to reflect the results. They solve tasks based on their in-depths mathematical and scientific expertise as well as on safety, economic or business administration and environmental skills.	

https://www.dqr.de/media/content/German EQF Referencing Report.pdf





#### **Allocation procedure**

#### Allocation of formal qualifications

- The institution responsible for the legal regulation upon which the qualification is based
- provides an allocation proposal
- to the Federal Government-Federal State Coordination Point.
- The B-L-KS checks the proposal involving the DQR Working Group in order to ensure the coherence of the overall structure.

https://www.dqr.de/content\_en/2445.php





## Thank You for Your Attention.

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