HRK

Qualifications Frameworks in Europe and Germany

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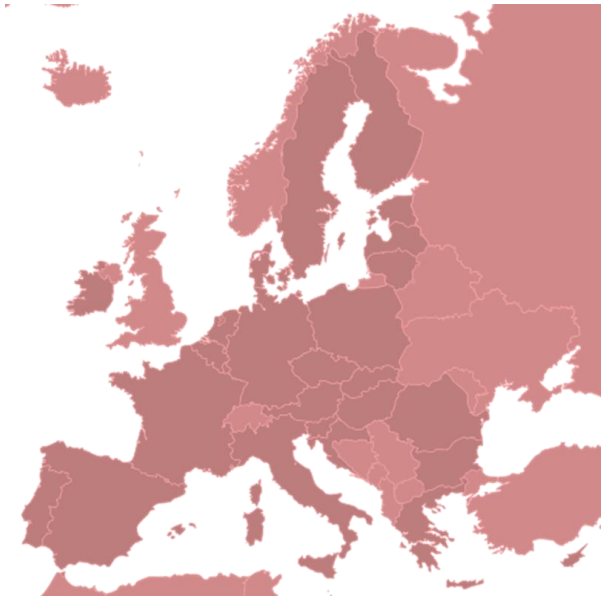
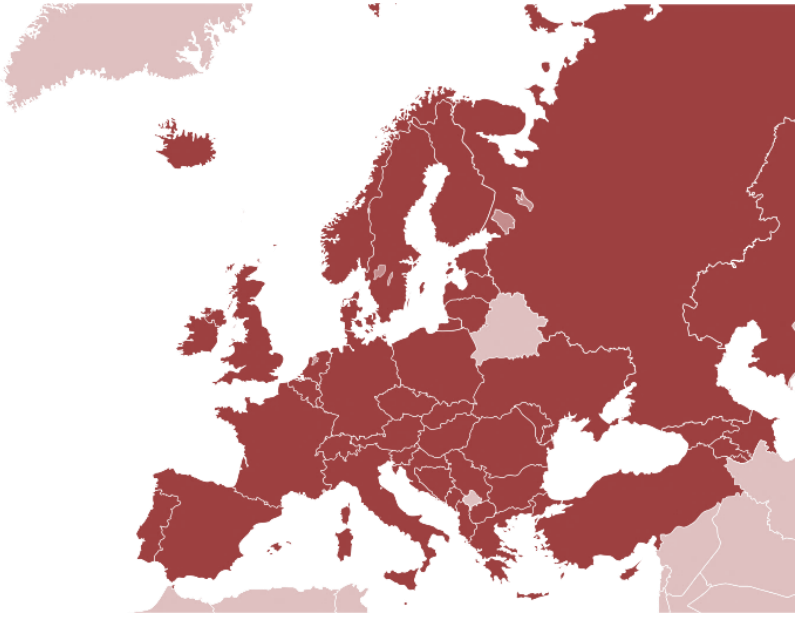
Overview

- Europe – „same same but different“
- The European Higher Education Area and its QF: EHQA-QF
- The European Union and its QF: EQF-LLL
- QFs in Germany: DQR and HQR

EU - EHEA





Ministerial Conference in Bergen 2005: Qualifications Framework for the European Higher Education Area

- **"Dublin Descriptors" :** generic descriptors based on learning outcomes: knowledge and understanding, the application of knowledge and understanding, making judgements, communication and learning skills for the three cycles; are the basis of the EHEA-QF
- **Structure:** typical amount of ECTS credits (Ba:180-240 => 3-4 years, Ma: 60-120 => 1-2 years)
- **Commitment:** to elaborate national qualification frameworks compatible with the EHEA-QF

Ministerial Conference in Bergen 2005: Qualifications Framework for the European Higher Education Area

Frameworks that are compatible with QF-EHEA:

- national QFs
- national subject specific QFs, developed by scientific community
- national subject benchmark statements, developed by EQA agencies
- European subject specific frameworks (engineering, music, chemistry, IT, …)
- "area level descriptors" for Ba/Ma of the TUNING initiative

Comparison Ba/Ma/PhD, knowledge

- **Ba**: can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- **Ma:** can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- **PhD:** have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;

Comparison Ba/Ma/PhD, reflection and judgement

- **Ba:** have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- **Ma:** have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- **PhD:** are capable of critical analysis, evaluation and synthesis of new and complex ideas;

EQF-LLL + EHEA-QF

EQF-LLL	QF-EHEA
8	PhD
7	Master
6	Bachelor
5	“short cycle”
4	
3	
2	
1	

European Qualifications Framework for Lifelong Learning (EQF-LLL)

Objectives:

- make national qualifications more readable across Europe by relating national qualifications systems to a common European reference framework;
- promote workers' and learners' mobility by enabling individuals and employers to better understand and compare the qualification levels in different countries and education systems;
- facilitate lifelong learning.

European Qualifications Framework for Lifelong Learning (EQF-LLL)

Scope:

- applies to all types of education, training and qualifications;
- enhance a common European labour market;
- all EU member countries are expected to implement a national QF based on the EQF.

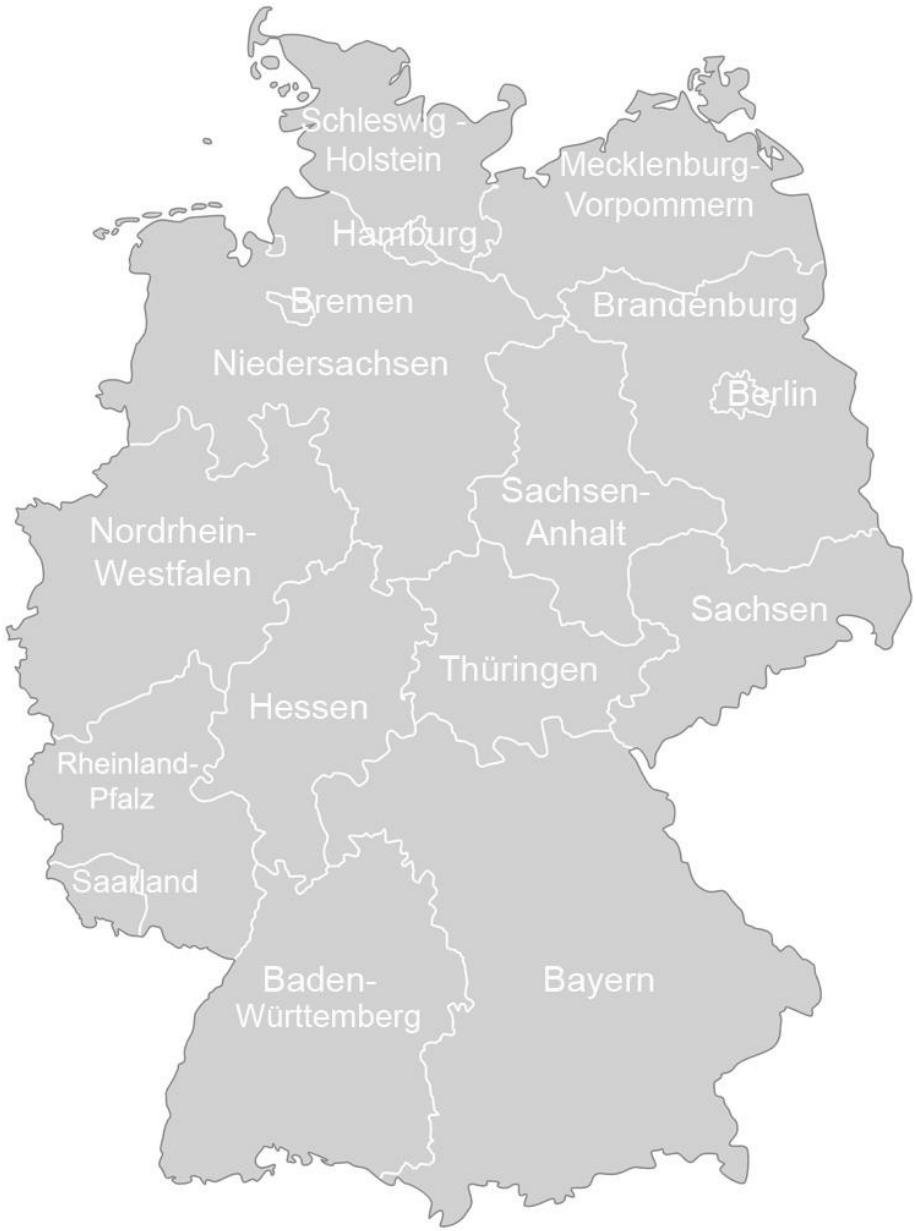
European Qualifications Framework for Lifelong Learning (EQF-LLL)

Knowledge … is described as theoretical and/or factual.	Skills … are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	Responsibility and Autonomy … is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

European Qualifications Framework for Lifelong Learning (EQF-LLL)

6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
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 and/or research; critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Germany



German Rectors' Conference

Qualifications Framework for Higher Education in Germany (2005, revised 2017)

Categories:

- **Knowledge and understanding:** competences acquired with regard to subject specific knowledge; the broadening, deepening and reflection of knowledge, problem solving abilities
- **Use, transfer and creation of knowledge:** application of knowledge, knowledge transfer to new and unexpected situations. Includes the research oriented and research-based creation of knowledge.

Qualifications Framework for Higher Education in Germany (2005, revised 2017)

Categories, ctd.:

- **Communication and cooperation:** the competences needed to discuss the way to solve problems, to cooperate with colleagues and non-colleagues, to reflect on the standpoint of others
- **Academic personality, professional conduct:** professional awareness and self-reflection, ability to argue and reason within the range of the own responsibility, to reflect repercussions on society

Qualifications Framework for Higher Education in Germany (2005, revised 2017)

What makes Higher Education different?

"The HQR describes proficiency in reflective/innovative action as a generic competence development. Proficiency in knowledge generation/innovation through scientific methods is regarded as a domain-specific competence development. This development takes place in disciplinary or possibly interdisciplinary arrangements within subject-specific contexts. This accounts, moreover, for the distinction made between reflective knowledge application (on the basis of scientific insights) and critical knowledge generation (on the basis of scientific methods): utilisation/transfer of knowledge and scientific innovation."

Qualifications Framework for Higher Education in Germany (2005, revised 2017)

What makes Higher Education different?

- acquisition and continuing development of competences are linked to "inquiring learning", guided by scientific research methods, discipline-based and largely self-regulated
- "academic self-understanding" sees the graduate as a largely free and autonomous agent who makes responsible decisions regarding things and persons, and whose reflections are guided by scientific principles
- an understanding of science that presupposes the public discourse of science in the context of a constitutional and welfare state democracy.

Qualifications Framework for Higher Education in Germany (2005, revised 2017)

Relevant for

- Reflection on the objectives and the role of Higher Education
- Development of study programmes and curriculum design
- Development of subject-specific qualifications frameworks (e.g. in social work as the basis for state recognition)
- Programme accreditation

Thank you for your attention – any comments or questions?

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