



Peer Learning Activity (PLA)
18./19. October 2018
Vienna

Country case Germany

Pilot Procedure for the inclusion of non formal qualifications in the DQR



Structure of the presentation



- I. Brief information about the German NQF (DQR): Governance, allocation procedure, status quo
- II. Pilot procedure for the inclusion of non formal qualifications (focus on technical check/review)
- III. Some preliminary conclusions and unanswered questions



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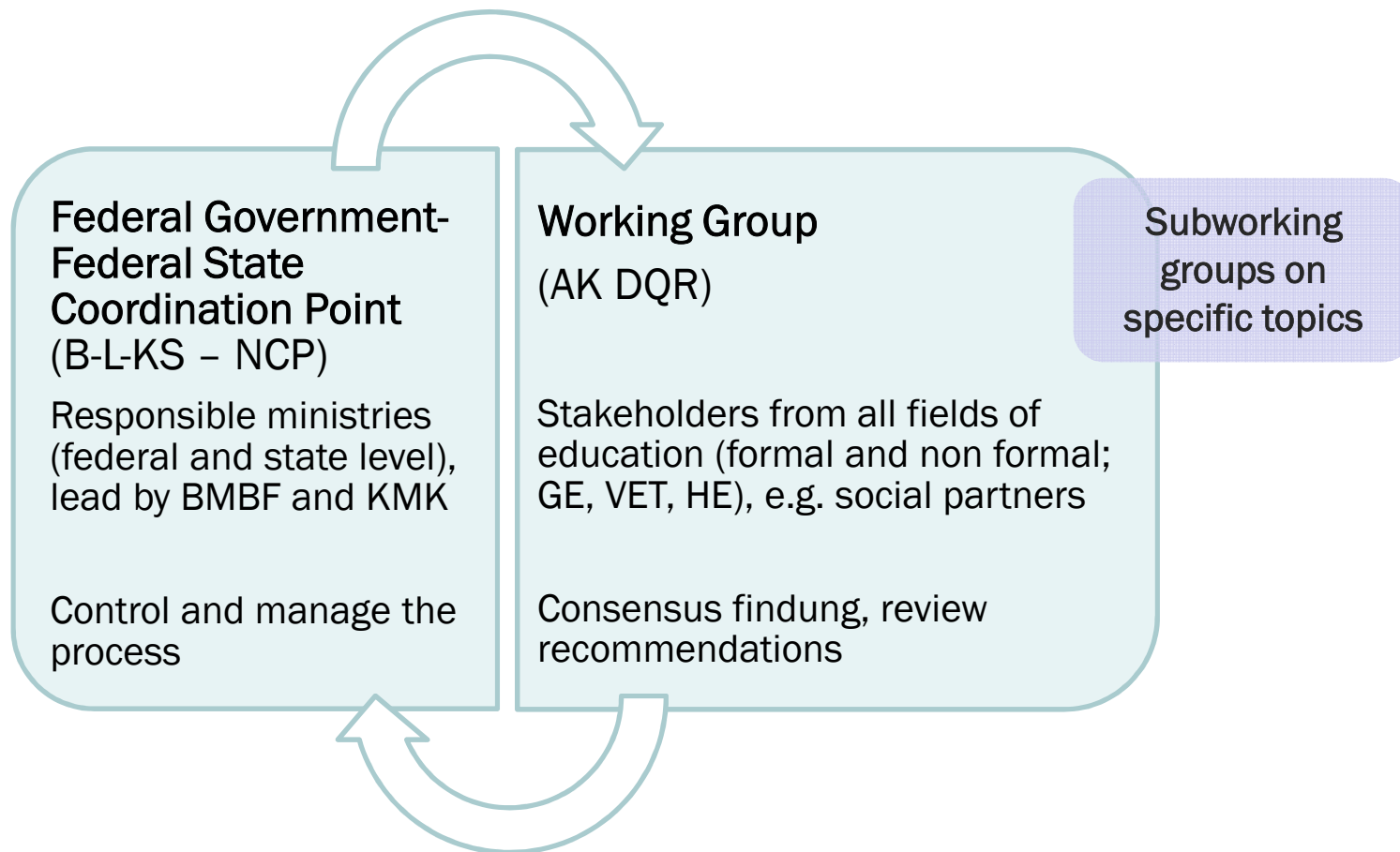


Brief information about the DQR



- DQR = Deutscher QualifikationsRahmen (German Qualifications Framework) – www.dqr.de (formally launched in May 2013 by a Joint Resolution => sublegal solution => administrative arrangements)
- The DQR has been designed as a comprehensive framework: currently includes qualifications from the formal sector, i.e. qualifications which are regulated by the state: general education, VET, higher education, each including continuing education.
- EQF and NQF levels feature on VET certificates, certificate supplements, on diploma supplements and in the qualifications database (in DE and EN, also linked to LOQ-Portal)

The governance of the DQR



The „allocation“ procedure (formal qualifications)



I. Clearing and Counseling	<ul style="list-style-type: none">– provide the submission form– advise and support the preparation of the allocation proposal
II. Formal check of the allocation proposal (B-L-KS/NCP)	<ul style="list-style-type: none">– check for completeness– request supplementary documents– forward the documents to the committees
III. Technical check/review	<ul style="list-style-type: none">– review of the allocation proposal and the documents by the DQR committee members– focus on learning outcomes– understand and trust quality assurance = basic requirement
IV. Discussion, recommendation and decision about the allocation proposal in the DQR committees	<ul style="list-style-type: none">– check the proposal in order to ensure the coherence of the overall structure– Inclusion in database / register

Which qualifications are currently included in the NQF and which types of qualifications are outside?



- Aprox. 1.300 entries in the qualifications database (2018) available online at www.dqr.de/content/2316.php (in DE and EN)
- VET (IVET + CVET)
 - Vocational training preparation schemes on level 1 and 2
 - Dual VET (apprenticeship) 2-year training courses on level 3
 - Dual VET (3-year and 3½ -year) + school based VET on level 4
 - CVET: Further vocational training qualifications according to Vocational Training Act (BBIG) and Handicraft Code (HwO) on level 5-7
e.g. Master Craftsperson “Meister” or Senior clerk “Fachwirt” on level 6;
Certified business economist “Betriebswirt” or Certified vocational training specialist “Berufspädagoge” on level 7

Which qualifications are currently included in the NQF and which types of qualifications are outside?



- **GE:** Hauptschulabschluss = Lower secondary school leaving certificate (level 2)
Mittlerer Schulabschluss = General education school leaving certificate obtained on completion of grade 10 at Realschule (level 3)
Allgemeine Hochschulreife = Upper secondary general education school leaving certificate (higher education entrance qualification) (level 4)
- **HE:** Bachelor (level 6), Master (level 7), Doctoral + equivalent artistic studies (level 8)



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Status of levelling qualifications “*outside the formal system*”



- “Non-formal qualifications” = qualifications acquired in non-formal settings, i.e. qualifications which are not regulated by the state.
- Qualifications from the non formal sector have not yet been allocated to the framework.
- Procedures for the allocation of non formal qualifications are currently being developed and tested (**pilot procedure**).
- Examples for “non formal qualifications”: Xpert Manager Business Administration (“Volkshochschulen/Popular Universities” – Adult Education Centres); Trainer license in the field of top-class/competitive sport (German Olympic Sports Confederation – DOSB)

Pilot procedure (for including non formal qualifications)



I. Clearing and Counseling	<ul style="list-style-type: none">– provide the submission form– advise and support the preparation of the allocation proposal
II. Formal check of the allocation proposal (B-L-KS/NCP)	<ul style="list-style-type: none">– check for completeness– additional request for documents– Forwarding of documents to the experts/evaluators
III. Technical check/review by external experts/evaluators	<ul style="list-style-type: none">– review of the allocation proposal and the documents by external experts/evaluators– focus on the quality of learning outcomes and quality assurance of the organisation
IV. Discussion of the results in the DQR committees + evaluation	<ul style="list-style-type: none">– check the proposal in order to ensure the coherence of the overall structure– Agree on further steps

Technical check/review by external experts/evaluators



- DQR committee member organisations (Working group) have nominated 8 experts/evaluators from all fields of education: VET (Dual VET and school-based VET), HE (university) and the non formal sector
- Steps/procedure:
 - 4 meetings of experts and NCP representatives (at BMBF)
 - 1 consultation meeting (hearing) of the submitting body (at BMBF)
 - 2 on-site visits to providers of the qualification (Berlin and Essen)
 - Experts/evaluators: desk research (review of the documents: content and document analysis)
 - preparation of written votes with recommendations (expert opinions)
- Duration: approx. 6 months

Subjects of the technical check/review (I)



- Submission form/template (to be completed by submitting organisation)
 - Details of the submitting organisation
 - Information on quality assurance (type of certification/approval, quality assurance procedures applied)
 - Qualification details: learning outcomes (fill in the [DQR matrix](#) template), information on the examination/assessment of LO (requirements, procedures and methods, passing rules), workload, entry requirements
 - Required documents to be submitted: curricula, teaching and learning materials, assessment documents (guidelines, regulations, sample exams/tests)


Subjects of the technical check/review (II)



- Review form/template (to be completed by the experts/evaluators)
 - Learning outcomes: check of the consistency of the learning outcomes described => content analysis;
Do the learning outcomes match the proposed DQR level?
 - Assessment/examination: suitability of the procedures and methods used to assess the defined learning outcomes (width, depth and scope);
Are the chosen methods and contents (tasks) coherent?
 - Quality assurance and reliability of the submitting organisation are not subject of the review by the experts



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Preliminary conclusion (I): Allocation criteria for non formal qualifications



- Learning outcomes, assessment of learning outcomes (examination) and quality assurance are the main criteria
- Quality of a qualification: level of learning outcomes and suitability of the assessment procedure and methods (reviewed by external experts/evaluators)
- Quality of the (education) provider: Evidence through recognized quality assurance/management system (externally certified; re-certification; independent auditor => includes file inspection, on-site visit, survey of management and educational staff/lecturers) – *elaborate procedures already exist outside DQR (avoid double certification)*
- QM system to ensure suitability, continuity and reliability of the provider (educational staff, examiners, rooms, teaching and learning materials, complaint management, continuous improvement process)



Preliminary conclusion (II): General requirements for assessment/examination



- Confirmation of participation resp. attendance certificate is not sufficient.
- Self-assessment by learners is not sufficient.
- Learning outcomes, requirements for and the procedure of the assessment (e.g. possibility of repetition, opposition, passing rules) are clearly defined.
- Assessment procedures and methods are suitable for assessing the described learning outcomes (written multiple choice questions \neq personal competencies).
- Level of assessment (complexity of the questions and tasks) is coherent to the level of learning outcomes described in curriculum/exam regulations.
- Procedures and methods are designed in such a way that they lead to results that are independent of the persons carrying out the assessment (objectivity).

Initial findings, unanswered questions and next steps



- Basic requirements
 - Ensure data protection and protection of company and business secrets (curricula, learning and teaching materials, exam tasks)
 - Mutual trust regarding quality assurance: respectful cross-educational discussion about QM systems (formal – non formal)
- Period of validity of the allocation? (duration, half-life)
- Discussion on minimum workload (learning/study time): When is a qualification suitable (relevant enough) for allocation?
- Next steps: Evaluation of the pilot procedure is ongoing...

Thank you very much for your attention!

Contact

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DQR matrix template

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



Reference to existing quality management (assurance) systems



- General QM systems (e.g. DIN EN ISO 9000 ff , EFQM)
- QM systems relating to education and continuing education and training (e.g. DIN ISO 29990, LQW, Gütesiegelverbund Weiterbildung „seal of quality/approval – quality label“)
- QM systems at Länder level (federal state) (e.g. Prüfsiegel Weiterbildung Hessen e.V. - certification for education providers „quality seal“)
- State approval systems / consumer protection (e.g. ZFU German national agency for distance learning, State recognition at Länder level on the basis of continuing education (further training) laws; AZAV approval and certification ordinance (for publicly funded CVET)