

The EQF Shadow Grid and its Application

*Results of the Project Common Grounds for Referencing
NQFs and SQFs to the EQF*

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*Conference Qualification Frameworks – a contribution to the
development of the European labour market ?*

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Background of the project NQF-SQF

- The description of the EQF delivers, at least at first glance, a lot of space for **controversial view on qualifications**, concerning their *assignment to levels* and their value *compared to other qualifications*.

Objective of the project NQF-SQF

- *Create a basis for the **referencing** of national qualification frameworks and sectoral approaches to the EQF, thereby providing for comparability of qualifications*

Main Activities of the Project

- Develop a *grid for the assessment of referenceability of qualifications frameworks*
- Pilot this grid in the context of national and sectoral frameworks
- Set up *recommendations for the enhancement of qualifications frameworks*
- Start an *initiative for the cooperation of public and private stakeholders* based on these developments

The Employability Grid: Characteristics

- The employability grid is a **shadow grid** of the EQF
 - It is **not an alternative EQF**
 - It **cannot compensate weaknesses of the EQF**
 - It uses **formalisation** in order to determine **differences between levels via oppositions on a common basis**, and as far as possible, in order to deliver some rough orientation

The employability grid: Steps of development



1. Set up a **general work model**
2. **Analyze EQF** in the light of this work model
3. Clarify the **implicit logic** of the EQF

Starting Point: A General Model of Work in Enterprises

- All work processes taking place in an enterprise can be assembled under the umbrella of a common goal: the **work objective**
- This can be understood as the intention *to create a specific product or to deliver a specific service*

The Reference Point: The Core Work Objective

- Work objectives might *differ* not only with regard to **content**, but also with regard to organisations who want to deliver the **difference from the work results of the competitor**
- Nevertheless, the work of all refers to a **core work objective** based on the **state of the art** valid for creation or delivery of comparable products and services

Requirements for Achieving the Work Objective

1. The specific **character of the work subject**
2. The **scope of the work subject** in relationship to other ones
3. The needs of **those who use products or services**
4. The **needs of the organisation** which arise from her specific character as an *enterprise* or a *public institution*.
5. The **needs of individuals who work for the organisations** intending to deliver a product or service
6. Needs which arise from the **environment** within which the work objective has to be achieved
7. The way how work within an organisation is **organised**

The Way how Work is Organised

- *Organisation is a tool to relate work processes best to the work objective* which implies that the specific character of the requirements 1 – 6 has to be taken in account for this purpose.
- This tool relates work processes to each other via **hierarchical relationships between individuals.**

The Definition of an Individual's Work

- *A contribution to achieve the work objective according to the individual's position in the organisational structure.*

If we want to set up a model for this kind of description, we should use terms for actions which imply the above described reference to an overall work objective

The Definition of EQF Descriptors

- (g) 'knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- (h) 'skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- (i) 'competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

The Hierarchy between EQF Descriptors

- *Competence steers Skills and Knowledge*

The Ruling Category: *Competence*

- *Competence* allows for comparison of levels on the basis of a criterion which is related to a couple of complementary concepts relevant for the position of an individual's work in an organisational structure: *responsibility* and *autonomy*.

The Implicit Logic of Levelling *Competence*

Procedure of Identification:

- All parts of the descriptions which only allow for assumptions and are not differentiated in terms of content, shall be left aside.
- The topic "development of performance" shall for the time being be ignored.
- The *actions* to which *competence* refers and their *context*, shall be considered in order to identify **hierarchical relationships based on a uniform principle**.
- For this purpose, at first *key terms* shall be identified which can be assigned to *actions* and *context*, putting them into a hierarchical order.

Key Terms of *Actions*

- Working as *object* of supervision
- Working *neither as object nor as subject* of supervision
- Working as *subject* of supervision
- Managing
- Transforming
- Creating

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Key Terms of *Contexts*

- *Predictable*
- Changing
- *Unpredictable*
- To be changed

Competence Levels Described by Actions and Contexts

- *Actions* and *contexts* are described by categories that allow for *oppositions* which enable better limitation of levels .
- For *context* the opposition *change/non-change* is selected, for *action* the opposition *subject/object* which is related to *other individuals* and to *contexts*.

Competence Levels Described by Actions and Contexts

1. C - , Ai - , Ac -
2. C - , Ai - , Ac -
3. C - , Ai 0, Ac -
4. C - and + , Ai +, Ac -
5. C +, Ai +, Ac -
6. C +, Ai +, Ac -
7. C +, Ai +, Ac +
8. C ++, Ai +, Ac +

Partnership

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Further information can be found under

<http://www.project-nqf-sqf.eu>

Thank you !