



Workshop 1

How do we ensure the EQF levels and descriptors are relevant and acceptable?

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We should leave out
level 8: Skip the PhD

Level 6-8 do not refer
to experience based
learning

What is the unit we
decribe?

ISCED won't work

Please include
statisticians in
your work

We have to create coherence in the
definitions of competences in EQF,
Europass...

**Delete the
columns**

Work more on
decriptors!

**EQF can't do
everything**

How do the columns
(competences) relate
to each other?

Why not 7 instead
of 8 levels?

Define the context in EQF in a
broad way, leaving it to
countries to specify it

**Keep in mind it's a
meta-framework!**

**We need the
columns**

ISCED and ISCO
might help

EQF is more about mapping,
than a meta-framework

Level 8 = Einstein + Churchill

1. Re-design the EQF Table

There is a need for re-designing the EQF table by restructuring or merging columns and changing titles of the columns (to increase simplicity)

2. learning outcomes in terms of competences

3. Parity of esteem of vocational and academic competences

4. Broad acceptance of „Best fit“

1. Re-design the EQF Table

Current Approach 6 Columns	„Integrated“ Approach 1 Column + Dimensions	„Final“ Approach 3 Columns + Dimensions
1. Knowledge	1. Competence	1. Cognitive C.
2. Skills		2. Functional C.
3. Personal and Professional C. (wider C.)	<ul style="list-style-type: none">• Cognitive C.• Functional C.• Autonomy & Resp.• Personal c. (incl. Learning)	3. Professional and vocational Competence*
3.1 Autonomy & Resp.	<ul style="list-style-type: none">• social C.	<ul style="list-style-type: none">• Personal c. (incl. Learning)
3.2 Learning C.	<ul style="list-style-type: none">• Methodological C.	<ul style="list-style-type: none">• social C.
3.3 Comm. & social C.	<ul style="list-style-type: none">• Etc.	<ul style="list-style-type: none">• Methodological C.
3.4 Prof. & voc. C.		<ul style="list-style-type: none">• Creativity/innovation C.

*Transversal, Operational, Professional, Personal, Social,...

1. Re-design the EQF Table

Only define in the table what is **essential** to allocate national qualifications or national qualifications frameworks to the EQF!

>> We'll find out only by trying it out.

1. Re-design the EQF Table

There is a need for re-designing the EQF table by restructuring or merging columns and changing titles of the columns (to increase simplicity)

2. learning outcomes in terms of competences

Learning outcomes are to be defined as competences, which means the ability to perform in an occupational/social context (competences = learning outcomes in context.) More work on definition and concepts.

3. Parity of Esteem of vocational and academic competences

Academic based and experienced based competences although they are different have to be EQUALLY valued. Check and change descriptors (level 5-8). Keep in line with Bologna.

4. Broad acceptance of „Best fit“

You have to love „best fit“, or to leave the idea of EQF. ((A whole qualification can only be assigned to one level.)) There are decisions to be made.

What procedures should be followed? >> **Workshop 2**