



Bundesministerium
für Bildung
und Forschung

Implementation of the German Qualifications Framework (DQR)

Transparency, Comparability and Parity of Esteem

Implementing the DQR: objectives, expectations

Catalyst for the DQR development: **EQF**

Objectives of the DQR and expectations:

- Increasing **transparency** in the German education system
- Enhancing **comparability** and better understanding of qualifications in Germany and Europe
- Enhancing visibility of equivalences and differences of qualifications
- Fostering **parity of esteem** of vocational education and training (VET) and general, and higher education
- Supporting quality assurance
- Supporting mobility of learners and workers

Implementing the DQR: objectives, expectations

Objectives of the DQR:

- Facilitating the recognition/acceptance of qualifications acquired in Germany in Europe
- Strengthening the competence orientation of qualifications and fostering the shift to learning outcomes
- Facilitating the validation of non-formal and informal learning
- Supporting permeability and lifelong learning

Character of the DQR: It ...

... is a **comprehensive framework** covering general education, VET and

higher education

... is a **transparency** instrument, not a regulatory instrument

... was developed not as a reform instrument but to mirror the existing
...education system and has become a driver for further
developments

... does not replace existing access and admission regulations

... describes the **parity of esteem** of qualifications, not their
sameness

... allocates qualifications, not individual competences

... shall permit the inclusion of qualifications acquired in non-
formal settings but is not an instrument for their validation

The DQR structure

Level indicator			
Structure of requirements			
Professional Competence		Personal Competence	
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

Level 4

Be in possession of competences for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity subject to change.

Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of deeper general knowledge or theoretical professional knowledge within a field of study or field of occupational activity.	Be in possession of a broad spectrum of cognitive and practical skills which facilitate autonomous preparation of tasks and problem solving and the assessment of work results and processes according consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide transfers of methods and solutions.	Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Provide comprehensive communication on facts and circumstances.	Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.

Target groups

- Learners
- Workers
- Employers
- Education and training providers

Milestones of the DQR-Implementation

- October 2006: Joint decision of the Federal Government and the *Länder* to develop a German qualifications framework
- 2007-2009: development of the framework
- 2009: first draft of the DQR with 8 levels followed by a testing phase
- March 2011: Adoption of the framework
- January 2012: Agreement on allocations of „anchor“ qualifications of the formal education system (VET and higher education, general education was postponed)
- 2012: Referencing of the DQR to the EQF. Presentation of the German referencing report to the EQF Advisory Group in December 2012

Milestones of the DQR-Implementation

- May 2013: Official implementation of the DQR based on a joint resolution between the Federal Government and the *Länder*
- May 2013: Launch of the DQR-database indicating DQR-/EQF-levels of allocated qualifications
- Gradually as of January 2014: Indication of DQR-/EQF-levels on certificates and certificate supplements of VET qualifications and on diploma supplements for higher education qualifications
- March 2017: Allocation of general school leaving certificates on levels 2, 3 and 4
- February 2018: Start of a pilot to test a possible procedure for the inclusion of non-formal qualifications; Linking the DQR-database with the *Learning Opportunities and Qualifications Portal*

Impact of the DQR so far

General remarks:

- So far, no „formal“ evaluation of the DQR has been carried out in Germany (too early, implementation takes time!)
- The impact depends on the particular character and objectives of a particular national framework
- While the European dimension (transparency and mobility in Europe) was an initial driver for the DQR development, the DQR has become a driver for developments in the national education system

Impact of the DQR so far

Benefits of the DQR (and the EQF) so far:

- Increased **communication, understanding** and **trust** across education sectors
- Increased **transparency** and better **understanding** of qualifications
- **Visibility** and increased **acceptance of parity of esteem of VET and higher education**, especially through the learning outcomes based **comparison** of qualifications and the indication of DQR-/EQF-levels on qualifications documents/database
- Further implementation of the **learning outcomes approach** in curricula as well as in training and assessment ordinances and thus fostering the **competence orientation**
- VET seems to benefit most from the DQR

Impact of the DQR so far

- Better **visibility of further vocational training (higher VET)** showing that German VET is not only the „dual system“ but a comprehensive system of initial and further training covering qualifications from DQR-/EQF-level 3 to 7 (e.g. Master craftsmen on level 6, Certified technical business management specialist on level 7)
- Building awareness that success in a professional career is not only possible with an academic degree thus promoting the attractiveness of VET
- Further structural development of further vocational training (3 level system corresponding to DQR-/EQF-levels 5-7) triggered by communication and comparison with higher education
- Profile building of VET and higher education



Impact of the DQR so far

Study on how the DQR can be used by different target groups
(December 2016, financed through NCP-Grant)

Focus on

- employers
- education and training providers in different education sectors

The objective was to find out how the DQR is/can be used by the target groups and identify best practices .

Impact of the DQR so far

Some findings:

- DQR can have a clear added value for different target groups
- There is a wide range of possible usages for different target groups
- Added value is seen in
 - **transparency and comparability of qualifications** ,
 - **transparency of competence levels**,
 - **learning outcomes approach** for describing qualifications,
 - **visibility of personal competence**
 - **comparability/parity of esteem of VET and higher education**
- Especially **SMEs** can use and benefit from the DQR as a **competence model/framework** in human resources management
- DQR has reached target groups but still needs communication

Thank you for listening!

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