German Qualifications Framework
for Lifelong Learning (DQR)

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Background: „Recommendations of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (EQF)"

Objectives of the EQF:

• Create a common reference framework and translation tool between national qualifications systems

• Enhancing transparency, comparability and portability of qualifications

• Promoting lifelong learning and employability in Europe

• Improving mobility in Europe

• Promoting employability and integration of the European labour market
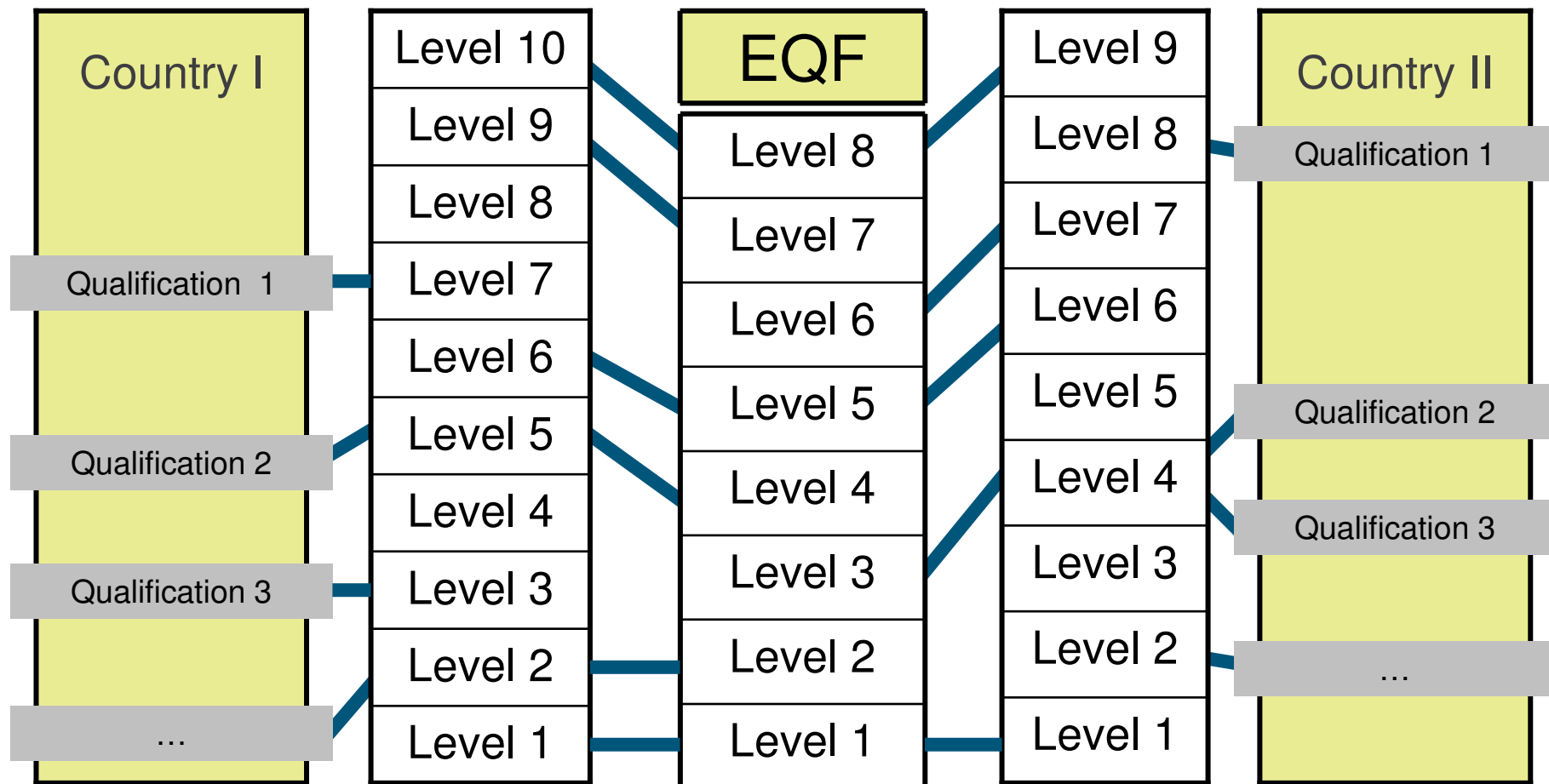
Reccomendation to Member States:

• Relate national qualifications systems to the EQF and, where appropriate, develop national qualifications frameworks

The EQF – Reference framework to enable the comparability of national qualifications systems

Objectives of the DQR

- Increasing transparency in the German qualification system

- Enhancing visibility of equivalences and differences of qualifications

- Promoting reliability, permeability and quality assurance

- Supporting the mobility of learners and workers between Germany and other European countries and within Germany

- Enhancing opportunities for German citizens on the European labour market

- Strengthening the competence orientation of qualifications and fostering the shift to learning outcomes

- Improving opportunities for the validation of non-formal and informal learning

- Strengthening lifelong learning

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Process participants

Federal Government/*Länder* Coordination Group	DQR Working Group	
Federal Ministry of Education and Research (BMBF)	BMBF	National Union of Student Committees in Germany
Federal Ministry of Economics and Technology (BMWi)	BMWi	German Rectors' Conference
Standing Conference of *Länder* Ministers of Education and Cultural Affairs (KMK)	Federal Employment Agency	Concerted Action in Continuing Education – Federal Association of German Private Schools
Standing Conference of Länder Ministers of Economics (WMK)	Federal Working Group for Non-Statutory Welfare	Standing Conference of Länder Ministers of Education and Cultural Affairs (KMK)
	Federal Institute for Vocational Education and Training	German Employers' Organization for Vocational and Further Training
	Confederation of German Employers' Associations	Foundation for the Accreditation of Study Programmes in Germany
	dbb German Civil Service Federation – Federal Association of Teachers at Commercial Schools	German Council of Science and Humanities
	German Trade Union Federation (German Education Union, IG Metall)	German Central Association of Skilled Trades
	Association of Chambers of Industry and Commerce	

The DQR document

The development of the German Qualifications Framework for Lifelong Learning was completed in March 2011

The document consists of:

- Introduction
- DQR matrix
- Glossary

Download: www.deutscherqualifikationsrahmen.de

At the core of the DQR: the concept of "competence"

"In the DQR, the term '**competence**' refers to the ability and willingness to use knowledge, skills and personal, social and methodological competences in work or learning situations and for occupational and personal development. In this sense, competence refers to action skills."

Structure of the DQR

The DQR has 8 levels. Each level is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at the level

Level indicator			
Structure of requirements			
Professional competence		Personal competence	
Knowledge	**Skills**	**Social competence**	**Self-competence**
Depth Breadth	Instrumental and systemic skills, judgement	Team / leadership skills, involvement, communication	Autonomy / responsibility, reflectiveness and learning competence

Example: DQR level 4

[Level 4]			
Competences for the autonomous planning and processing of tasks assigned within a comprehensive, changing field of study or work			
Professional competence		**Personal competence**	
Knowledge	**Skills**	**Social competence**	**Self-competence**
Deeper general knowledge or theoretical specialized knowledge within a field of study or work	Broad spectrum of cognitive and practical skills which facilitate the autonomous completion of tasks and problem-solving as well as the evaluation of work results and processes, also considering alternative courses of action and reciprocal effects with related areas. Ability to transfer methods and solutions	Ability to help shape work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Ability to communicate facts and circumstances comprehensively	Ability to set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.

Scope of the DQR. The DQR …

… is not a regulatory instrument

… does not replace or define national qualifications systems and/or qualifications

… describes the *equivalence* of qualifications, not their *homogeneity*

… does not replace existing admission regulations in the qualifications system

… is designed for the classification of qualifications, it does not describe an individual's competences

… is designed to include the learning outcomes of non-formal and informal learning, but is not an instrument for their validation

… does not affect already existing European agreements

- EU Directive on the recognition of professional qualifications (2005/36/EC)

- EU Directive on services in the internal market (2006/123/EC)

- Framework for Qualifications in the European Higher Education Area (compatible with NQFs)

How do the Objectives Affect the Qualifications System?

• The short term objectives are enhancement of mobility and transparency.

• The equal value of general/academic education and vocational education and training will be further promoted and shall contribute to more permeability within the qualifications system.

• The DQR is not a regulatory instrument. Enhancement of permeability in the qualifications system is therefore subject of other efforts of educational policy according to the responsibilities in the German system. But the DQR can promote it.

• The DQR will not regulate the validation and recognition of non-formal and informal learning, but reccomendations for their inclusion will be developed

• Curricula and training regulations will be developed based on competence orientation.

• Thus the DQR will bring forward the shift to learning outcomes.

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Thank you for your attention!

For further questions contact:

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