

Deliverable: No 06

Version: 2

WP: 02

Last update: 11.04.11

Prepared by: Gerald Thiel (DEKRA)

With contributions from: ./.

Short summary:

This deliverable can be considered an extension of Deliverable 5 *Draft Employability Grid* since the *list of key questions* shall deliver a tool which shall *translate* educational standards into a format which is suggested in Deliverable 5.

Introduction

Starting from the draft instrument presented in deliverable "Draft employability grid" key questions will be developed that can be used in order to analyse NQFs, SQFs and "isolated" qualifications regarding the criterion of "creating employability".... this document will be the base for further investigations primarily in WP 3 and 4.¹

Following considerations made within *Deliverable 5 (Draft Employability Grid)*, the *Employability Grid* has been designed as a table that describes EQF levels of *competence* on the basis of a limited number of categories, demonstrating the *implicit logic of the EQF*. Thus reducing the EQF descriptions of *competence* to statements enabling the identification of meaningful differences between levels, the grid shall help to assess the various attempts that have been made to reference national/sectoral qualifications and "isolated" qualifications to the EQF. Although for the purpose of assessment level descriptions have been formalised to a large extent, there is no simple way to use this tool for assessing occupational profiles/qualifications/VET systems: The format suggested there for descriptions of abilities does not fit automatically with the format of frameworks, qualifications, profiles, etc. This is, however, not only a formal problem which can easily be solved by some rearrangement of writing; it concerns the fact that a lot of usual descriptions of the above mentioned elements of VET systems do not provide all information necessary to fill the form as provided in the *Employability Grid* – at least not at first glance. Necessary information has sometimes to be identified via some conclusions to be drawn from VET descriptions which imply this information, or at least suggest it.

¹ See Project Proposal, p. 55

The *key questions* provided in the deliverable at hand should help to identify required information, thereby helping to (re)construct a whole structure of relationships between the world of work and the abilities to carry out this work. They shall deliver the elements of a *translation tool* not only in a sense that it helps to reformulate VET descriptions in a way that this fits format requirements, but also enabling to *fill gaps* by inferences made regarding statements which might only imply information searched for.

More specifically, this could help to identify an implicit *hierarchy of levels* behind VET standards how (little) detailed their description might be. In the best case, this should allow for determining clearly what the relationship between a job position and assumed competence are; in the worst case it will come out that this relationship does not exist at all; in many cases there will be various possible understandings how required work abilities should properly be assigned to levels; the key questions should therefore only be used as a *starter* to prepare more detailed investigation.

Key Questions provided for Identifying Information Required for Proper Assignment of Educational Standards to the EQF²

- Is the considered national/sectoral framework/qualification/profile³ based on an explicit /implicit logic?
- If available: What is the relationship of this logic to the implicit logic of the EQF?
- Has this been considered when the framework was referenced?
- Are work objectives visible in the description of occupational profiles/qualifications?
- Is this reference clearly identifiable or only assumable?
- If only assumable: What makes this assumption reasonable?
- In case of ambiguity: Which (differing) work objectives can be assumed?
- What is their possible relationship to each other?
- How could relationships between these work objectives and the required abilities be described?
- Can reference to *knowledge* and *skills* be discovered?
- Do explicit or implicit descriptions of *knowledge* and *skills* deliver clear references to *competences*?
- Do these references appear in a way that *knowledge* and *skills* are derived from *competence*, or are they only suitable with regard to level?

² It should be reflected that the questions take in account *two* areas: The characteristics of the framework itself and the way how it is referenced to the EQF.

³ For practical purposes, from now on only the term *framework* is used; what is said with regard to frameworks, shall analogously also be valid for qualifications and profiles.

- How far includes the description of work activities the relationship to the work of others and how far does this correspond to the level descriptions of the Employability Grid?
- How far is the context of work described and which categories are delivered to identify differing levels?
- Which gaps in the systems could be identified and how should they be filled?
- Which enhancements of references should be suggested?

List of references:

./.

Annexes:

./.

For further information on the project please consult:

www.project-nqf-sqf.eu

For further information on the paper please contact:

DEKRA Akademie GmbH at EU-project.akademie@dekra.com
Gerald Thiel at gerald.thiel@t-online.de