

MAPPING A DEGREE ON THE QUALIFICATIONS FRAMEWORK

EXAMPLE GERMANY – DEUTSCHE QUALIFIKATIONSRAHMEN: DQR



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**1. German Higher
Education
Qualifications
Framework 2005
(HQR)
3 Levels**

German Qualificationsframeworks

-Referenceframeworks-

For Higher Education
Qualifications

Standing Conference of Ministries
of Education of the Federal States:
-Bachelor -Master -Doctorate

Work Group:
Describing qualifications according to

Knowledge (KI)

Ability

KI-widening

KI-developing

KI-deepening

instrumental

communicative

systemic



Supported
by
empirical
research

In other words (1)

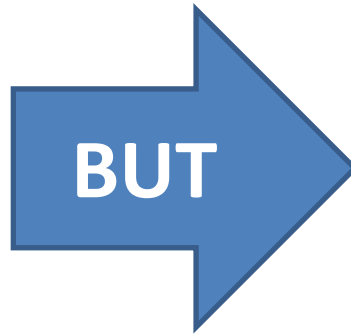
- German qualifications in higher education are
 - restricted to three cycles (degree levels),
 - described in terms of knowledge and ability („the term skills appeared too narrow“ in the German translation)
 - supplemented by credit ranges (exception: doctorate)
 - defining admission requirements
 - Listing equivalent types of denomination (Qualification conferred by the institution) of bachelor (B.A., B.Sc., B.Eng, B.Mus, LLB...), master (MA...) or doctorate (Dr. PhD)

In other words (2)

- It consist of a „cover page“, a table, indicating – degree level
 - Formal aspects
 - Qualifications conferred by higher education institutions
- And a set of tables describing the qualifications and their levels according to the criteria above (descriptors)

Allocation of Qualifications?

No!

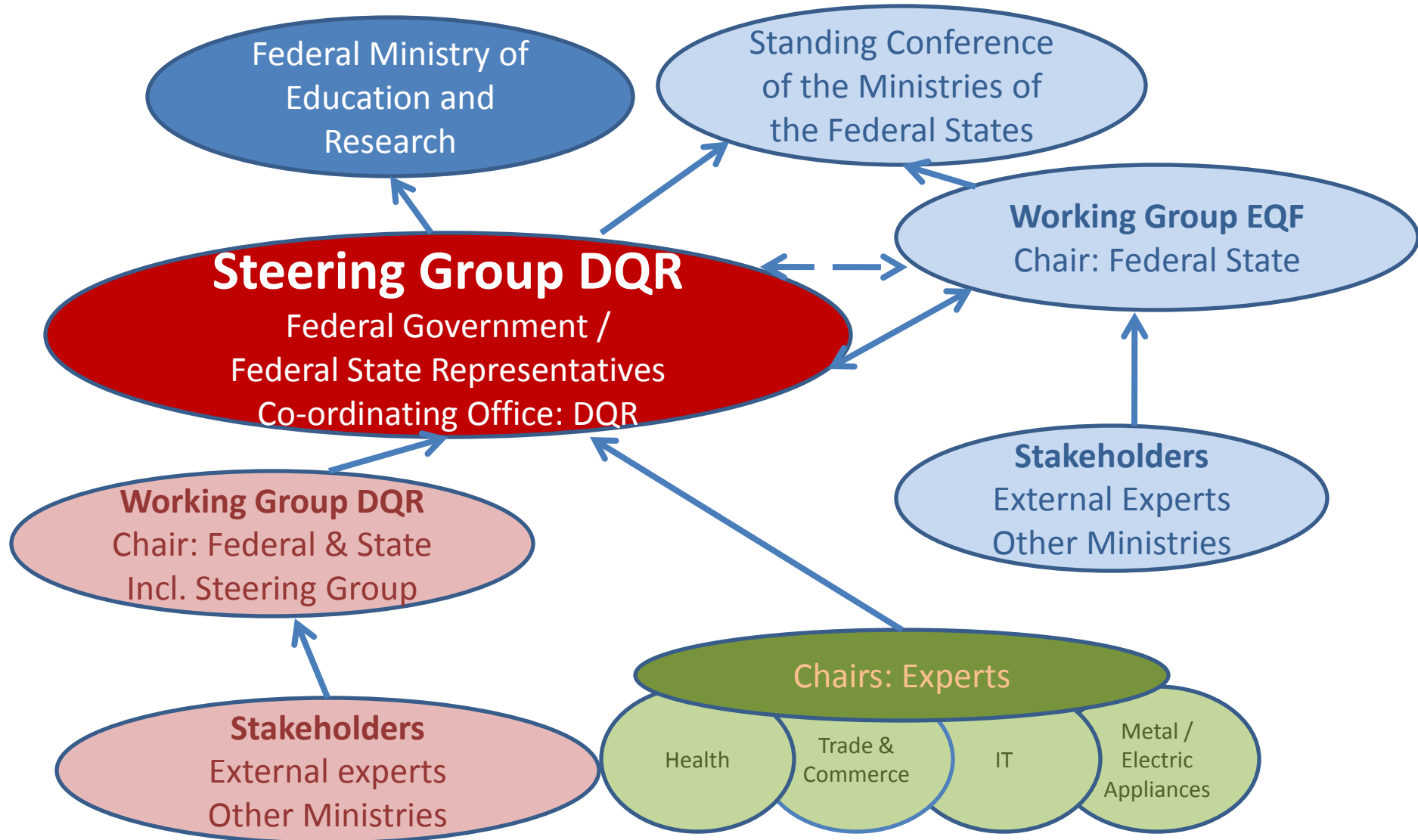


- Description of Qualifications at a predefined level –
- taken from the European Higher Education Qualifications Framework



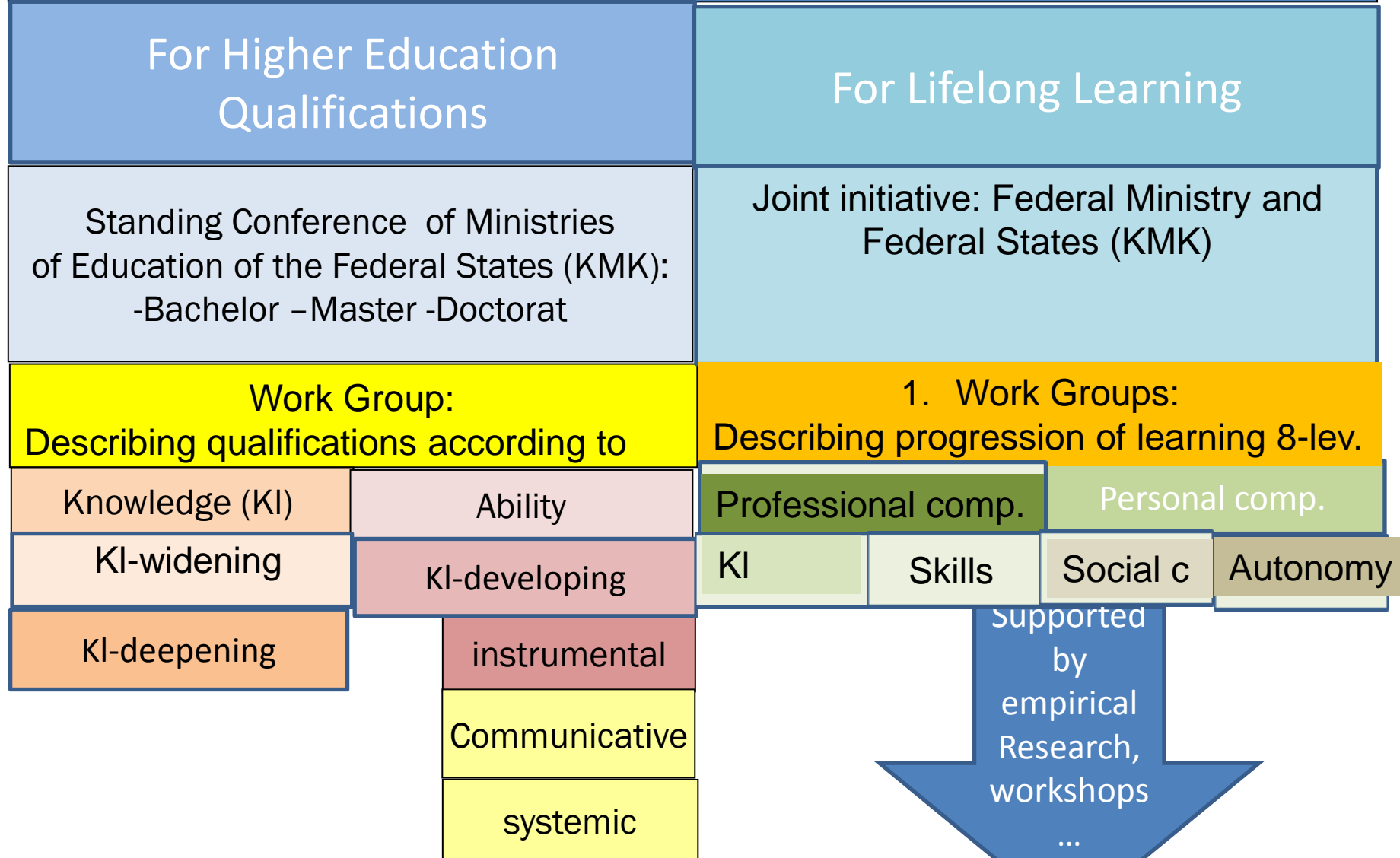
**2. German
Qualifications
Framework for LLL
2011
8 Levels**

Governance



German Qualificationsframeworks

-Referenceframeworks-



Decision

- Cycles 1-3 of the German Qualifications Framework for HE

are

- Equivalent to level 6-8 of the German Qualifications Framework for Lifelong Learning

No creditsYet

Qualifications (credentials) - which mean:

Qualifications Frameworks are generic descriptions of achievements of learning documented by specified credentials

Decisions

- Progression of Learning versus a ladder of formal qualifications
- Diversity versus harmonisation
- Equivalence versus homogeneity
- Handlungskompetenz versus competence
- Handlungskompetenz versus Learning Outcomes
- Universal versus sectoral



Glossary

Focus

- **Handlungskompetenz**

- *Constitutional elements (underlying educational concept):*

- Reliability, accuracy, stamina, paying attention, intercultural and interreligious competence, culture of tolerance, democratic behaviour

- *and respectively also for personal development*

- normative, cultural, ethical and religious issues

- *Methodology is seen as a competence which cuts across all four pillars*

CSF

- No reservation for qualifications of certain types of institutions
- Openness for non-formal/informal qualifications

CSF

- No detailed equivalency with each descriptor
 - No total fit
 - Best fit
 - No „mutation“ of qualifications
- Overall judgement
 - Logical interpretation of materials available
 - Overall assessment of qualification in relation to others within the sector
 - Common sense
- Still in operation today: mapping qualifications on the basis of comparing

Challenges

- Description of qualifications
 - Past oriented = input dominant, output vague
 - From now on = outcome oriented, specifically, unambiguously defined, input designed accordingly
 - Graduating levels (vertically and horizontally)
- Recommendations of experts
 - Often spread across 2, sometimes three levels
 - What to do with „in-betweens“?
 - Importance of level descriptors
 - Positioning of „A“-level (4-5)

Challenges

- Translation into learning pathways (Model of Learning Chain)
- Design of DQR
 - Level descriptors
 - Grading
- Relationship
 - Quality assurance
 - Evaluation
 - Assessment



Qualifications frameworks are useful tools that, to be effective, must be used as part of a common methodological approach and integrated academic infrastructure, designed to marry academic autonomy with responsibility (external reference points, internal/external quality assurance, subject benchmark statements, learning outcomes, etc.)

Qualifications frameworks are good for helping make academic processes and judgements transparent, explicit and fair.