



# The German Qualifications Framework for Lifelong Learning (DQR)

**Examples of national qualifications frameworks and diversity of  
qualifications**

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## Brief information about the German NQF (DQR)

- DQR = Deutscher Qualifikationsrahmen (German Qualifications Framework) formally launched in May 2013 by a Joint Resolution => sublegal solution => administrative arrangements
- The DQR has been designed as a comprehensive framework: currently includes qualifications from the formal sector, i.e. qualifications which are state-regulated: general education, VET, higher education, each including continuing education.
- EQF and NQF levels feature on VET certificates, certificate supplements, on diploma supplements and in the qualifications database (in GE and EN, also linked to LOQ-Portal)

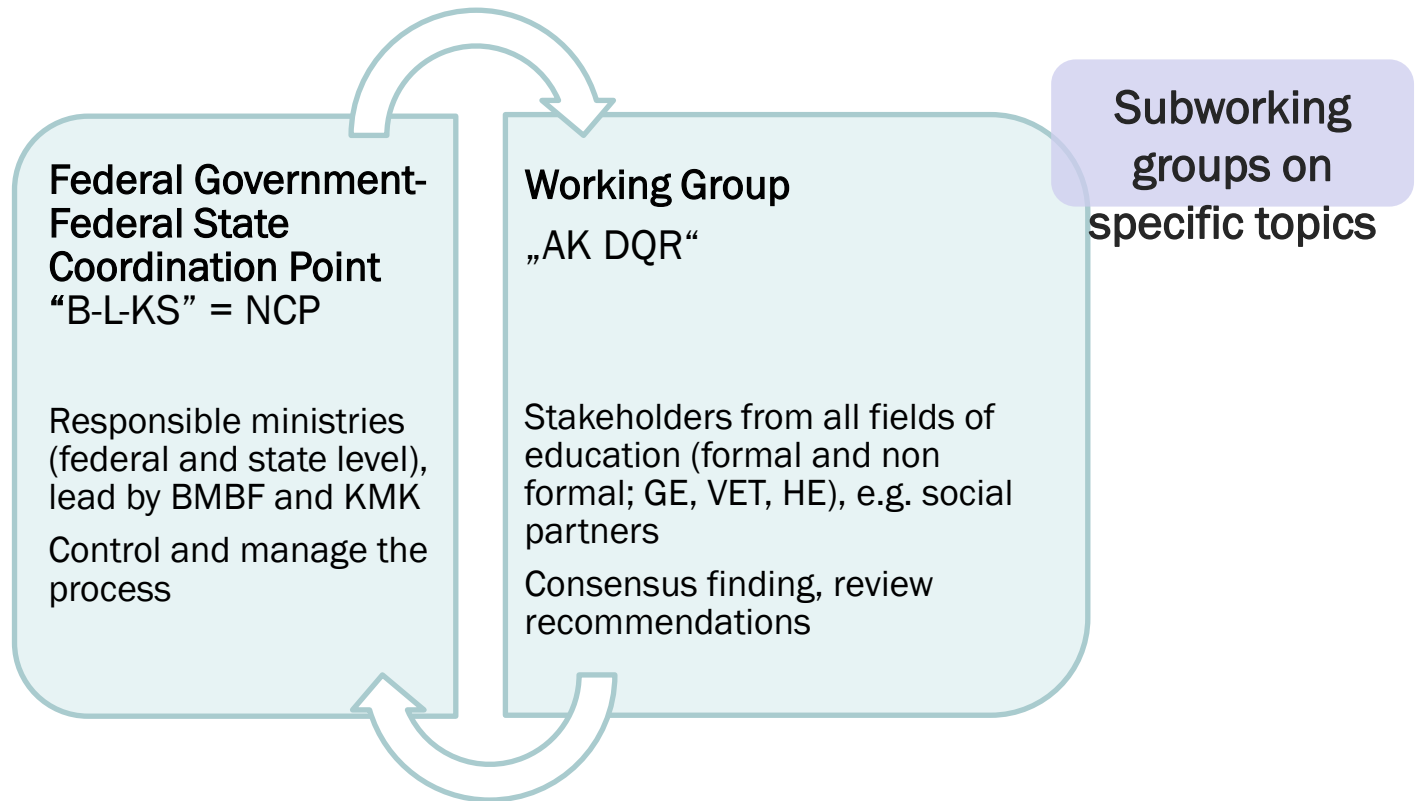
# Agreed Objectives of the DQR

- Increasing transparency in the German qualifications system
- Facilitating mobility of learners and workers between Germany and other European countries
- Promoting reliability, permeability and quality assurance
- Fostering comparability of vocational education and training and general/higher education
- Enhancing better visibility of equivalences and differences of qualifications
- Each qualification level generally accessible via various educational pathways
- Strengthening the competence orientation of qualifications
- Fostering the shift to learning outcomes
- Strengthening lifelong learning

## The DQR – a Non-Regulatory Instrument

- The DQR is not a regulatory instrument. Enhancement of permeability in the qualifications system is subject of other efforts of educational policy according to the responsibilities in the German educational system.
- Admission regulations in the educational system will not be changed by the implementation of the DQR.
- The DQR will not regulate the recognition of the results of non-formal and informal learning.

# Competent bodies and actors involved



# The Concept of Competence in the DQR

**Competence** within the DQR describes the ability and readiness of the individual to use knowledge, skills and personal, social and methodological competences and to behave in a considered, individual and socially responsible manner. Competence is understood in this sense as the **comprehensive ability to act**.

The DQR presents competence within the dimensions of **Professional competence** and **Personal competence**. Methodological competence is understood as a cross-sectional competence and for this reason is not separately stated within the DQR matrix. (In contrast, the EQF describes competence only in terms of the assumption of responsibility and autonomy.)

# DQR Matrix

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

8 levels defined by learning outcomes (competences) and corresponding to the EQF levels



# Background Information: Characteristics of the German Education System I

- Consists of general education, vocational education and training (VET), higher education and continuing education
- Länder are responsible for general and higher education and the school part of VET
- In VET responsibility is shared by Federal Government, Länder and social partners
- VET is of central importance and a specific strength of the education system
- Dual system is the backbone of VET, but VET is not only the dual system!

## **Background Information: Characteristics of the German Education System II**

- Access to many occupational fields is achieved through VET where in other countries education takes place at higher education institutions
- Therefore the share of students in higher education is lower in Germany compared to other European countries
- Individuals with further training qualifications such as Meister [master craftsperson] and Techniker [technician] are regarded as highly qualified professionals and make up 10 % of the overall working population
- Vocationally preparing transition sector between general education schools and VET is of importance particularly for pupils leaving without a secondary general school certificate

**Initial and further vocational education and training are closely interlinked and build upon each other.**

**So far, VET qualifications are allocated to DQR levels 1-7.**

## Overview of included qualifications

- Approx. 1.300 entries in the qualifications database (2023) available online at [https://www.dqr.de/SiteGlobals/Forms/dqr/de/qualifikationssuche/suche\\_formular.html?nn=351858](https://www.dqr.de/SiteGlobals/Forms/dqr/de/qualifikationssuche/suche_formular.html?nn=351858) (in GE and EN)
- Individual qualification entries (1.300) belong to 31 “qualification types” of all areas of the education system (General Education, VET preparation, IVET, CVET, Higher Education)
- Most qualifications are allocated on level 4 and 6

## Formal vs. non-formal qualifications

### Formal qualifications.....

**...are regulated by law or regulation.** This means that a governmental or sovereign public institution responsible for the qualification issues the learning outcomes and regulations for determining the learning outcomes (e.g. curriculum, examination regulations for a governmental or public examination).

### Non-formal qualifications...

**... are regulated by the provider on its own responsibility and are not based on a state regulation by law or ordinance.** This means that neither the curriculum nor the regulations for the assessment of learning outcomes are legally binding through a governmental or sovereign public institution.

# Overview of Allocations (I)

DQR level	qualification
1	<p>Vocational training preparation [<i>Berufsausbildungsvorbereitung</i>]</p> <ul style="list-style-type: none"><li>• Employment agency measures (vocational preparation schemes) [<i>Maßnahmen der Arbeitsagentur (Berufsvorbereitende Bildungsmaßnahmen – BvB, BvB Reha)</i>]</li><li>• Pre-vocational Training Year [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li></ul>
2	<p>Vocational training preparation [<i>Berufsausbildungsvorbereitung</i>]</p> <ul style="list-style-type: none"><li>• Employment agency measures [<i>Maßnahmen der Arbeitsagentur</i>]</li><li>• Year of pre-vocational training [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li><li>• Introductory training for young people [<i>Einstiegsqualifizierung (EQ)</i>]</li></ul> <p><i>Berufsfachschule</i> [full-time vocational school] (Basic Vocational Training [<i>Berufliche Grundbildung</i>])</p>

## Overview of Allocations (II)

DQR level	qualification
3	Dual vocational education and training (2-year training courses) Full-time vocational school [ <i>Berufsfachschule (Mittlerer Schulabschluss)</i> ], general education school leaving certificate obtained on completion of grade 10 at Realschule or, under certain circumstances, at other lower secondary school types]
4	Dual vocational education and training (three-year and three-and-a-half-year training courses) <i>Berufsfachschule</i> [full-time vocational school] (assistant occupations) <i>Berufsfachschule</i> [full-time vocational school] (full vocational qualification)
5	<i>IT-Spezialist (Zertifizierter)</i> [Information Technology Specialist (Certified)], <i>Servicetechniker (Geprüfter)</i> [Service Technician (Certified)] <i>Sonstige berufliche Fortbildungsqualifikationen nach BBIG/HwO (Niveau 5)</i> [other regulated vocational further training under the Vocational Training Act and Handicrafts Code, level 5]

## Overview of Allocations (III)

DQR level	qualification
6	<p>Bachelor</p> <p><i>Fachkaufmann (Geprüfter)</i> [Commercial Specialist (Certified)]</p> <p><i>Fachwirt (Geprüfter)</i> [Business Management Specialist (Certified)]</p> <p><i>Meister</i> [Master Craftsman]</p> <p><i>Operativer IT-Professional (Geprüfter)</i> [Operative IT Professional (Certified)]</p> <p><i>Fachschule (Staatlich Geprüfter...)</i> [Fachschule (State-Certified...)]</p> <p><i>Sonstige berufliche Fortbildungsqualifikationen nach BBIG/HwO (Niveau 6)</i> [other regulated vocational further training under the Vocational Training Act and Handicrafts Code, level 6]</p>

## Overview of Allocations (IV)

DQR level	qualification
7	Master <i>Strategischer IT-Professional (Geprüfter)</i> [Strategic IT Professional (Certified)] <i>Sonstige berufliche Fortbildungsqualifikationen nach BBIG/HwO (Niveau 7)</i> [other regulated vocational further training under the Vocational Training Act and Handicrafts Code, level 7]
8	Doctoral studies

The German Qualifications Framework Working Group agreed that additional further vocational training qualifications should be allocated (to level 5-7) in accordance with the procedure described in the DQR Manual.



# Non-formal Learning and DQR – State of the Art

- Consideration of non-formal learning is an objective
- Several expert groups examined the possibilities of allocation
- They submitted recommendations to the steering committees
- Consultation process in the German Qualifications Framework Working Group finished
- Allocation of further vocational training that is not regulated by the state is from now on possible



Thank you for your attention!

Further information at

[www.dqr.de](http://www.dqr.de)



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