

Key question 2: Do we have the data for comparison; and where can we find them?

Key findings from work assignment 2 of Cedefop's Comparing VET-qualifications project

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Key research questions and methodology

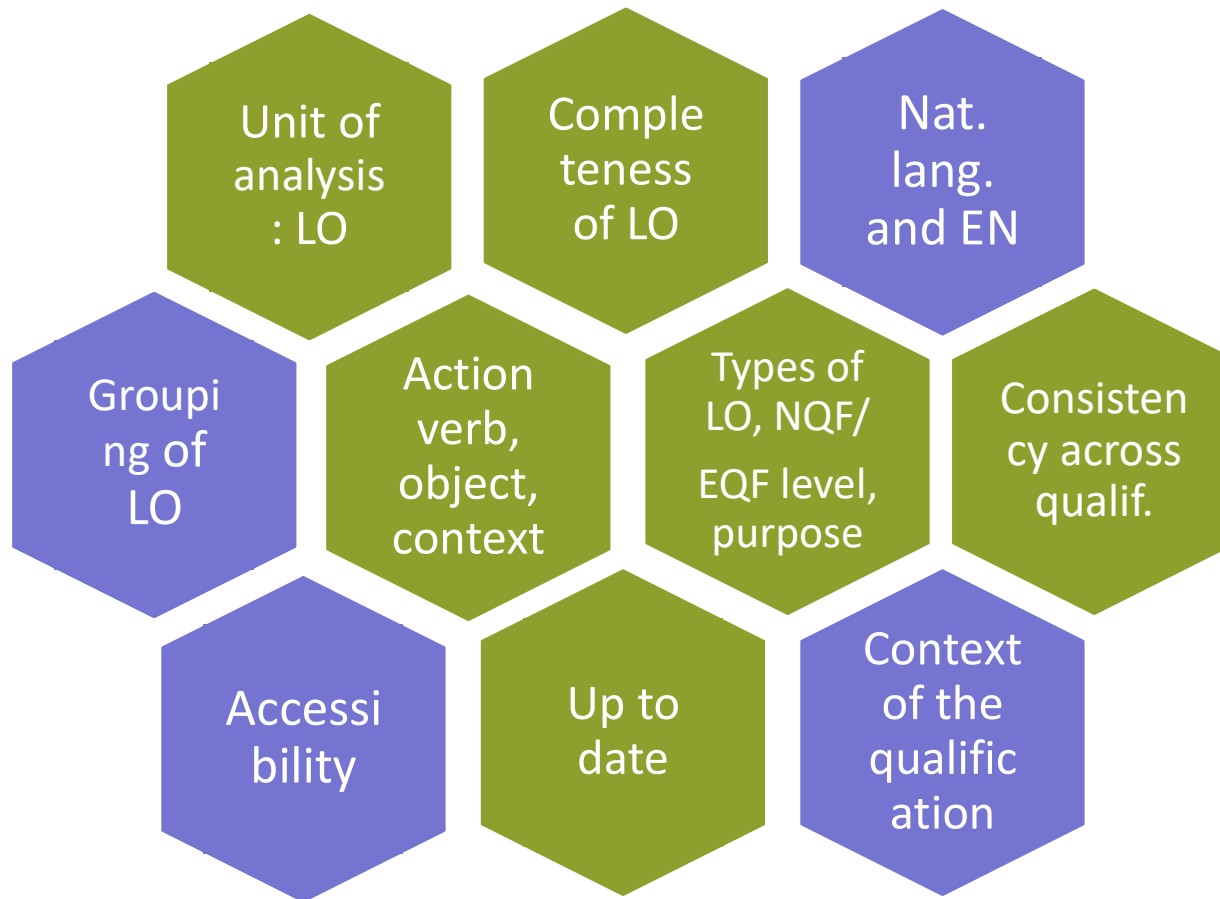
What are the key sources for data on national qualifications, in particular related to their content and profile?

- ___ Which data sources exist and are of relevance for the comparison of national qualifications?
- ___ To what extent can national qualifications databases support comparisons of VET qualifications?

Methods

- ___ Desk research and expert interviews
- ___ ICT service technician qualifications used for illustration purposes

Conditions for suitability of data sources for comparing national qualifications



Documents as key data sources for presenting qualifications and their learning outcomes ('national reference documents')

Tutkinnon perusteet

Tieto- ja tietoliikennetekniikan
perustutkinnon perusteet

НАРЕДБА № 36 ОТ 24 НОЕМВРИ 2003 Г ЗА ПРИДОБИВАНЕ НА КВАЛИФИКАЦИЯ ПО
ПРОФЕСИЯ "ТЕХНИК НА КОМПЮТЪРНИ СИСТЕМИ"

ИЗДАДЕНА ОТ МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА
Обн. ДВ. бр.23 от 19 Март 2004г.

Раздел I. Общи положения

Чл. 1. С тази наредба се определя държавното образователно изискване (ДОИ) за придобиване на квалификация по професия "Техник на компютърни системи" от област на образование "Електроника и автоматизация" съгласно списъка на професиите за професионално образование и обучение по чл. 6, ал. 1 от Закона за професионалното образование и обучение.

Чл. 2. Държавното образователно изискване за придобиване на квалификация по професия 523050 "Техник на компютърни системи" съгласно прилагането към тази наредба определя изискванията за придобиване на трета и/или четвърта степен на професионална квалификация за специалностите:
5230501 "Компютърна техника и технологии";
5230502 "Компютърни мрежи" - трета степен;
5230503 "Компютърни мрежи" - четвърта степен.

Чл. 3. (1) Въз основа на ДОИ по чл. 1 и рамковите програми по чл. 10, ал. 3 от Закона за професионалното образование и обучение се разработват учебен план и учебни програми за обучението по съответната специалност по чл. 2.
(2) Документацията по ал. 1 за професионално образование се разработва от Министерството на образованието и науката, а за професионално обучение - от обучаваната институция.

Раздел II.

Съдържание на държавното образователно изискване

BUNDESGESETZBLATT FÜR DIE REPUBLIK ÖSTERREICH

Jahrgang 2018
222. Verordnung
Ausgegeben am 30. August 2018
Informations- und Kommunikationstechnologien

222. Verordnung des Bundesministers für Digitalisierung und Wirtschaftsaufsicht über die Berufsausbildung im Lehrberuf Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie-Lehrberuf)

Auf Grund des § 9 und 24 des Bundesausbildungsgesetzes (BAG) BGBl. Nr. 142/1969, zuletzt geändert durch das Bundesgesetz BGBl. Nr. 33/2018, wird verordnet:

§ 1 (1) Das Lehrberuf Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie-Lehrberuf) umfasst alle Tätigkeiten, die im Zusammenhang mit der Informations- und Kommunikationstechnologie stehen.

(2) Neben dem für alle Lehrberufe verbindlichen allgemeinen Teil muss eine der folgenden Schwerpunkte in der Ausbildung enthalten sein:

1. Systemtechnik
2. Netzwerke
3. Datenbanken
4. Im Lehrvertrag, Lehrzeugnis, Lehrbrief und im Lehrabschlusszeugnis
5. Die Schwerpunktbildung ist im Lehrvertrag, Lehrzeugnis, Lehrbrief und im Lehrabschlusszeugnis

§ 2 Durch die Berufsausbildung im Lehrberuf Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie-Lehrberuf) soll die berufliche Qualifikation der Auszubildenden in der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) erreicht werden, die den Anforderungen der Berufsausbildung entspricht.

Die Ausbildung umfasst die folgenden Bereiche:

- a) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- b) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- c) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- d) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- e) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- f) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- g) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung
- h) Anwendung der Informations- und Kommunikationstechnologie (Informations- und Kommunikationstechnologie) in der Berufsausbildung



National reference documents

__variation of terms: qualification /certification specifications/ requirements (FI, IE, UK-EN), qualification standards (FR), qualification files / profiles (NL), VET standards (BG), occupational standards (LT), and training regulatory documents (AT, ES, DK)

__tendency to broaden qualifications – e.g. FI:

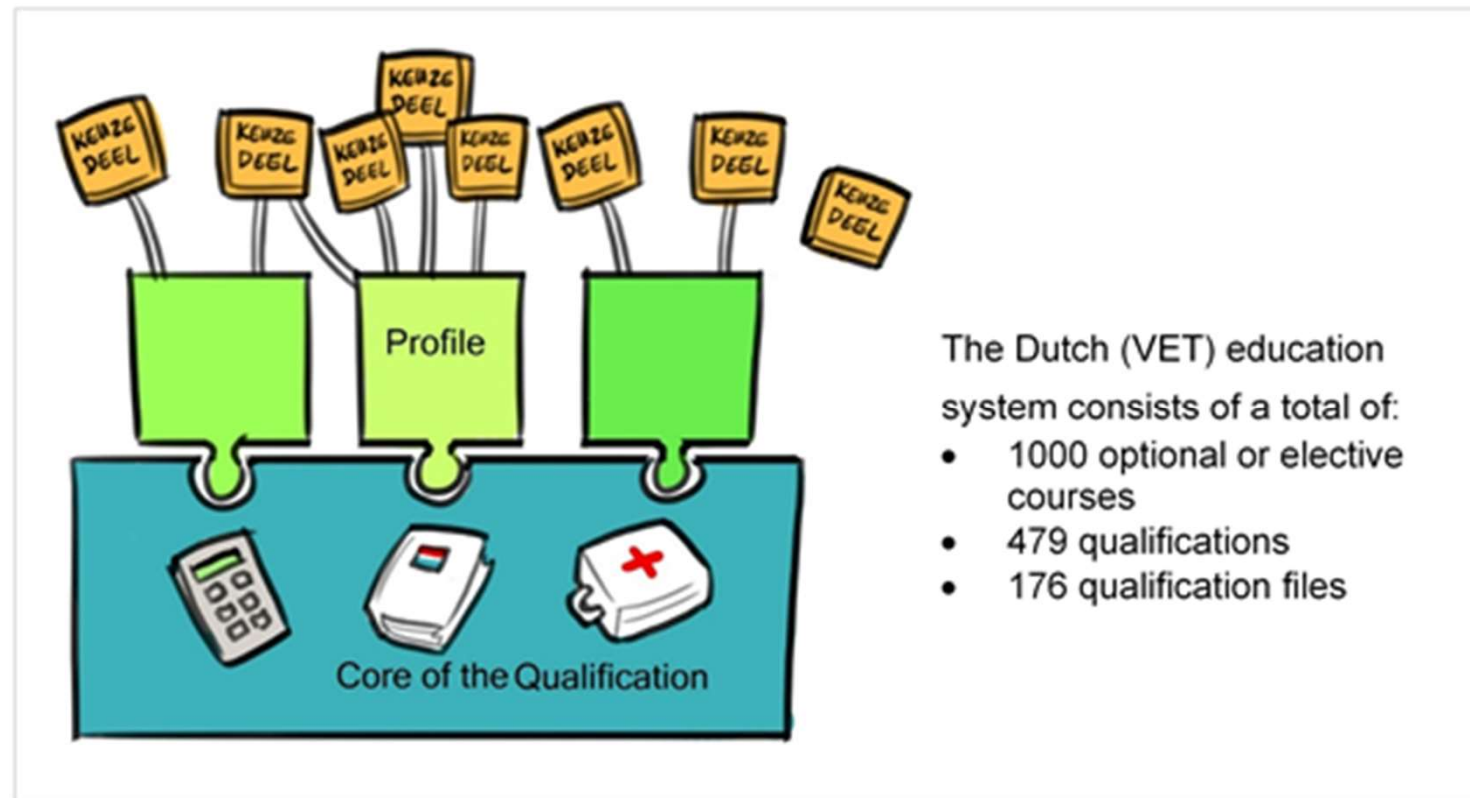
‘Vocational Qualification in Social and Health Care (OPH-2629-2017)’ - students may specialise in one of eight ‘competence areas’:

- Care for the Disabled,
- Nursing and Care,
- Podiatric Care,
- Mental Health and Substance Abuse Work,
- Care and Rehabilitation for Elderly People,
- Basic Life Support (BLS),
- Oral Health Care,
- Children's and Youth Education and Care.

National reference documents

Example NL

Sometimes
composed of
___common parts
and
___optional parts



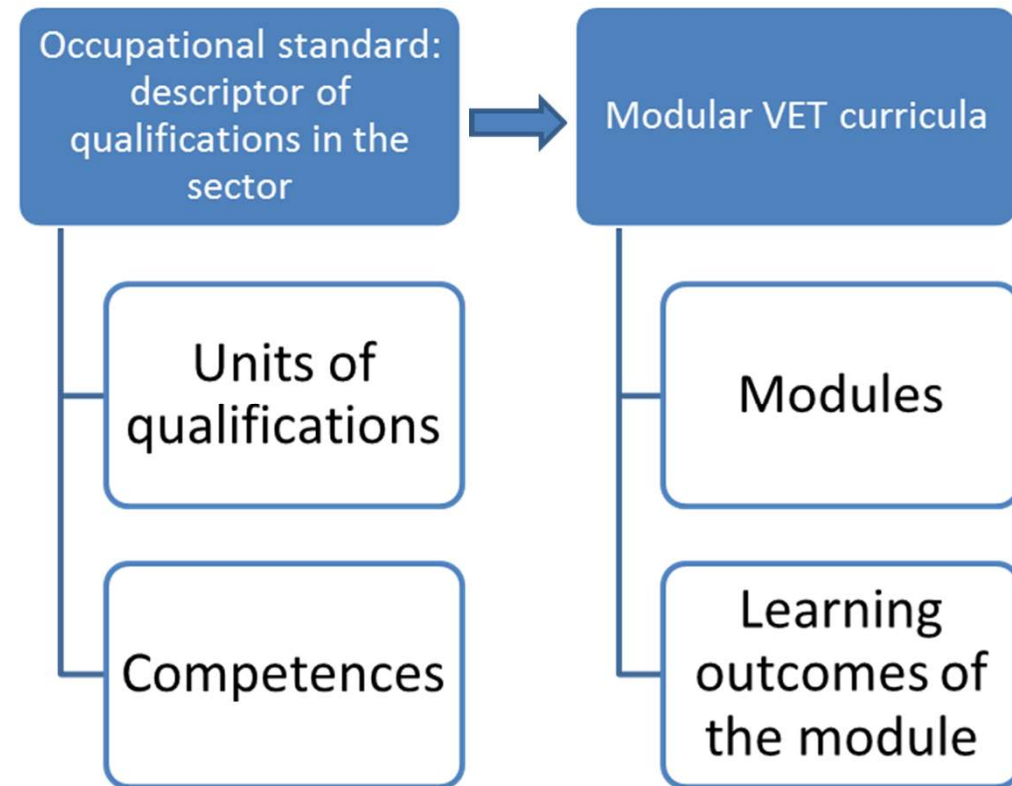
The Dutch (VET) education system consists of a total of:

- 1000 optional or elective courses
- 479 qualifications
- 176 qualification files

Linkage or hierarchy of documents

Example LT

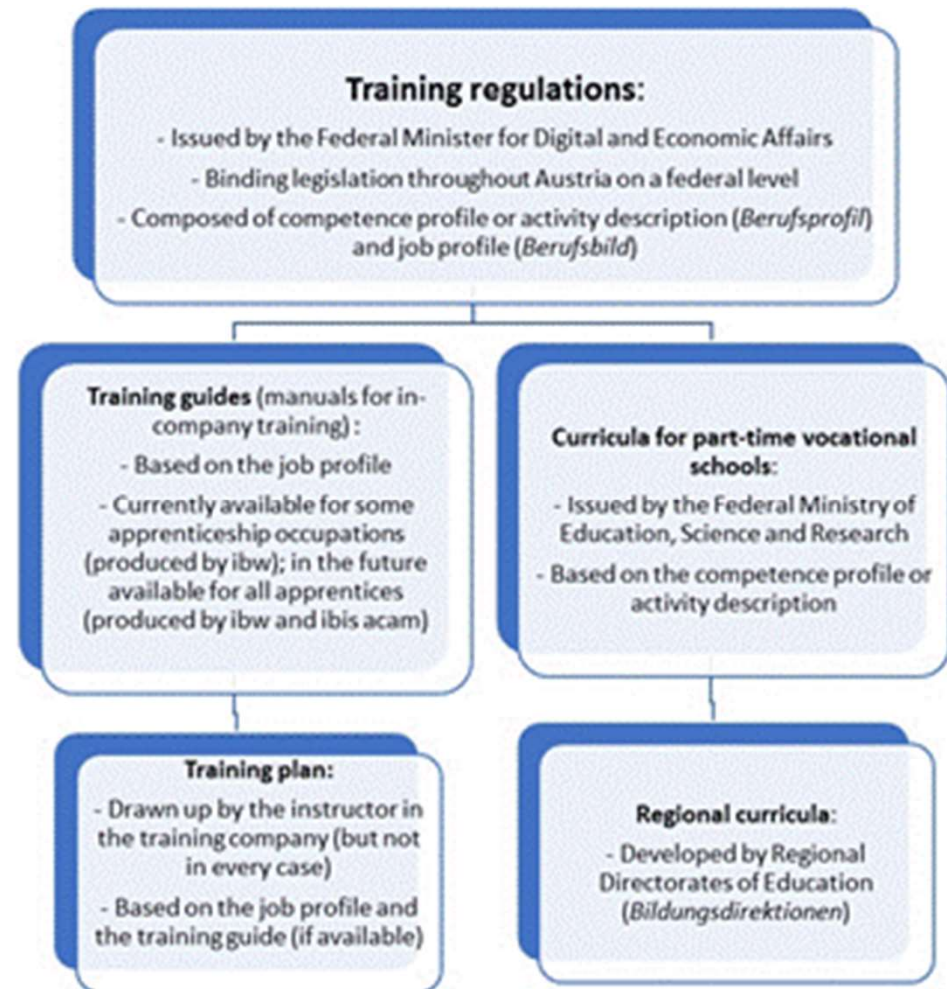
range of 'types' of documents: often a number of different sources, which are interlinked or aligned to some extent



Linkage or hierarchy of documents

Example AT (apprenticeship)

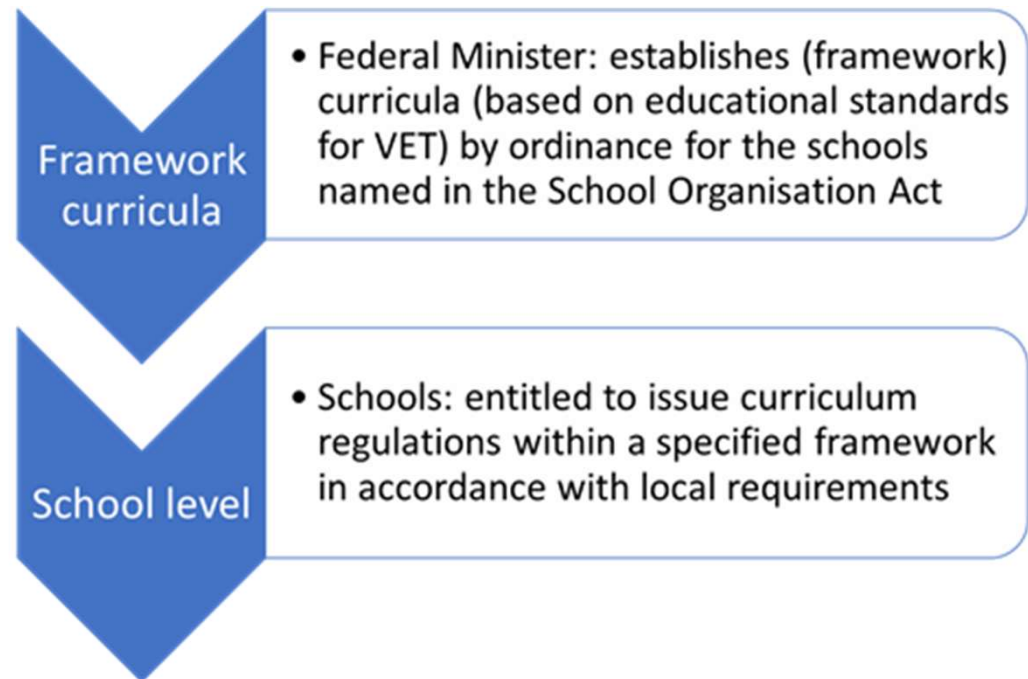
distinction between
___ documents at national level and
___ sets of documents that
(together) span the ‘vertical’
institutional / governance
dimension of VET systems



Linkage or hierarchy of documents

Example AT (school-based VET)

Systems vary in the degree of autonomy, in respect of learning outcomes at the local/regional programme level and also the extent to which autonomy is exercised



National reference documents

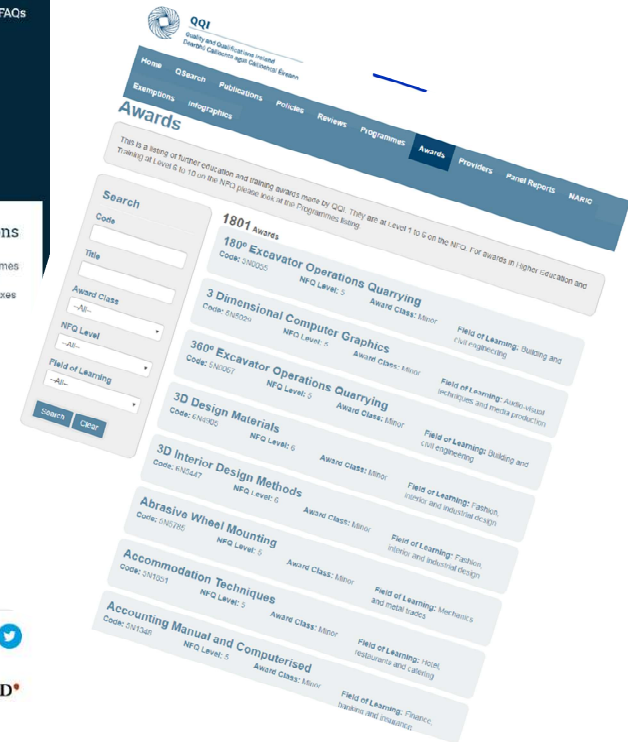
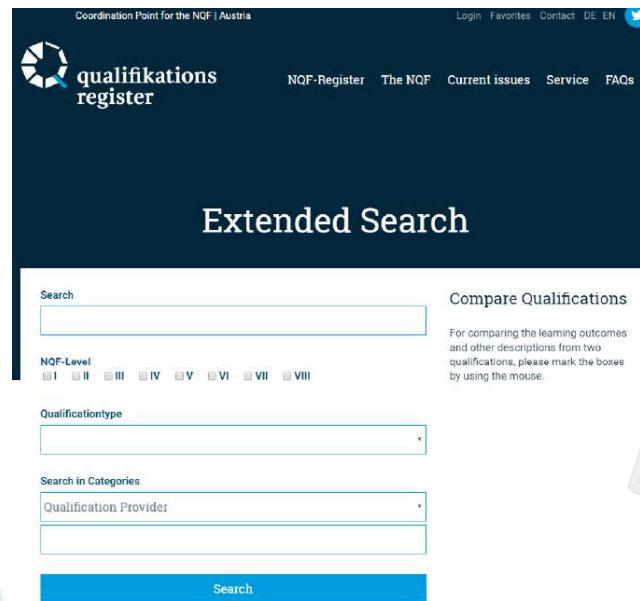
__often a number of different sources (interlinked or aligned) need to be consulted for a full understanding of a qualification – e.g.:
NQF/EQF level or information on purpose: often not in document with LO, but in European Certificate Supplements (ECS)

__consistent approach in most countries – variations in case of sub-systems (IE, AT) or different awarding bodies (UK-England)

LO descriptions in nat. reference documents

- ___ LO are generally used in key reference documents but variations in level of detail (granularity), lengths of descriptions
- ___ sentence components: verb & object often used, context less often – but: often general statement specifying the context
- ___ grouping of LO: great variations across countries
- ___ languages: currently none of the main documents containing LO are systematically available in EN (in addition to national language)
- ___ accessibility of LO descriptions:
 - public regulatory documents - generally publicly available and published online on the websites of the responsible organisations (exception: UK-England)
 - public availability becomes less certain below national level
 - LO descriptions are ‘stored’ in PDF documents – can be accessed and downloaded individually (limited opportunity for automated comparison without additional preparatory work).

National qualifications databases presenting qualifications and their learning outcomes



Availability of qualifications databases?

Country	Database	LO of IVET qualifications displayed
Bulgaria	Portal on education and training opportunities in secondary and tertiary education and lifelong learning in Bulgaria	No
Denmark	Education Guide	No
Spain	TodoFP	Yes: short summary and full description (PDF)
France	RNCP	Yes: summary & comprehensive descriptions
Ireland	QQI qualifications database	Yes: short summary (PDF) & full descriptions (PDF)
Lithuania	AIKOS	Yes: short summary
Netherlands	Vocational Education Qualifications (<i>Kwalificaties mbo</i>)	Yes: full descriptions (PDF)
Austria	NQF Register	Only for examples of IVET qualifications: short summary
Finland (¹)	eRequirements (<i>ePerusteet</i>)	Yes: short summary & full descriptions (PDF)
UK-England	Register of regulated qualifications	No

Elements for data fields for the electronic publication of information on qualifications with an EQF level (EQF Recommendation)

Data field	Required/Optional
Title of the qualification	Required
Field (ISCED FoET2013)	Required
Country/Region (code)	Required
EQF Level	Required
Description of the qualification (either as 'Knowledge, Skills, Responsibility and autonomy' or as Open text field describing what the learner is expected to know, understand and able to do)	Required
Awarding body or competent authority	Required
Credit points/notional workload needed to achieve the learning outcomes	Optional
Internal quality assurance processes	Optional
External quality assurance/regulatory body	Optional
Further information on the qualification	Optional
Source of information	Optional
Link to relevant supplements	Optional
URL of the qualification	Optional
Information language (code)	Optional
Entry requirements	Optional
Expiry date (if relevant)	Optional
Ways to acquire qualification	Optional
Relationship to occupations or occupational fields	Optional

Qualifications databases

Elements for data fields for the electronic publication of information on qualifications with an EQF level (EQF Recommendation) in the databases analysed:

__ Title of the qualification: in all databases (not always as search function)

__ Country/Region (code): not always explicitly included (focus on national levels)

__ ISCED fields of Education and Training 2013 (FoET 2013): rarely explicitly included but other information on sectors or occupational fields

__ EQF level: in most cases available (or NQF level)

__ description of the qualification (LO): not always available; download (PDF) or a link often available

__ awarding body or competent authority: similar to LO

Qualifications databases – summary

- __ often in development, emerging
- __ great variance: scope; type and amount of information provided; LO displayed; categories used for presenting and structuring information in databases, search functions provided
- __ usually consistent approach in most countries, but not all databases already have a full coverage of IVET qualifications
- __ LO statements: usually action verb & objective; indication of the context usually not included
- __ grouping of LO: summary of LO available in some databases is not structured in a systematic way
- __ translation of LO into English available only in a very few cases

Conclusions...

Opportunities

- __ LO descriptions
- __ EQF/NQF level
- __ increasing transparency and accessibility

Challenges

- __ diversity of approaches for
 - presenting LO in reference documents
 - designing databases
- __ limitations for comparison

... and open questions

How to improve the data sources to facilitate comparison?

- __use common structure/principles for presenting LO in the European context
- __link to the the Europass Certificate Supplement ('Profile of skills and competences')
- __formulate LO based on common guidelines (see Cedefop handbook on LO)
- __present qualifications in databases based on EQF Recommendation, Cedefop handbook on LO

The learning outcomes description should be 500 to 1 500 characters and be written considering the following elements

It should present the qualification from the perspective of the learner and what he/she is expected to know, be able to do and understand.

It should use action verbs to signal the level of learning expected, normally with an (explicit or implicit) reference to the levels of the national qualifications framework and/or the EQF.

It should indicate the object and scope of the expected learning outcomes. This description should capture the main orientation of the qualification and the depth/breadth of the expected accomplishment. It can, if deemed appropriate, use domains as defined by NQFs/EQF.

It should clarify the occupational and/or social context in which the qualification operates.

Cedefop, 2017, p. 65

What are the challenges and limitations?



Thank you!

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