

Do national qualifications frameworks make a difference? Measuring and evaluating NQF impact

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What kind of theoretical approaches and evidence
are currently available to provide insights into the impact of NQFs?
Research perspective

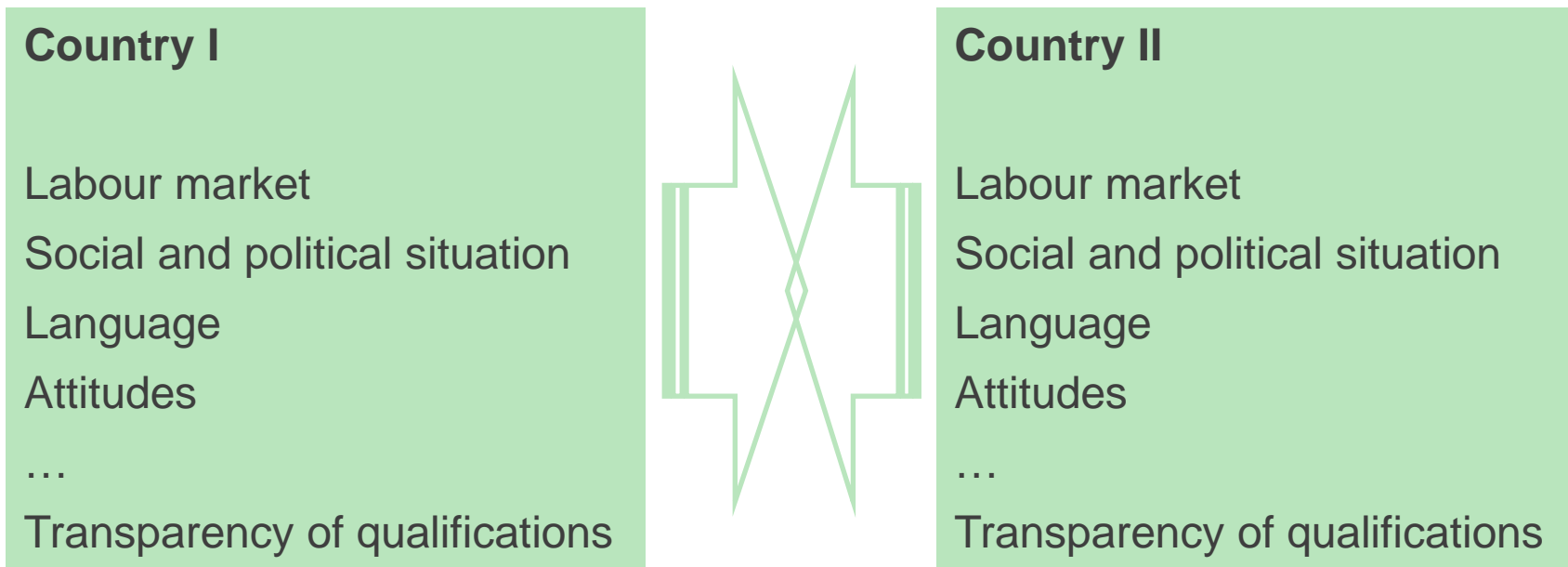
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Structure of the presentation

- I. The challenge ...
- II. ... and an attempt to deal with it

1.

Problem of causality: example “transnational mobility”



Transnational labour market mobility is a multifactorial phenomenon. An increase is not clearly ascribable to the use of transparency tools. The same applies to other policy fields.

Quantitative aspects must be considered ...

- Awareness level (e.g. “20 % of the enterprises know the NQF; 51 % of these enterprises think it increases the comparability of qualifications”)
- Mentions of NQF/EQF in job advertisements
- References to NQF/EQF in bidding procedures
- References to NQF/EQF in job applications
- Relevance of NQF/EQF for the labour administration
- Relevance of NQF/EQF for employment decisions
- References to NQF/EQF in the national practice of allowance and recognition
- Requests at NCP’s regarding NQF/EQF
- ...

... but also qualitative research is of major importance

Main subjects

- Role of NQF/EQF in social and institutional contexts
- Role within the discourse of educational sectors and between educational system and labour market
- Interdependencies with other regulations and measures concerning educational system and labour market
- Function in the context of educational reform
- Perception of the instruments by potential users (e. g. relative advantage, complexity...)

II.

Explorative Study “Potential Use of the DQR”

- Expert/stakeholder interviews
- Objectives:
 - understanding the perception of the DQR
 - identification of good practice
- Carried out May 2016 to December 2016
- Project team:
 - Hochschule für angewandtes Management, Prof. Dr. Nele Graf
 - KWB Management GmbH
 - Prof. Dr. Peter Dehnbostel
- Co-funded by the Erasmus+ Programme of the European Union

The interviews: quantitative data

Target Group	Contacts	Interviews	Good Practice Identified
Further Education and Training	75	20	5
Non-users: Further Education and Training	2	1	-
Higher Education	33	8	2
Vocational Schools	18	7	2
Employers' Associations/Chambers	33	6	2
Enterprises	40	4	2
Non-users: : Enterprises	10	8	-
Individuals	10	-	-
Multiplicators	19	2	-
Other	9	-	-
Total	249	56	13

Identification of Types of Usage

Category	Example
Human resources recruiting and planning	Competence oriented application processes
Human resources development	Transparency of learning outcomes required/acquired
Quality and marketing of VET providers	Marketing of further education products
Comparability	Transnational recruiting
Permeability	Cooperation HE/VET
Competence model	Competence model for target and/or performance descriptions
Transparency/orientation	Learning outcome descriptions
Support for instructors	Guidelines for outcome oriented teaching material
Curricula development	-
Allowance and recognition	-
Quality management of teaching and didactics	-

Types of Usage and Organisations

	VET schools (2)	Universities/universities of applied science (3)
Competence oriented human resources development		
Competence oriented application processes		
Learning outcome descriptions/curriculum development	2	3
Support for instructors (teaching material)	1	1
Marketing of further education products		
Competence model for target and/or performance descriptions		2
Quality management of teaching and didactics		2
Usage in the context of allowance and recognition		1
Job advertisements		
Trainer selection		
Transnational recruiting		
Transparency of learning outcomes required/acquired	2	3
Comparability HE/VET		1

Types of Usage and Organisations

	Chamber (1)	Enterprises (2)	Further education providers (4)
Competence oriented human resources development		2	
Competence oriented application processes		1	
Learning outcome descriptions/curriculum development			4
Support for instructors (teaching material)			
Marketing of further education products	1		
Competence model for target and/or performance descriptions		2	1
Quality management of teaching and didactics			
Usage in the context of allowance and recognition			
Job advertisements		1	1
Trainer selection			1
Transnational recruiting		1	
Transparency of learning outcomes required/acquired	1	1	3
Comparability HE/VET			12

Advantages

- Identification of utilisations and solutions that work
- Better understanding of the perception of NQF/EQF
- Identification of misunderstandings, problems and challenges
- Results usable within NQF communication strategy
- Possible starting point for peer learning activities

Thank you for your attention!

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