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## (1) Austria

The Austrian NQF will be composed of eight levels. An eight-level structure is sufficient for distinguishing the levels in the Austrian qualifications system. According to current plans, the EQF descriptors will form the basis for the classification of qualifications to the Austrian NQF. This means, that Austria will not develop its own NQF descriptors but rather use the EQF descriptors. This decision is based on the results of the consultation process and of the NQF pilot projects as well as on experiences made in EQF projects with Austrian institutions as coordinators or partners supported by the Ministry of Education, Arts and Culture (bm:ukk; for example, the TransEQFrame project: [www.transeqframe.net](http://www.transeqframe.net)). The NQF pilot projects sought to map selected qualifications to the EQF descriptors table and to allocate them to levels.

The EQF descriptors generally appear to be suitable for the classification of qualifications despite – or because of – the considerable scope for interpretation. A proposal was made (and taken up in the further NQF development process) to provide explanations/details/specifications to the EQF descriptors from the perspective of the Austrian qualification landscape. These additional descriptors are partly based on analyses of curricula and training regulations, legal documents, decrees, and other descriptions of qualifications. These explanations should make the EQF descriptors more ‘tangible’ and should facilitate the classification of qualifications. Furthermore, ‘reference qualifications’ will be classified and thus better illustrating the requirements of each level’s learning outcomes. These are qualifications that are well known in Austria and can function as kind of ‘corner stones’ for allocating other qualifications.

The additional NQF descriptors are partly based on analyses of curricula and training regulations, legal documents, decrees, and other descriptions of qualifications. Work processes are taken into account only insofar as the training regulations in the apprenticeship system, that were also used for the development of these additional descriptors, consist of the occupational competence profile (Berufsprofil) with related activities and work descriptions, and job profile (Berufsbild) with knowledge and skills to be acquired by apprentices. Up to now there are no specific references to qualifications from certain sectors planned. There is an explicit reference to autonomy and responsibility since the EQF descriptors are used. Since it is planned to use the EQF descriptors for the Austrian NQF, the same strengths, weaknesses, opportunities and threats could be identified as for the EQF.

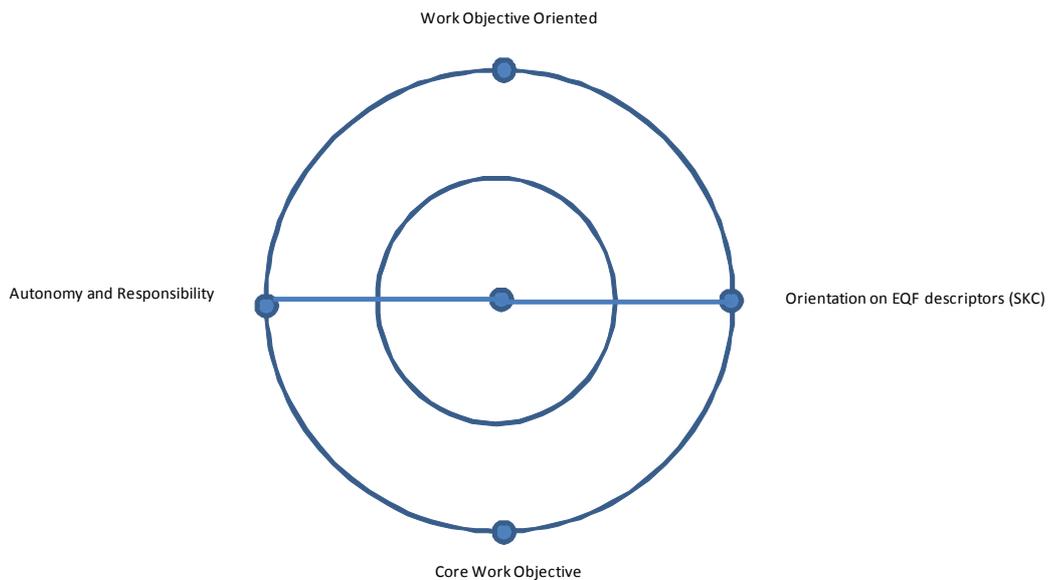
Figure 1a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications		Not present in the qualifications

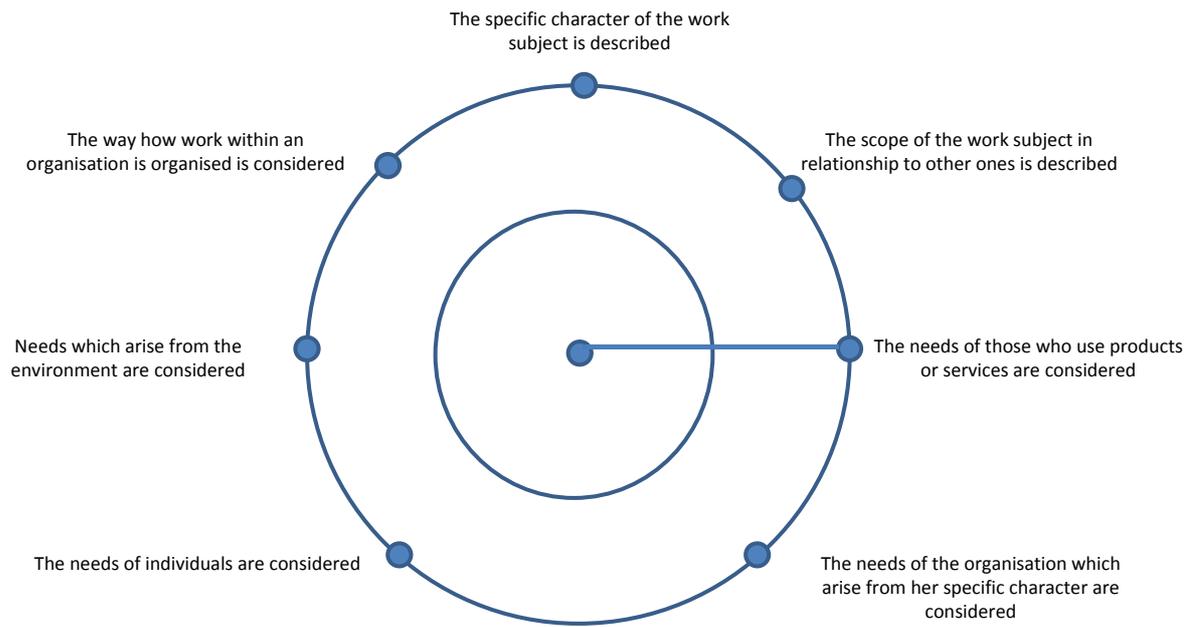
Figure 1b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal Origin	<p><b>Strengths</b></p> <p>__increasing importance of orientation towards learning outcomes and the implementation of corresponding instruments</p> <p>__corresponding to strengths of EQF</p>	<p><b>Weaknesses</b></p> <p>__corresponding to weaknesses of EQF</p>
External Origin	<p><b>Opportunities</b></p> <p>__corresponding to opportunities of EQF</p>	<p><b>Threats</b></p> <p>__corresponding to opportunities of EQF</p>

Figure 1c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Austria)



(2) Romania

Romania doesn't have a NQF compatible with EQF yet. In this very moment, a working Group is discussing the put in place by Governmental Decision of a structure based on 8 levels. Important steps have been done by developing the National Qualification Framework for Higher Education which is a model compatible with the European Qualifications Framework (EQF) vision, especially with the learning outcomes specified by the EQF for qualification levels 6, 7 and 8. The structure and contents of the model capitalize on descriptors of the overarching framework for qualifications for the European Higher Education Area as well as on contents elements of models that already enjoy the appreciation of European experts (the French, Irish, British models etc).

At the same time, this model has its own identity; it integrates categories and types of competences, qualification levels and specific descriptors while following consistently the conceptual basis: qualification, learning outcomes, knowledge, skills and competence. The essential elements of this model are the NQFHE Matrix (Annex 1) and two complementary instruments, namely: Grid 1 (Description of the study field/programme by means of professional and transversal competences) and Grid 2 (Determining the correlations between the professional and transversal competences, contents areas, study disciplines and credits allocated).

The NQFHE matrix includes: qualification levels, learning outcomes expressed in terms of knowledge, skills and competences as well as the level descriptors for qualifications in higher education. The level descriptors for each type of learning outcomes detail the generic descriptors for each type of competence and for each qualification level: Bachelor, Master's, and Doctorate. From a structural point of view, the NQFHE matrix integrates professional and transversal competences, each of the two categories of competences having its legitimacy and importance in practising a profession. They form a solidary couple that expresses the professional efficiency and effectiveness of a study programme graduate.

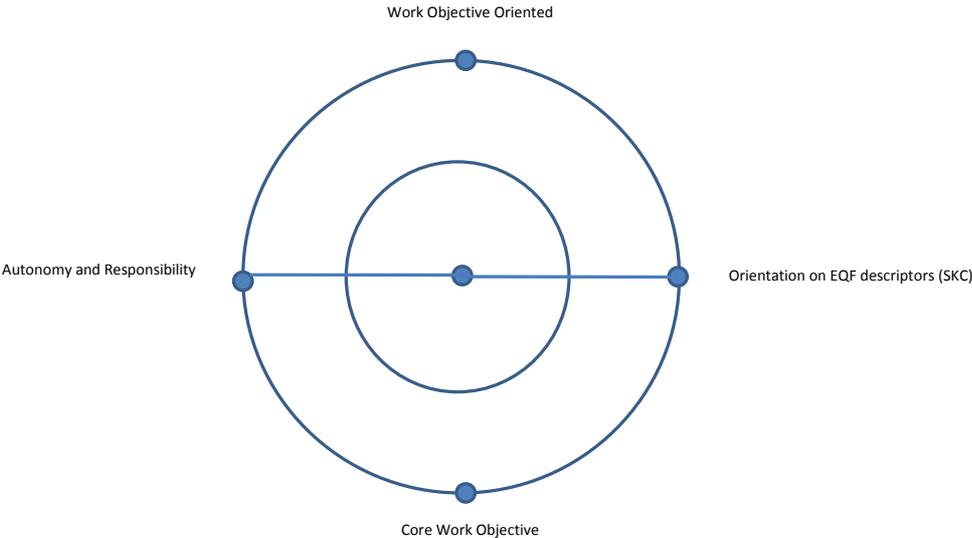
Figure 2a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes (NQFHE)		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications		Not present in the qualifications

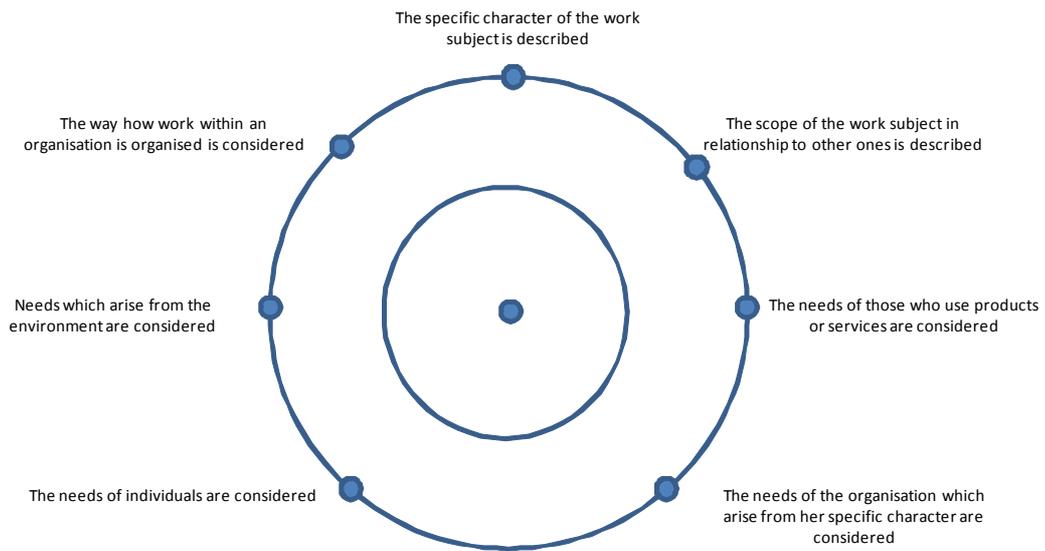
Figure 2b: SWOT NQFHE logic/Employability grid logic

	Helpful	Harmful
Internal	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- The NQFHE is compatible with EHEA and EQF;</li> <li>- The NQFHE has been designed with the same goal as the EQF has, the both frameworks have the same definition of the qualification;</li> <li>- The NQFHE has been elaborated in accordance with a methodology officially acted by order of the Minister of Education;</li> <li>- The NQFHE is accepted by the academic environment;</li> <li>- The NQFHE and its qualifications are based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits;</li> <li>- The NQFHE has an interface, the NORHE which was designed as a link between universities, current and future students and employers;</li> <li>- the NQFHE has already a self-certification report that was elaborated in time, September 2011, in accordance with the European Requirements;</li> <li>- The new Law of National Education stipulates the elaboration and the implementation of the NQFHE and the NQF in accordance with the EQF</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>- The definition of the qualification from the NQFHE is not fully compatible with the definition from the adult learning training system.</li> <li>- The lack of a good communication between the institutions that have in charge the elaboration and the implementation of NQFHE, respectively NQF.</li> <li>- The lack of good understanding of the goals of NQFHE and NQF within the relevant stakeholders.</li> </ul>
External Origin	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>- NQFHE is the tool which use is aiming at strengthening the Bologna Process</li> <li>- NQFHE allows the dialogue between the universities and employers in order to engage all stakeholders interested in the modernisation of the university study provision according to the ever changing labour market requirements;</li> <li>- NQFHE encourage universities to widen their training provision for non-traditional, especially mature learners</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>- The political instability that determines the change of priorities at the national level.</li> </ul>

Figure 2c: Relationship between NQFHE logic and Employability Grid logic



## Core Work Objectives (NQFHE Romania)



(3) France

French NQF levels (approved → decision from «permanent group for the vocational training and social promotion” (1969, march 21<sup>st</sup>)

LEVELS	DEFINITIONS	COMMENTS
V	Staff occupying jobs normally requiring a level of training equivalent to that of brevet d'études professionnelles (BEP) or that of certificate d'aptitude professionnelle (CAP), and that of certificat de formation professionnelle des adultes (CFPA) (CFPA) of first degree .	This level corresponds to a full qualification for the exercise of a well-defined occupation with the ability to use instruments and related technology. This activity is mainly a work of performance which can be autonomous within the limits of the techniques which are linked to it.
IV	Staff occupying jobs of control or highly skilled worker who can attest to a level equivalent to that of the Brevet Professionnel (BP), the brevet de technicien (BT), the bachelor's degree (general or technologic)	Qualification level IV requires more knowledge than the previous level. This activity involves mainly technical work which can be executed independently and / or the worker can have supervisory responsibilities (control) and coordination responsibilities
III	Staff occupying jobs that normally require the level of training of diploma of University Institutes of Technology (DUT) or brevet de technicien supérieur (BTS) or end of first cycle higher education.	Qualification Level III corresponds to the knowledge and ability of a higher level, without including the knowledge linked to the foundations of the scientific fields. The required skills and knowledge allow to ensure the responsibilities of design and / or supervision and / or management, with autonomy and independence
II	Staff occupying jobs normally requiring a level comparable to that of a "licence" or "maitrise"	This level of qualification involves the scientific foundations of the profession, generally leading to autonomy in the exercise of this occupation
I	Staff occupying jobs normally requiring a better level than the one concerning the "maitrise".	In addition to a stated knowledge of the scientific basis of an occupation, qualification level I requires the mastery of design or research processes.

Source CNCP (National commission for vocational certifications)

But since 2002 a new classification is used for Higher Education with the 3 levels linked to degrees (in French Licence, master Doctorat) which are integrated to this grid. A project of a new integrative grid is in progress actually to be applied to the whole NQF.

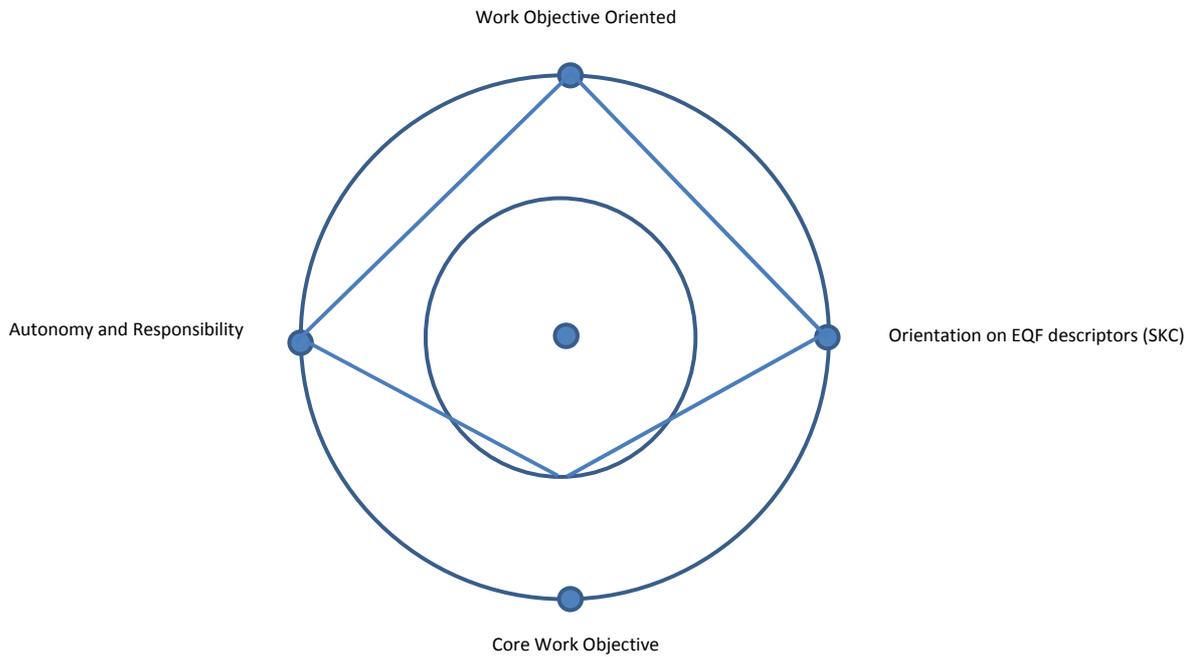
Figure 3a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications	Not present in the qualifications	

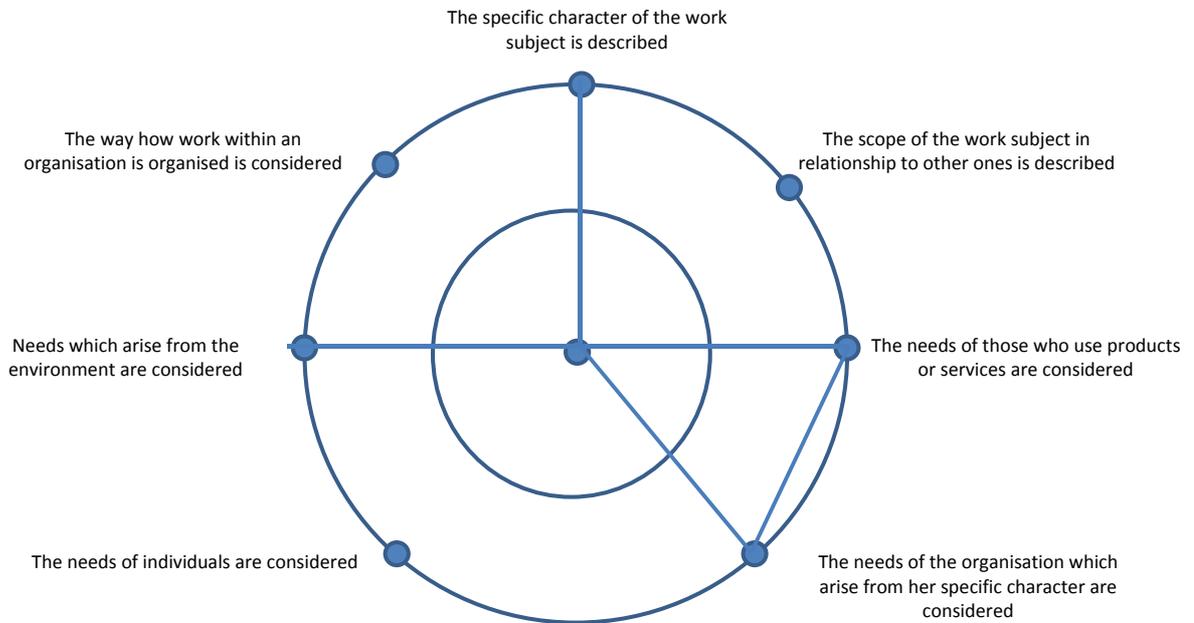
Figure 3b: SWOT NQFHE logic/Employability grid logic

	Helpful	Harmful
Internal	<b>Strengths</b> __ highly compatible with the EQF	<b>Weaknesses</b> —
External Origin	<b>Opportunities</b> —	<b>Threats</b> —

Figure 3c: Relationship between NQF logic and Employability Grid logic



Core Work Objectives (NQF France)



#### (4) Italy

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NQF in Italy is not yet developed. So the structures of the NQF levels and level descriptors have not yet been defined, although there are components in place, e.g. in HE and more recently at upper secondary level. The NQF's typology will have a focus on coordinating the existing systems, especially for what concern transparency and coherence of qualifications. Italy uses a learning outcomes approach and the EQF level descriptors as a basis for further developments. The National Coordination Point is currently working on this topic. So, the implicit logic of the Italian NQF will be based on the description of levels of competence related to a couple of complementary concepts relevant for the position of an individual's work in an organizational structure, responsibility and autonomy. The development of the NQF in Italy is running a new evolution phase due to:

- the progress of the national reforms in the field of education, VET system and the labour market;
- a stronger dialogue among institutions and competent bodies on the implementation of the System (coherent with the EQF);
- the EQF Recommendation commitments;
- a concrete impulse in the activities of the "National Table/Committee", launched in 2006 by the Ministry of Labour for the definition of the Italian NQS.

In this new phase criteria and priorities settled are:

- to preserve specific characteristics of sub-systems and regional frameworks;
- to overcome diversities and develop a common and shared language (focused on learning outcomes);
- to guarantee transparency, legibility and quality procedures;
- to take into consideration European issues and deadlines;
- to develop cooperation with other national agencies in EU involved in the definition of their NQFs.

Recommendations for the future development of the NQF in Italy are:

- 1) Develop the Italian NQF using a work objective oriented approach mainly based on the core work objectives present in the employability grid.
- 2) Develop the Italian NQF using a EQF descriptors (KSC) approach.
- 3) Develop the Italian NQF using two key concepts: autonomy and responsibility.

Figure 4a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory*	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory**	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No***
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No***
The needs of those who use products or services are considered.		
Yes	Only in part	No***
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No***
The needs of individuals are considered.		
Yes	Only in part	No***
Needs which arise from the environment are considered.		
Yes	Only in part	No***
The way how work within an organisation is organised is considered		
Yes	Only in part	No***
<b>Autonomy and Responsibility</b>		
Present in the qualifications		Not present in the qualifications****

\* NQF in Italy is not yet developed. Italy uses a “work objective oriented” approach as a basis for the development of the NQF.

\*\* NQF in Italy is not yet developed. Italy uses a “EQF descriptors” approach as a basis for the development of the NQF.

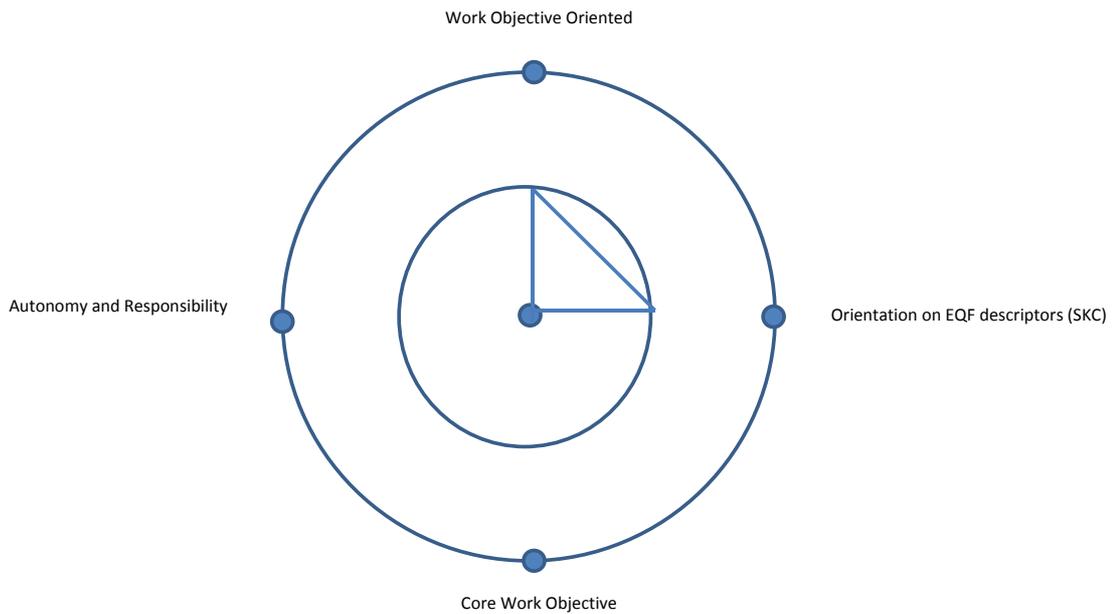
\*\*\* NQF in Italy is not yet developed.

\*\*\*\* NQF in Italy is not yet developed. Italy uses “autonomy and responsibility” concepts as a basis for the development of the NQF.

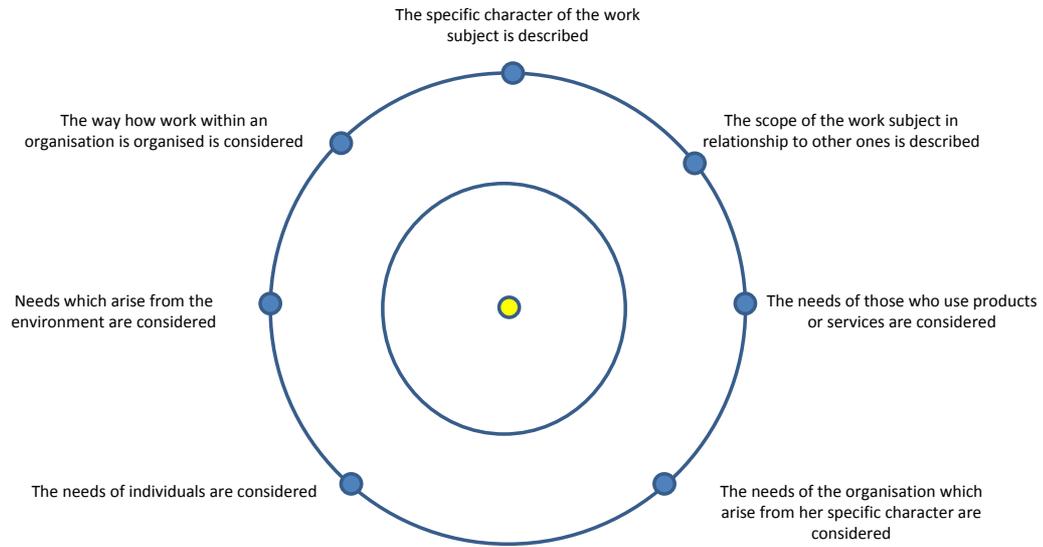
Figure 4b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal Origin	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>__ Overcome diversities and develop a common and shared language focused on learning outcomes.</li> <li>__ Guarantee transparency, legibility and quality.</li> <li>__ Promote mobility in the European Countries.</li> <li>__ The logic adopted in the employability grid is work process oriented, and the logic of NQF will be based on the logic of recognition of the required/needed core competences (based on the work process) to ensure that an individual is able to perform a job.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>__ For industries it is a big problem to apply their qualifications to the NQFs.</li> <li>__ If companies make use of NQFs, it could come to some conflicts (power or policy), e.g. Labour Union says somebody has a Level 3 and companies decide it is a Level 2.</li> <li>__ The work-orientation criterion is not so easy to consider in practice. NQF could be "real" work-objective oriented, if NQF levels perfectly fit to the needs of the industry or "in theory" work-objective oriented, if NQF levels fit only in part to the needs of the labour market.</li> </ul>
External Origin	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>__ Enterprises very often change their work requirement. However, curricula often change only every 5 years. This means that the learner needs learning-competence to keep up-to-date with work requirements.</li> <li>__ EU demands of homogenising education frameworks and improve mobility added by the lack of workforce in many sectors in Europe may help companies to get on board on the qualification subject.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>__ Work orientation must be valid for NQFs, but not suitable for companies because companies fear that the levels could change and influence the salaries of their employees.</li> <li>__ Levelling polyvalent jobs (which could embrace different levels if referenced to EQF levels) could be a problem.</li> </ul>

Figure 4c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Italy)



## (5) Malta

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The Malta Qualifications Framework (MQF) was launched in June 2007. The Framework is based on the European Qualifications Framework (EQF) and the Framework of the European Higher Education Area (QF/EHEA) and consists of eight levels which capture all levels of education from compulsory education to post doctoral degrees, comprising both general/academic and vocational education and training and all levels of formal, informal and non-formal education and training. The Malta Qualifications Framework (MQF) highlights that qualifications achieved through the general education route have the same parity of esteem as those achieved through VET. Similarly, the MQF, makes it clear that there is only one higher education area in Malta which includes both academic and vocational qualifications.

The level descriptors of the MQF are more detailed than those of the EQF yet they do not demand more commitment from the learner. The MQF has linked to it the knowledge, skills and competences and distinguishes between four aspects of skills, namely: applying knowledge and understanding; communication skills, judgmental skills and learning skills. The level descriptors are used for the writing of learning outcomes in order to design and assess qualifications. The level descriptors are helpful to all education and training providers in particular as they can relate industry-driven qualifications or awards to the MQF levels as described in the level descriptors.

MQC distinguishes between 2 level-rating procedures: the qualifications that are awarded by a foreign awarding body and offered in Malta and the home-grown qualifications. Qualifications awarded by a foreign awarding body are tested in terms of accreditation of the institution and programme by the regulatory body of the country of origin and verify the EQF and therefore the MQF level. For home-grown qualifications MQC evaluates the level of difficulty and the language of the learning outcomes based on the MQF level descriptors and then an external evaluator, generally the designated authority or sectoral board confirm or otherwise the content of the qualification. Before a protocol is signed between both parties a quality assurance policy must be submitted by the education and training provider to the MQC. Such policy must conform with MQC's Quality Assurance policy and the EQARF if it is a VET Qualification and with ESG in the case of higher education qualifications.

In 2010 the MQC also launched the Awards System which responded to the need of giving short courses a clear value indicative of the level of difficulty and the workload translated in credits. The transparency and value of short courses created a culture in which these courses are considered as building blocks of qualifications that promote and facilitate lifelong learning.

Awards are referenced to specific levels within the MQF as follows:-

Academic Higher education Awards	MQF Level 5 to 8
Higher VET Awards	MQF Level 5 to 8
VET Award	MQF Level 1 to 4
CPD's	MQF Level 5 to 7
Customised Award	MQF Level 1 to 6
Work-Based Award	MQF Level 1 to 5
School Award	MQF Level 1 to 4
Legacy Award (VET)	MQF Level 1 to 5
Legacy Awards (HE/General Education)	MQF Level 1 to 8

Malta is expecting a new legal framework which shall give MQC new competences including the validation of informal and non-formal learning and the setting up of new Sector Skills Councils; the accreditation of institutions and programmes, and the quality assurance of qualifications other than that of compulsory education.

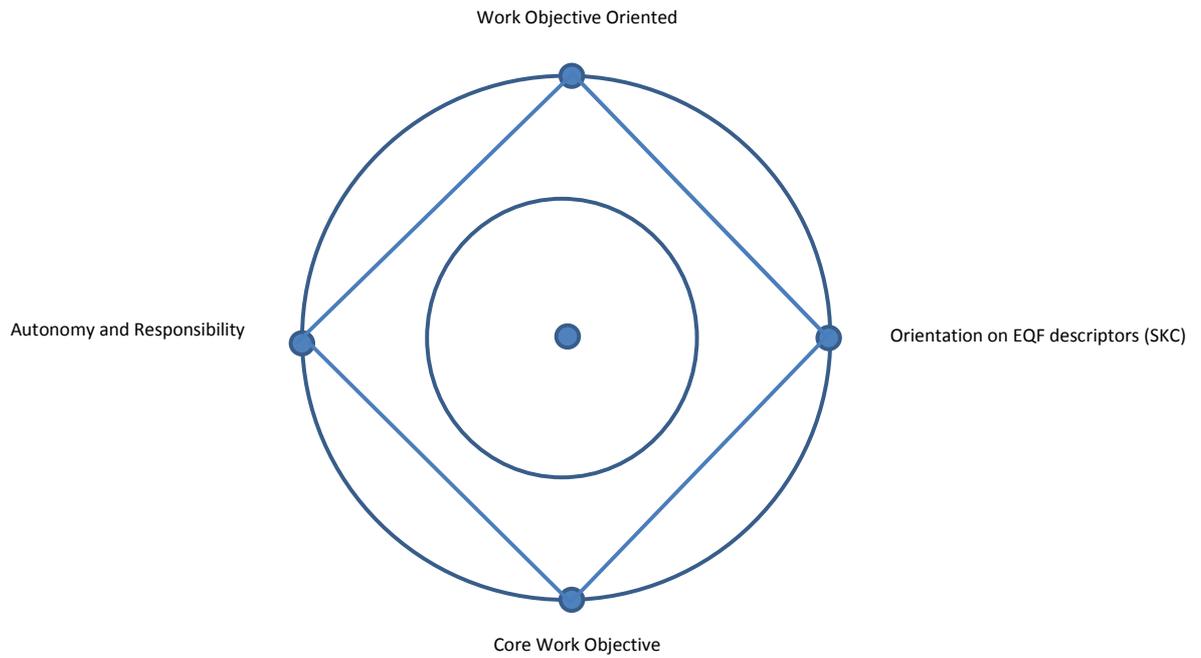
Figure 5a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications	Not present in the qualifications	

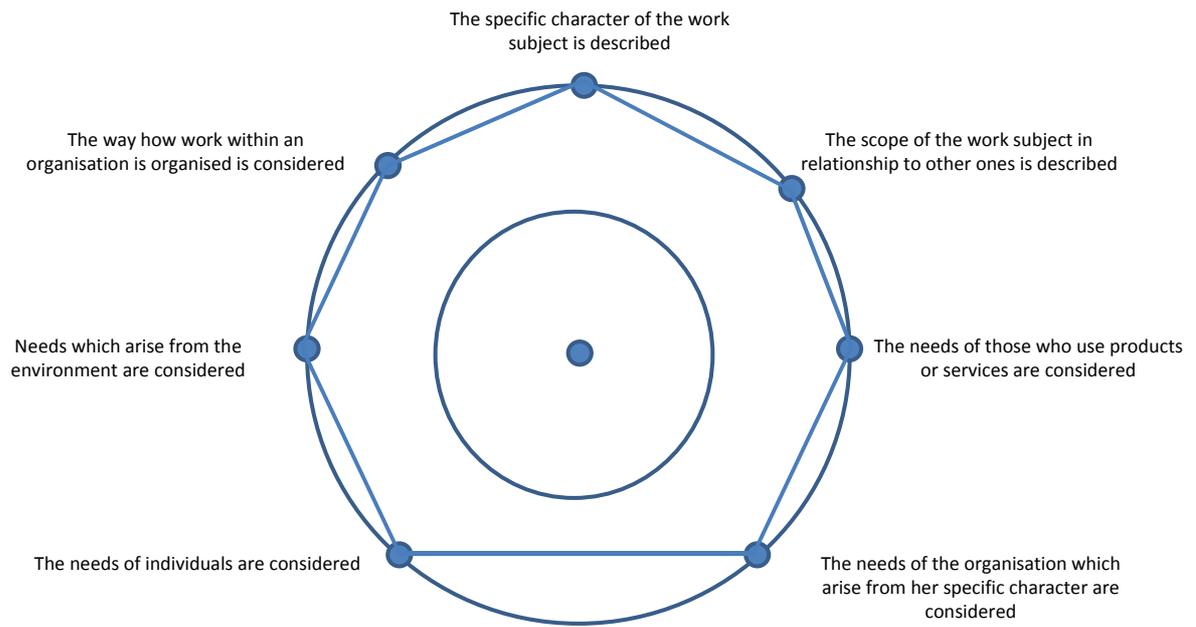
Figure 5b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal Origin	<p><b>Strengths</b></p> <p>___ inclusion of qualifications across compulsory, vocational and academic sectors into a single framework</p> <p>___ helps training providers design qualifications that respond to the needs of individuals, employers and the labour market</p>	<p><b>Weaknesses</b></p> <p>—</p>
External Origin	<p><b>Opportunities</b></p> <p>—</p>	<p><b>Threats</b></p> <p>—</p>

Figure 5c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Malta)



## (6) Greece

Greece is in the process of developing a National Qualifications Framework, which will include all parts and levels of education, training and qualifications system. The Ministry of Education, Lifelong Learning and Religious Affairs monitors the development of the Hellenic Qualifications Framework, as well as co-ordinates the stakeholders such as the delegates of national and EC collective bodies, education and training bodies, social partners, chambers and so on.

A working paper on Hellenic Qualifications Framework development was prepared by a high level committee and presented for open public consultation from March to September 2010. The comments received during the public consultation are available at the following web address: <http://www.opengov.gr/ypepth/?p=43>

According to the public consultation paper the Hellenic Qualifications Framework will be a comprehensive framework covering all parts and levels of education and training. An eight-level structure has been suggested reflecting existing education and training systems in Greece. The eight levels are described through learning outcomes (knowledge, skills and competences).

It is agreed that the Hellenic Qualifications Framework will:

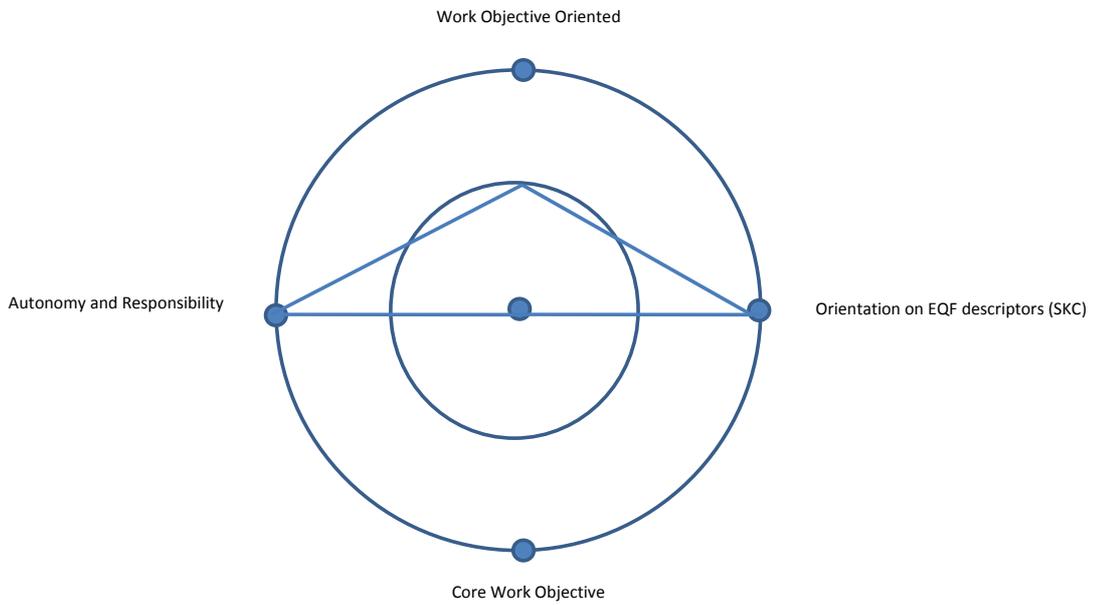
- increase coherence and consistency of the national qualification system and reduce fragmentation of current subsystems
- improve access and progression possibilities, eliminate dead ends and foster lifelong learning opportunities
- develop coherent approaches and procedures to certification and quality assurance
- cater the need of having a solid basis for the development of recognition for non-formal and informal learning

Please notice that the following answers are based on the Hellenic Qualifications Framework as it is designed by the experts and approved through the public consultation. The HQF is not yet implemented.

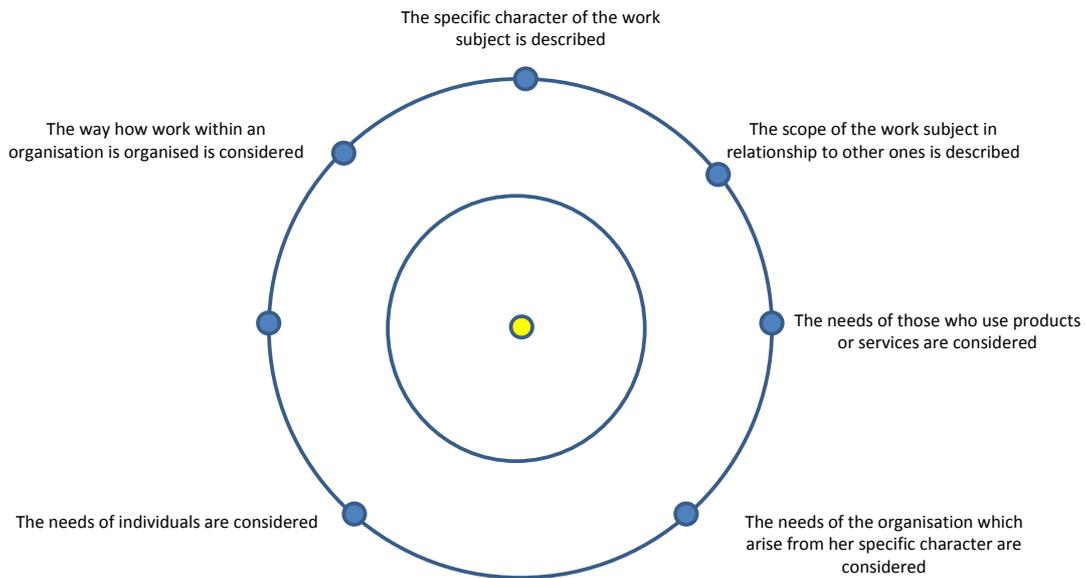
Figure 6a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications		Not present in the qualifications

Figure 6c: Relationship between NQF logic and Employability Grid logic



Core Work Objectives (NQF Greece)



## (7). Netherlands

At first the focus of the NQF in the Netherlands has been on describing the existing formal education in one fitting scheme with the aim of transparency and coherence. It describes at each level the characteristics of the level in a similar way as the EQF, using the same vocabulary, the description characterizes the level. The description has to fit general education, vocational and higher professional education and academic education and formal adult education. The descriptions have to match the characteristics of all these different kinds of education. In the description of the Higher Education the Dublin Descriptors are incorporated. The aim of the framework is to increase transparency national as well as international and to ensure cooperation of all stakeholders. The NLQF and EQF describe the levels of learning outcomes. After the NLQF has been formalized non formal education will get the opportunity to get linked to the NLQF by a to be designated procedure. Stakeholders of non formal education have participated in the round table conferences and have been able to advise on the drafts.

In the framework each education level is described in connection with the EQF level. The characteristic key words in the description of knowledge, skills and competences were used as descriptors of the levels. The components Skills- learning capacities and communication don't have a direct connection to the EQF, but are an essential part of Dutch education. The matching of higher education is based on the Bologna process and the Dublin descriptors are incorporated.

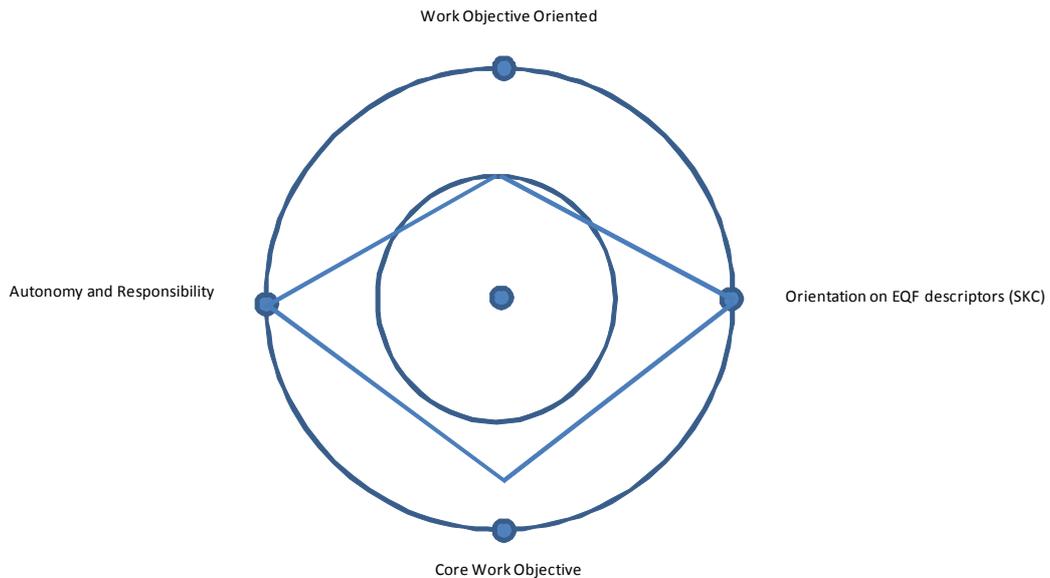
Figure 7a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications	Not present in the qualifications	

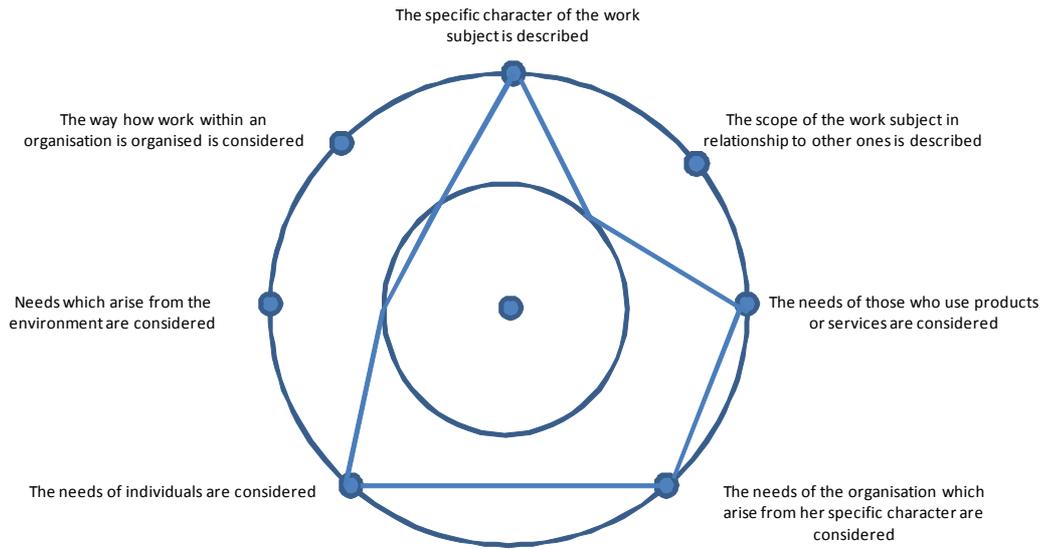
Figure 7b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal Origin	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>__ Clarifying and better understanding of learning outcomes for companies.</li> <li>__ The current VET qualifications use the EQF language by making use of the EQF terminology, such as description of the level of autonomy and responsibility, the cooperation with others.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>__ The current version describes an entry level. This entry level is not linked to EQF.</li> <li>__ At the moment the NLOF consists only of references to the formal education.</li> </ul>
External Origin	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>__ VET qualifications will be described in new formats in which NLOF/EQF descriptors will be used.</li> <li>__ At a European level a refinement of EQF-descriptors could be an instrument to describe all qualifications in the same language.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>__ There is a level 4+ described which is either defined for level 4 or 5</li> <li>__ The Dutch KSC description differs somewhat from the EQF description</li> <li>__ Differences between VET and HE in way of describing qualifications</li> </ul>

Figure 7c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Netherlands)



(8) Spain

The NQF as far as VET only, is already in use in Spain and formal and labour educations have been adapted to this framework and to its qualification descriptions. The whole NQF embracing VET and University levels are already finalized pending from evaluation and approval by the Spanis Parliament. In relation to SQF, there is no SQF to date referred to NQF. This will be a sensitive issue that will be dealt at collective agreement and will take years at least at the private company realm. The reason of this issue resides in the fact that to link SQF´s to NQF could imply to reassess workers professional level which could eventually lead to salaries rise at large. Moreover SQF´s in general are described in "Professional Categories" NOT in Qualifications. These Professional Categories are pretty much related to Job positions than related to "competences". As NQF has been recently put in place ( VET only) and just now educational system and non-formal learning ( VET ruled by Ministry of Labour) has been adapted to it, few initiatives, if any, have been carrying out to relate SQF to NQF. As expected the natural beginning of this process should be found at public service area where governments put no resistance to the change as oppose to private sector. So no "private" initiatives where detected trying to link SQF" to NQF. The National Qualification Institute of Spain ( INCUAL) likewise has no acknowledge about the existence of such initiatives in the territory.

Just one "PUBLIC" initiative where identified this is a collective agreement between public employees and Cantabria Government. This collective agreement was negotiated by labour unions and government and was published in February of 2010 with annual reviews foreseen. In this agreement each professional category of the public SQF is linked to an official qualification described in NQF ( which in Spain is already related to EQF). No other Public initiative was detected as well. The relations describe here refer to this specific collective agreement with regards to NQF.

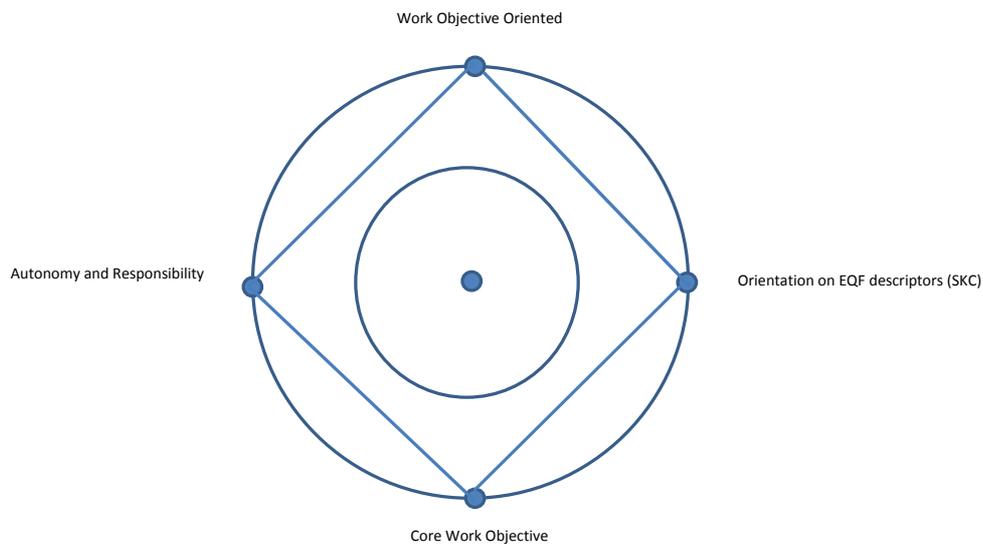
Figure 8a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications	Not present in the qualifications	

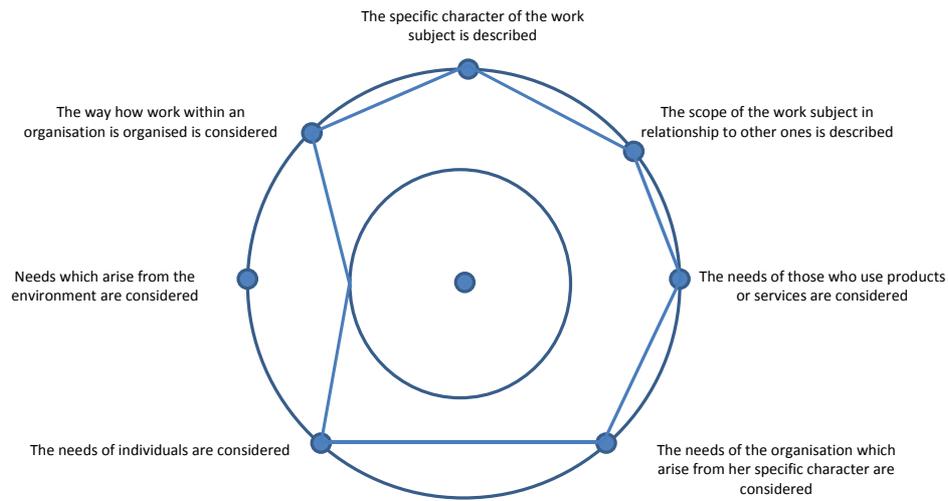
Figure 8b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal Origin	<p><b>Strengths</b></p> <p>__ The employability grid could be used in adequacy with the NQF of Spain as well as with common private companies competences descriptions framework which could facilitates its usage.</p> <p>__ There some new collective agreements via labor unions, although simple and currently in draft stage, trying officially to link SQF ( where employability grid is related to) to NQF.</p>	<p><b>Weaknesses</b></p> <p>__ SQFs are defined through collective agreements which are a lengthy process so the pace companies enter into EQF realm, via this officially way, would be as lengthy as the agreements evolution are.</p> <p>__ SQF is trying to be linked to the NQF (reaching EQF as a consequence not as an end). In some way the EQF perspective in this process is lost by the actors involved.</p> <p>__ controversies among companies, government and labour unions in relation to NQF structure (specifically levels) and updating processes</p> <p>__ The current Spanish NQF is not yet officially published, being pending of approval for the parliament, according to IFIIE ( official public executive area in charge by Spanish NQF design and publication) information provided at the end 2011. Due to the financial crisis in Spain and government priorities, we deem this process will take much longer than initially expected in 2011.</p>
External Origin	<p><b>Opportunities</b></p> <p>__ EU demands may help companies to get on board on the qualification subject</p>	<p><b>Threats</b></p> <p>__ crises paralysed many collective agreements processes</p> <p>__ Recent political changes have transformed deeply legal basis of labour relations and collective agreements and labour unions lost substantially their previous power of influence.</p>

Figure 8c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Spain)



## (9) Germany

The German NQF is composed of eight levels. The eight-level structure is sufficient for distinguishing the levels in the German qualification system. There is a close relation between the eight EQF-levels and the eight NQF-levels. However, the formulations of the descriptors of EQF and NQF differ. While an academic education is dominating the EQF, the NQF focuses on action orientation and work-place relations. The consultation process for the NQF in Germany is finalized. After some modifications with regard to the formulation of the descriptors all stakeholders have taken their positions. It is to be noted that the Conference of the Ministers of Culture (Kultusministerkonferenz) has signaled that they will not apply the EQF for the general education system in the next five years.

Meanwhile a process has been initialized to not only refer the occupational profiles to the NQF but to define the ordinances in a learner-oriented way in order to meet the general principles of both the EQF and the NQF. This process will be supported by the creation of guidelines and examples for implementation by making use of the work of numerous projects.

One of the central challenges for all this work is the fact that the idea of vocational professionalism should not only be maintained but also implemented. The realization of this step is a so-far unsolved task.

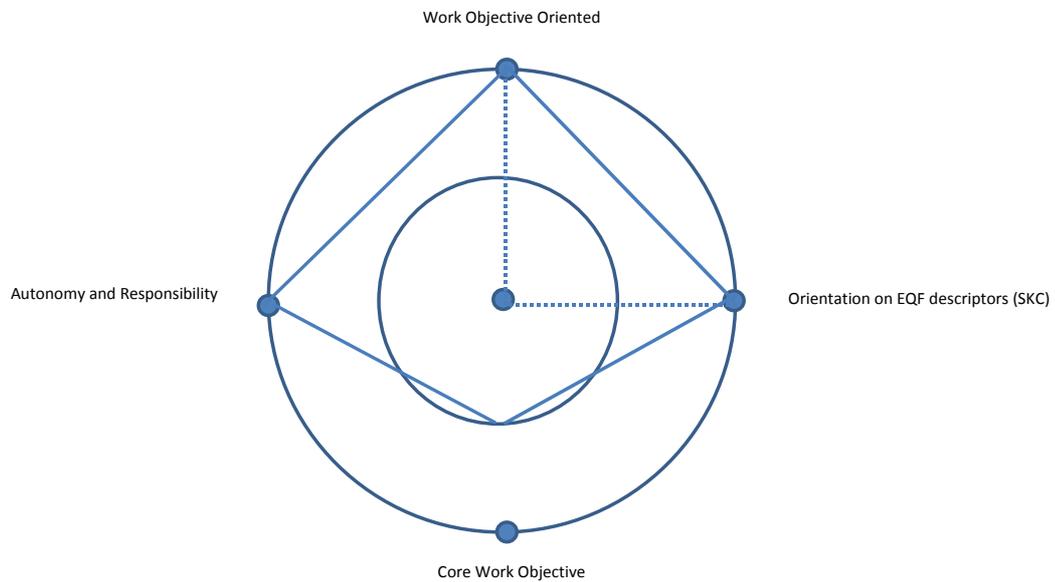
Figure 9a: NQF Typology Matrix – relationship between NQF logic and the Employability grid logic

NQF-typology matrix – referenceability to work processes		
<b>Work Objective Oriented</b>		
Real	Theory	No
<b>Orientation on EQF descriptors (SKC)</b>		
Real	Theory	No
<b>Core Work Objective</b>		
The specific character of the work subject is described.		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described		
Yes	Only in part	No
The needs of those who use products or services are considered.		
Yes	Only in part	No
The needs of the organisation which arise from her specific character are considered.		
Yes	Only in part	No
The needs of individuals are considered.		
Yes	Only in part	No
Needs which arise from the environment are considered.		
Yes	Only in part	No
The way how work within an organisation is organised is considered		
Yes	Only in part	No
<b>Autonomy and Responsibility</b>		
Present in the qualifications	Not present in the qualifications	

Figure 9b: SWOT NQF logic/Employability grid logic

	Helpful	Harmful
Internal	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>__ Work relation</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>__ Only fragments of work plays a role</li> <li>__ The interlinking of work &amp; society does not play a role</li> </ul>
External	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>__ Close link to qualification needs</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>__ Only employability is the focus</li> <li>__ That is not enough for societies</li> </ul>

Figure 9c: Relationship between NQF logic and Employability Grid logic



## Core Work Objectives (NQF Germany)

