



Leonardo da Vinci Thematic Conference

*“Competences, Learning outcomes, Qualifications:
Transparency contributing to Employability”*

Workshop 5

Sectoral approaches to qualifications

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EURO ICT LANE

Project Reference: (Leonardo da Vinci Programme – Pilot Project)

Contract Year: 2006

Contractor: (IG Metall, Germany)

Partners: (France, Hungary, Italy, Spain)



Project Partners

- ACET- Associació Catalana d'Enginyers de Telecomunicació (E)
- AFPA (F)
- AIRBUS (F)
- BITKOM - Bundesverband Informationswirtschaft, Telekommunikation und neue Medien e.V. (D)
- ELTE - Eötvös Loránd University (H)
- Fondazione Politecnico di Milano (I)
- IG Metall (D)

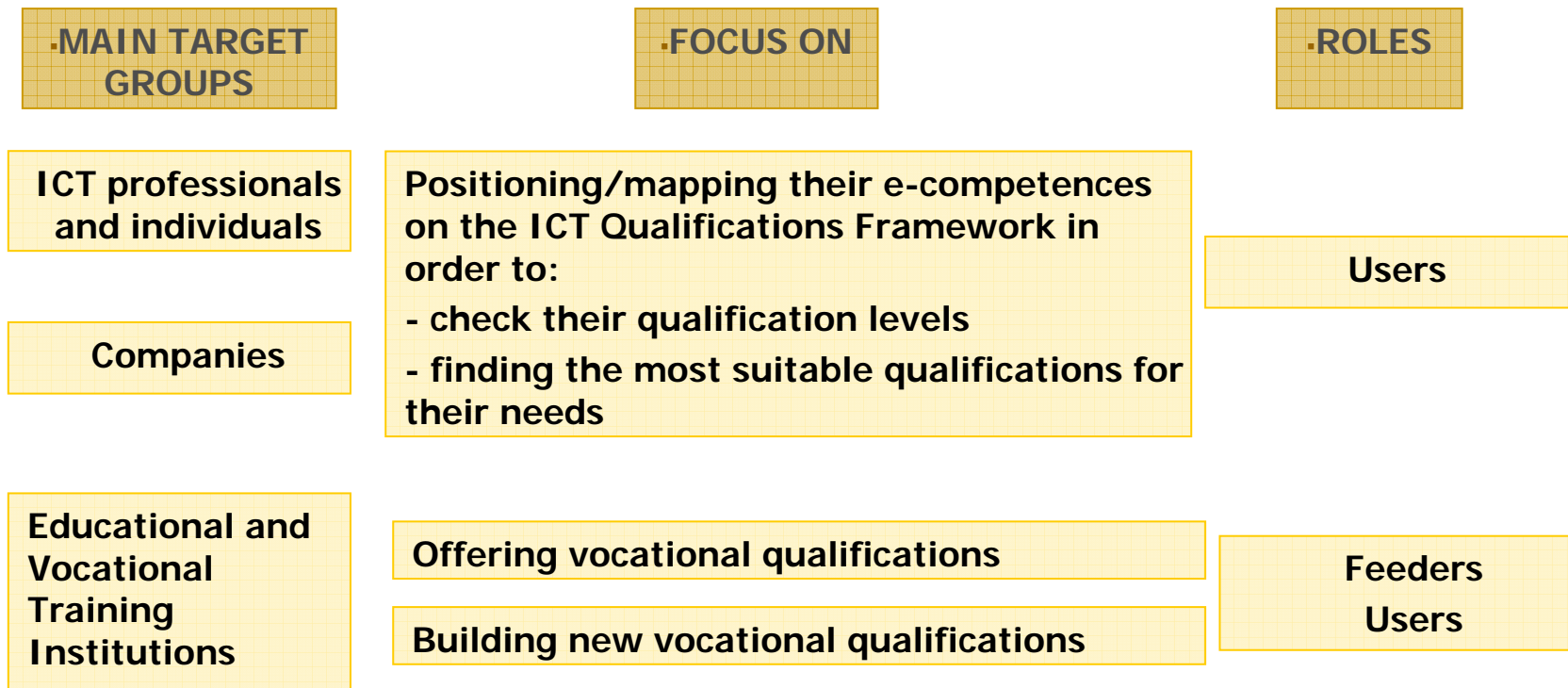


Objectives of the Project

- Developing a shared language and a model to understand, compare, and choose ICT qualifications offer according to the European Qualification Framework (EQF)
- Developing a pilot SW tool as a first step towards interoperability



Beneficiaries of the Project





Outcomes, Products, Results - 1

- A European competence-based ICT Qualification Framework (ICTQF) for three competence areas: *Project management, Software development, Administration*, in line with the **European Qualification Framework (EQF)** and consistent with the **European eCompetence Framework** logic. This means:
- A set of ICT competence levels descriptors for the ICT competence Areas mentioned above which covers 3 - 8 EQF levels and is related to local ICT Qualifications
- A pilot software based on the ICT competence levels descriptors, which automatically identifies and compares ICT qualifications according to levels, competences and learning outcomes, and other specific features (such as duration, learning methods, etc.)
- A guideline describing how to use the model and the tool



Contribution to Workshop focus -1

- Focus on competences and on learning outcomes instead of job profiles and full qualifications only, towards a “modular” structure (e.g. local qualifications identified through their learning outcomes; single competences positioned on the ICTQF besides full qualifications)
- Strong relationship with the forthcoming European eCompetence framework: competence descriptors are inputs to learning outcomes
- Consistency with the EQF parameters (competences are *knowledge* and *skills* put *into action into concrete contexts* at specific levels of context *complexity and autonomy*)
- Competence levels definition based on *ICT key – action verbs* (for the three ICT Areas considered)



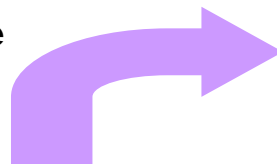
Contribution to Workshop focus -2

Key action verbs <i>Examples in progress</i>	EQF levels (lower bound)					
	3	4	5	6	7	8
Using, applying, adapting, developing, deploying, maintaining, repairing, finding basic-simple solutions,	Daily, routine work					
Scheduling, organising, integrating, finding standard solutions, interacting, communicating, working in team, ...		Contexts subject to changes				
Designing, managing, surveying, monitoring, evaluating, improving, finding non standard solutions...				Un-predictable contexts		
Planning, making decisions, supervising, building teams, forming people, reviewing performances, ...						
Conceiving, transforming, innovating, finding creative solutions by a wide range of technical and / or management principles,						



Contribution to Workshop focus -3

Multi-stakeholder partnerships make the development of these sectoral qualification frameworks easier



European e-Competence framework:

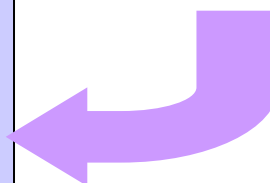
a common tool for planning and developing ICT practitioner competences across Europe
(providing ICT competence definitions needed and applied by industry)

- a set of Europe-wide defined reference competences
- based on a common European language for ICT competence definition
- classified by ICT areas, in line with the EQF

ICT Qualifications describing model:

a shared European model for reading and understanding ICT qualifications across Europe
(providing a common language)

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- a set of Europe-wide defined ICT learning outcomes positioned on the EQF
- a set of descriptors for searching ICT qualifications according to individual needs



Sectoral qualification frameworks (educational and vocational training side) have to be strongly connected to competence-based professional standards (company side)



Challenges ahead

- Reinforcing competence-based approaches to qualifications, more flexible also for credits and more transparent for comparisons across Europe
- Enhancing qualifications and certifications of competences developed in non formal – informal learning environments
- Fostering the use of EQF and its sectoral frameworks also for these types of qualifications and certifications
- Promoting the growth of wide communities and multi-stakeholder partnerships about ICT Lane and its products; making the development of interoperable eCareer services really possible