



# NEW VET

NETWORK FOSTERING THE EUROPEAN WORK-BASED  
LEARNING SYSTEM FOR VET PROVIDERS



## DQR

DEUTSCHER QUALIFIKATIONSRAHMEN  
FÜR LEBENSLANGES LERNEN

## German Qualification Framework for Lifelong Learning (DQR)





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The eight levels of the DQR were referenced to the eight EQF levels within the so-called referencing process. The results of the referencing process can be found in the [referencing report](#).

German qualifications which have been allocated to the DQR are therefore simultaneously referenced to the relevant EQF level. Please refer to the German referencing report for details. A referencing report is prepared by all countries involved in the implementation of the EQF in order to document how the respective national qualifications frameworks are linked to the EQF.

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Like the EQF, the DQR has eight levels, however these are structured differently to those of the EQF. A greater number of categories were used for their definition.

The DQR has four (instead of three "columns") consisting of (knowledge – skills – social competence – autonomy) in order to adequately represent the intended learning outcomes in the German education system.

Thus, it makes clear that a holistic understanding of competence is central to the German education system. In contrast to the EQF, each level is preceded by a short text which provides a summary of the requirements structure of the respective level ("level indicator"). The four-column structure was selected in order to appropriately describe a comprehensive ability to act ("Umfassende Handlungskompetenz") in all its aspects.

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Niveauindikator			
Anforderungsstruktur			
Fachkompetenz		Personale Kompetenz	
Wissen	Fertigkeiten	Sozialkompetenz	Selbständigkeit
Tiefe und Breite	Instrumentale und systemische Fertigkeiten, Beurteilungsfähigkeit	Team/Führungsfähigkeit, Mitgestaltung und Kommunikation	Eigenständigkeit/Verantwortung, Reflexivität und Lernkompetenz

Level			
Professional competence		Personal competence	
knowledge	skills	Social competence	autonomy



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DQR/ EQF level	Qualifications
1	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <ul style="list-style-type: none"> <li>Employment agency measures (vocational preparation schemes) [<i>Maßnahmen der Arbeitsagentur (Berufsvorbereitende Bildungsmaßnahmen – BvB)</i>]</li> <li>Pre-vocational Training Year [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li> </ul>
2	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <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> <i>Berufsfachschule</i> [full-time vocational school] (Basic Vocational Training [ <i>Berufliche Grundbildung</i> ])
3	Dual vocational education and training (2-year training courses) <i>Berufsfachschule (Mittlerer Schulabschluss)</i> [full-time vocational school] (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>Service-techniker (Geprüfter)</i> [Service Technician (Certified)]*
6	Bachelor <i>Fachkaufmann (Geprüfter)</i> [Commercial Specialist (Certified)], <i>Fachwirt (Geprüfter)</i> [Business Management Specialist (Certified)], <i>Meister (Geprüfter)</i> [Master Craftsman (Certified)], <i>Operativer IT-Professional (Geprüfter)</i> [Operative IT Professional (Certified)]* <i>Fachschule (Staatlich Geprüfter...)</i> [ <i>Fachschule (State-Certified...)</i> ]
7	Master <i>Strategischer IT-Professional (Geprüfter)</i> [Strategic IT Professional (Certified)]*
8	Doctoral studies

## DQR Matrix





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The DQR differentiates between **eight levels for the general description of competences** which can be acquired in the German education system.

### Level 1:

Describes competences for the fulfilment of simple requirements within a clearly and well-structured field of study or work. Fulfilment of tasks takes place under supervision.

### Level 2:

Describes competences for the fulfilment of basic requirements within a clearly and well-structured field of study or work. Fulfilment of tasks takes place largely under supervision.

### Level 3:

Describes competences for the autonomous fulfilment of technical requirements within field of study or field of occupational activity which remains clear whilst being openly structured in some areas.

### Level 4:

Describes competences for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity which is subject to change.

## DQR Matrix

### Level 5:

Describes competences for the autonomous planning and processing of wide-ranging technical tasks assigned within a complex and specialised field of study or field of occupational activity which is subject to change.

### Level 6:

Describes competences for the planning, processing and evaluation of comprehensive technical tasks and problems and of competences for autonomous management of processes in sub-areas of a technical specialism or in a field of occupational activity. The structure of requirements is characterised by complexity and frequent changes.

### Level 7:

Describes competences for the processing of new, complex tasks and problems and for the autonomous management of processes in a technical specialism or in a strategy-oriented field of occupational activity. The requirement structure is characterised by frequent and unpredictable changes.

### Level 8:

Describes the competences for obtaining research findings in a technical specialism or for the development of innovative solutions and processes in a field of occupational activity. The requirement structure is characterised by new and unclear problem situations.





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## Final examination for dual VET is on Level 4 or Level 3

### Level 3

Level 3 describes competences required for the autonomous fulfilment of technical requirements within field of study or field of occupational activity which remains clear whilst being openly structured in some areas.

#### Professional competence

##### Knowledge

Be in possession of extended general knowledge or extended professional knowledge within a field of study or one field of occupational activity.

##### Skills

Be in possession of a range of cognitive and practical skills for the planning and processing of technical tasks within a field of study or field of occupational activity.

Assess outcomes in accordance with largely pre-stipulated criteria, and perform simple learning transfers.

#### Personal competence

##### Social competence

Work within a group and occasionally provide support.

Contribute to the organisation of the learning or working environment, organise processes and - present outcomes to the target group.

##### Autonomy

Learn or work autonomously and responsibly including within contexts which are less familiar.

Assess your own actions and the actions of others.

Ask for advice on learning and select various learning aids.



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### Level 4

Level 4 describes competences required for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity which is subject to change.

#### Professional competence

##### Knowledge

Be in possession of in-depth general knowledge or professional theoretical knowledge within a field of study or one field of occupational activity.

##### Skills

Be in possession of a broad range of cognitive and practical skills which enable tasks to be processed and problems to be solved autonomously, and which enable the assessment of work outcomes and processes taking into account alternative actions and interactions with related areas.

Perform learning transfers.

#### Personal competence

##### Social competence

Contribute to the organisation of work in a group and the group's learning or working environment - and provide ongoing support. Justify processes and outcomes.

Communicate facts in a comprehensive manner.

##### Autonomy

Set own learning and working objectives, reflect on and achieve these objects, and take responsibility for them.



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## Allocation procedure

The allocation of formal qualifications, i.e. those qualifications regulated by the government at federal or state level, takes place on the basis of consensus in the DQR Working Group and the Federal Government-Federal State Coordination Point.

The allocation procedure is described in the DQR handbook. The institution responsible for the legal regulation upon which the qualification is based, provides an allocation proposal to the Federal Government-Federal State Coordination Point. The B-L-KS checks the proposal involving the DQR Working Group in order to ensure the coherence of the overall structure.

Criteria and a procedure for the allocation of non formal qualifications, i.e. qualifications which are not regulated by the state - are currently being developed and tested. Therefore, allocations of non formal qualifications are not yet possible.



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## German Qualification Framework for Lifelong Learning (DQR)

The DQR relates the learning outcomes linked with a qualification to the professional and personal development of the individual (specialist competence – personal competence). In doing so, it also makes reference to personal attitudes and approaches.

This is expressed in a variety of ways in the curricula and regulatory instruments of the various education sectors:

- School-based learning is not only focused on the acquisition of knowledge and cultural techniques, i.e. the skills and competences needed to master new media, but also aims to encourage the constructive collaboration of the individual in learning groups.
- Work-based learning in the company includes the development of quality awareness and customer orientation.
- Higher education aims to enable independent academic working subject to professional standards in compliance with the social responsibility of research.

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# THANK YOU FOR YOUR ATTENTION



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