

Allocation of qualifications to NQFs – from the European employers perspective

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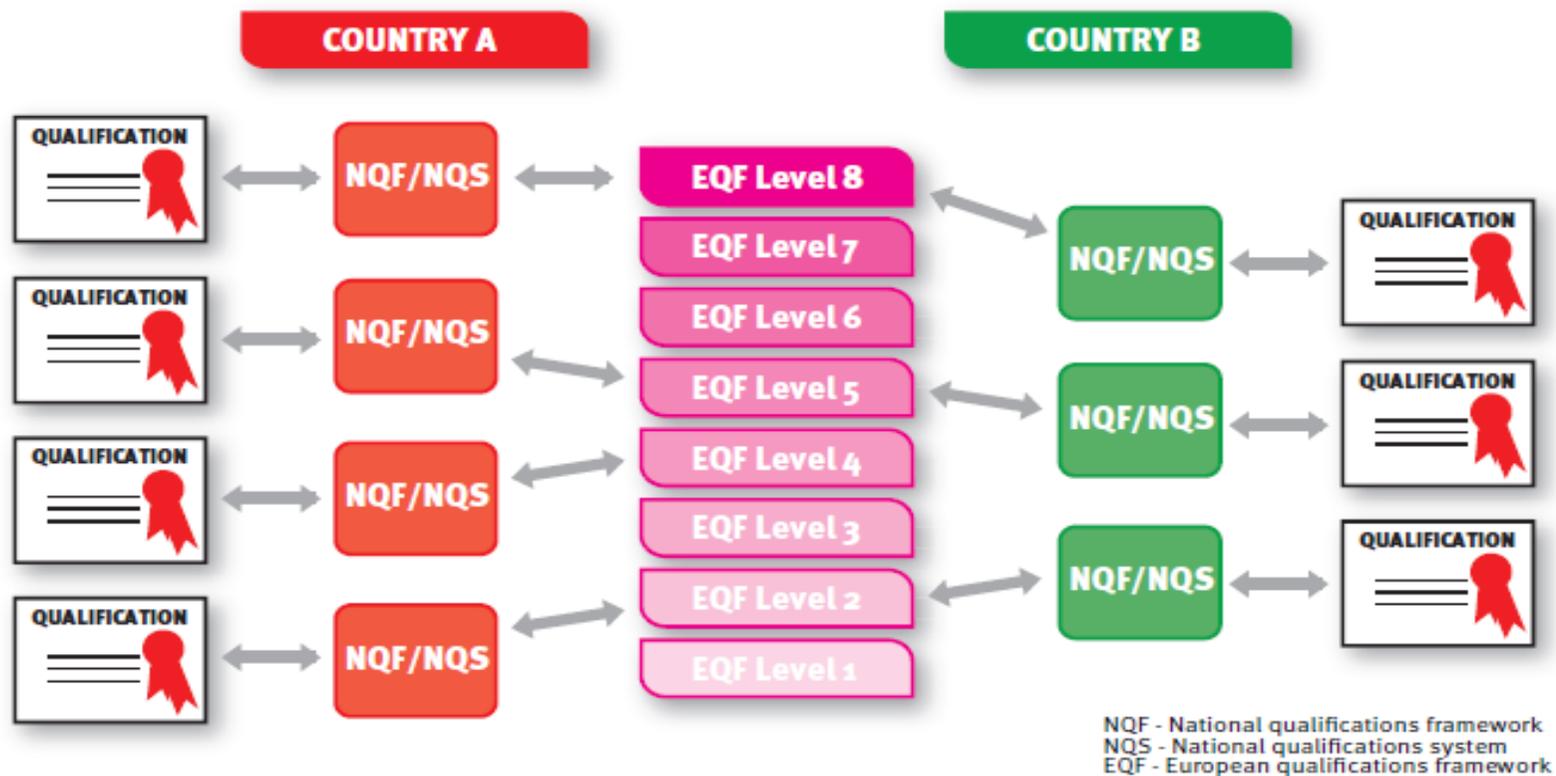
Confederation of Danish Industry (DI)



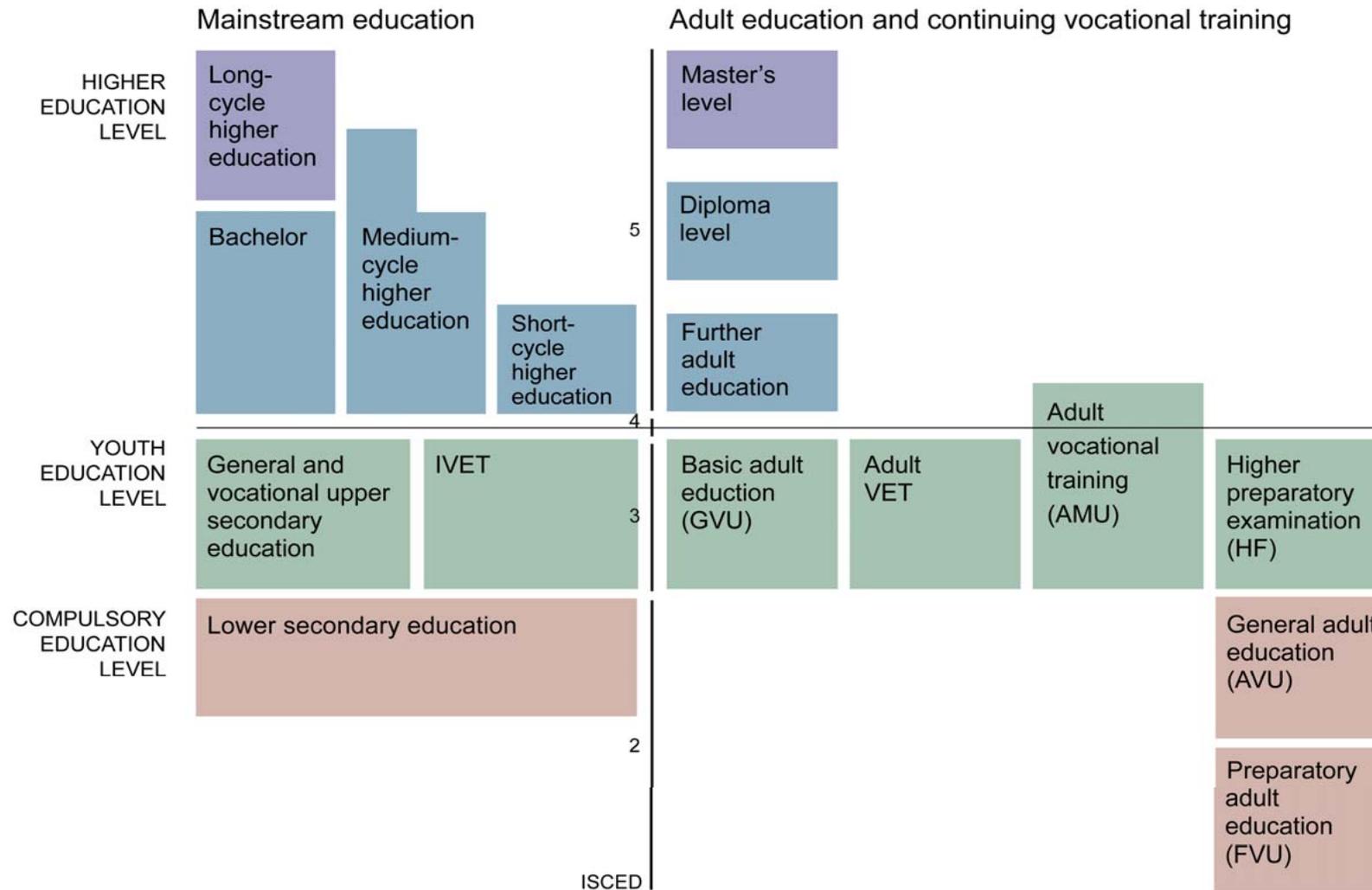
Why EQF and NQF ?

The rationale

Figure 1: Referencing national qualifications frameworks or systems to the EQF.



Education system – the rationale?



Students/employees perspective – the rationale of EQF/NQF?



The employers perspective



The policymakers perspective



Why EQF and NQF ?

The rationale

1. Global/European rationale – transparency, comparison, recognition, mobility
2. The education system perspective – level, quality and esteem/prestige
3. The students/employees perspective – social status, wages, possibilities for further education, mobility
4. The employers perspective – match demand, dynamic development, expenses
5. The policy makers perspective – driver for national reform, internationalisation, mobility
6. Some general trends and aspects – academic drift versus parity of esteem, knowledge and/or production society, growth, productivity and competition

Why do employers focus on learning outcomes?



Development Engineer

Danfoss - Odense Area, Denmark

Posted 3 days ago



Desired Skills and Experience



Field Service Technician

DISA Industries A/S - Copenhagen Area, Denmark

Posted 3 days ago



Application Engineer

Brüel & Kjær Sound & Vibration Measurement A/S - Copenhagen Area, Denmark

Posted 4 days ago



Desired Skills and Experience



Project Control Engineer

DONG Energy - Denmark

Posted 4 days ago

Why do employers focus on learning outcomes?

- From input to output – focus on product
- Value of capability, not time spent
- Efficiency – only use the time and money necessary to obtain the LO
- Flexibility – how to achieve the LO can become more individual
- Adaptability – LO-description eases the adaptation to labour market needs

Employers and LO

- From input to output – focus on product
- Value of capability, not time spent
- Efficiency – only use the time and money necessary to obtain the result



Employers and LO ctd.

- Flexibility – how to achieve the qualification can become more individual
- Adaptability – LO-description can potentially ease the match with labour market needs



The challenges of NQF and learning outcomes

- Definition – what?
- Description – common language?
- Use and assessment – how?
- Best-fit or full fit?
- The issue of trust and cooperation



Allocation of qualifications to NQFs - requirements by employers

Common understanding of the role of education
vis-a-vis the labour market

Flexibility – dynamic development

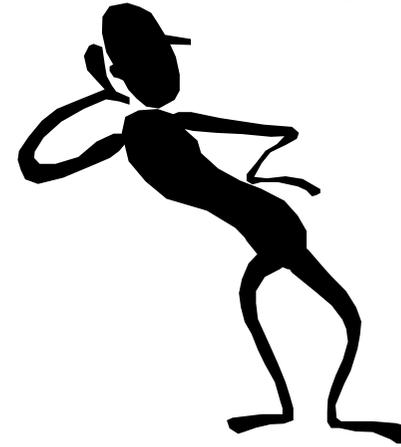
Cooperation with labour market

Recognition of workbased learning

Thank you for your attention!

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In short...





OBS! ved en NQF

- Hvad definerer en uddannelses slutniveau – arbejdsmarkedets behov eller NQF's kriterier for niveau?
- Indplaceringer af uddannelser på tværs af uddannelsesstrukturer
- Hvem beslutter indplacering?
- Parity of esteem – anerkendelse af fagligt niveau i praktiske uddannelser
- Sat sammen med et credit transfer system (fx ECTS el ECVET) – kan fokus på læringsudbytte opretholdes?
- Kan fleksibilitet i uddannelsesindhold og struktur fastholdes?
- Alle har 8 niveauer – harmonisering ad bagdøren?