

Sectoral Qualifications Framework and Competence Profiles in the Metal and Electric Industries

General Information to qualifications frameworks and competence profiles:

With the development of qualifications frameworks, the comparability of professional competence is becoming more and more relevant in professional practice. The current situation can be summed up as follows: In April 2008, the European Parliament adopted the European Qualifications Framework for Lifelong Learning (EQF). This framework serves as a pan-European tool for comparing national qualifications with eight reference levels describing knowledge, skills and competence irrespective of where these were acquired. 2010 is the date set for countries to relate their national qualifications systems to the EQF. All new qualifications issued after 2012 are to bear a reference to the appropriate EQF level. A national qualifications framework is currently being developed in Germany. This framework is due to be adopted by the end of the year and implemented by the end of 2012. Parallel to the foregoing, Sectoral Qualifications Frameworks (SQFs) are being described for individual industries, as is also the case, for instance, in the metal and electrical industries.

Whereas qualification frameworks on European and national levels are relatively abstract, sector specific qualification frameworks stand out by their comparatively high practical relevance, which are deduced from vocational training curricular and job descriptions. Main interest and precondition for modelling is the compilation and description of competences; e. g. in the shape of competence profiles.

Interview Guide

With regard to the design of a **Sectoral Qualifications Framework** (SQF) for the Metal and Electric Industries, the following topics are of special interest:

The competence dimensions, are they appropriate?

The levels, should there be more or less?

The specification of a level, is it the same in all competence dimensions or are they different?

SQF, are you able to use it for these phases of processes of personnel work:

- Job description and job evaluation,
- Personnel recruitment and personnel selection,
- Performance rating, certification (e. g. EuroPass),
- Human resource development (skill management, talent management),
- Impact assessment when reducing staff?

By whom and how can job grading/ levelling can be done?

Does this present an additional benefit or does it rather irritate you in your personnel work?

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With regard to the design of **Competence Profiles** for **Mechanronics Technician m/w** and **Metal Cutting Technician (m/w)** we would like to discuss with you the following:

The spheres of activity, are they defined and outlined appropriately?

The phases of a complete action, are they described to the point?

The competence dimensions, are they plausible/ feasible? And which distinctions do you prefer: those of the SQF or those of competence profiles?

The competence profiles, are they applicable, e.g. to the certificate supplement of the Europass?

Summing up:

Between the competence profiles and the SQF, can you imagine to apply these or a combination between them in your HR department? If it were a combination, what should it look like?

Glossary

Definitions and abbreviations used in the Sectoral Qualifications framework (SQF):

Specialist competence: comprehends specialist competence, practical and cognitive skills, including methodological competence

Personal competence: comprehends communication and conflict handling skills as well as autonomy and responsibility in the context of professional actions

level: by learning results (output) oriented qualification level

NQF: National Qualifications Framework

EQF: European Qualifications Framework

Definitions used in competence profiles:

Specialist competence: Comprehends subject-based knowledge as well as interdisciplinary knowledge; implies (preparatory) training, know-how and work experience.

Methodological competence: Analytical skills, methodological approach, problem solving skills.

Social competence: All dispositions to act in a communicative and cooperative way; able to act autonomously, in a far-seeing and constructive way.

Personal competence: All dispositions in order to act in a reflected and self organized way, motives and ethic values, ability to grow and to learn creatively.