



Methodology & Reference Material European Specialist Profiles

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Referring national qualifications
to the EQF and development
of European specialist profiles

- **Challenges:** to find a common denominator for the identified professions to allow for:
 - a) comparison in terms of professional terminology and description;
 - b) comparison in terms of knowledge, skills and competences' description;
 - c) making the relation to the National Qualification Framework;
 - d) making subsequently the relation to eCF and EQF.



Challenges

- **Challenge 1:** Streamlining the professions
- **Result:** 5 eContent development professions
 - Web designer
 - Web content / multimedia developer
 - Webmaster
 - Digital animator / 2D-3D specialist
 - Web content manager

- **Challenge 2:** Defining the professions
- Definitions themselves were not the same in all countries →
- Benchmarking necessary to reach the same understanding for the 5 professions
- Tendency towards a rather narrower definition for the purposes of the present project



Challenges

- **Challenge 3: Consolidating the findings**
- The EQF-Code partners identified the following parameters per profession / function:
 - National professional and training requirements
 - ISCED Code
 - Qualification modules / learning units
 - CompTrain competence ID (stemming from the Leonardo project “CompTrain”)
 - Knowledge description
 - Competence description
 - Skills description
 - eCF IDs (for knowledge, skills and competence)
 - eCF level
 - EQF level



Challenges

- **Challenge 4:** Mapping of consolidated findings with eCF and EQF
- Tougher challenge than expected due to
 - a) the dynamism inherent to the “new” job descriptions, and
 - b) the multi-dimensional nature of the mapping, e.g. knowledge level, by training levels, learning outcome etc.



Approach

- “Translation” of skills, competences and knowledge into learning outcomes, in close collaboration with training and formation institutions.
- “Translation” became necessary for the mapping of training with actual job profiles due to lack of market-near training.



EQF Code Methodology

- **6 step methodology:**
- **STEP 1:** Translate the core knowledge, skills and competences into learning outcomes in close collaboration with key training institutions.
- **STEP 2:** Compare the national surveys resulting from step 1 and compile them into a draft common set of qualification profiles.



EQF Code Methodology

- STEP 3 (2bis) (in parallel): Map the national surveys resulting from step 1 to the eCompetence Framework (eCF). Determine the dominating eCF level of the overall qualification and convert it to the European Qualifications Framework (EQF) level.



EQF Code Methodology

- STEP 4 (3): Describe areas in which there is an adequate fit, as well as areas in which there is an imperfect match.
- STEP 5 (4): Highlight the core knowledge, skills and competences for each job (vs. the additional, noncore) in view of the common set of qualification profiles (resulting from step 1).



EQF Code Methodology

- STEP 6 (5): Check what is actually trained against the actual job profile and compare the various national findings and define a common European description.



Conclusions

- Limits of EQF and eCF:
 - How to formulate learning outcomes?
 - The differentiation of learning outcomes into knowledge, skills and competences, as suggested in the EQF is quite problematic in the process of describing national qualifications.
 - Competences more important than knowledge and skills



Conclusions (2)

- The competence areas described in the eCF have an exclusively technical focus whereas content development professions require also a broad set of personal and social skills (“soft skills”).
- The eCF level scheme does not always fit the actual training level.



Results

- European specialist profiles in eContent development professions
- Reference material with regard to methodological aspects of mapping skills and competences to learning outcomes in a European context



EUSPAs & Reference Material



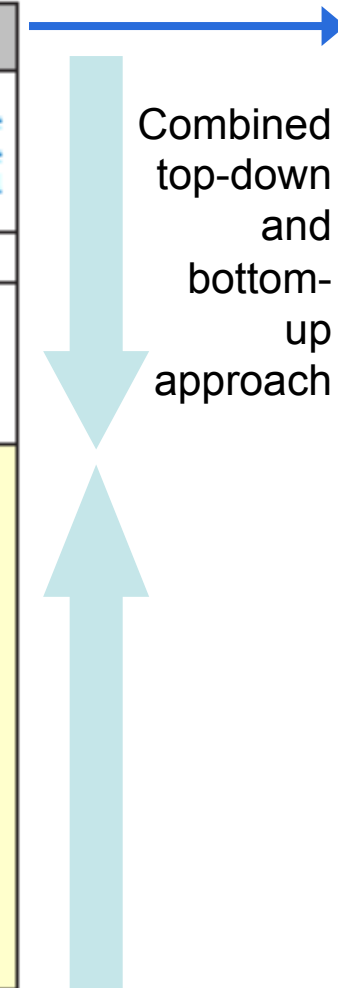
<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2 Contributes to ICT specifications on the basis of a large understanding of ICT technology to be deployed in multiple IT projects, applications or infrastructure improvements.	Level 3	Level 4	Level 5
<i>Dimension 4: Knowledge and Skills according to CompTrain Framework</i>	<ul style="list-style-type: none"> ✓ CC 11: Prepares content modules ✓ MC 14: Has knowledge of usability research 				
<i>Dimension 2: e-Competences: Title + generic description</i>	A.6. Application Design During the planning and specification process of the content module, the web designer organises the overall planning of the design of the module or application in accordance with ICT policy and user or customer needs. He estimates costs of development, installation and maintenance and selects technical options for building the application. He validates the models with representative users.				
<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2 Organises the overall planning of the design of the application.	Level 3	Level 4	Level 5
<i>Dimension 4: Knowledge and Skills according to CompTrain Framework</i>	<ul style="list-style-type: none"> ✓ TC 2: Has programming skills for the (further) development of multimedia-applications, software, websites, etc. ✓ TC 10: Knows how to optimize a site according to the requirements of search engines ✓ TC 11: Has user skills for the successful handling of multimedia-software, applications, hardware ✓ MC 5: Develops / finds solutions and validates their relevance and their consequences ✓ MC 6: Analyzes the relevance of choices ✓ MC 14: Has knowledge of usability research ✓ BC 1: Has creativity and imagination 				
<i>Dimension 2: e-Competences: Title + generic description</i>	A.7. Technology Watching The web designer is aware of technology improvements in his field of competence and is able to integrate them into specification of the application or content module. He therefore contributes added value by making steps towards improvements in efficiency, productivity quality or competitiveness of the developed content module or application.				
<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2 Is aware of technology improvements in his field of competence and is able to integrate them, if necessary, in his production in accordance with specifications.	Level 3	Level 4	Level 5
<i>Dimension 4: Knowledge and Skills according to CompTrain Framework</i>	<ul style="list-style-type: none"> ✓ CC 5: Knows the basics of law in the field of activity (contract law, intellectual property rights...) ✓ BC 8: Is familiar with the technical trends / general business culture of the branch industry 				

<i>Dimension 1: e-Competence area</i>	B. BUILD				
<i>Dimension 2: e-Competences: Title + generic description</i>	B.1. Design and Development The web designer acts systematically and creatively to develop, design, engineer and integrate software modules and different components into a larger product. He always considers the required specifications. He tests singular units and the whole system to ensure that all functional and performance criteria are met.				
<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2 Systematically develops small components or modules.	Level 3 Acts creatively to develop and integrate components into a larger product.	Level 4	Level 5
<i>Dimension 4: Knowledge and Skills according to CompTrain Framework</i>	<ul style="list-style-type: none"> ✓ TC 1: Creates graphic documents, layouts and web design ✓ TC 2: Has programming skills for the (further) development of multimedia-applications, software, websites etc. ✓ TC 3: Maintains / updates an application, a site, a software, a computer, a network... ✓ TC 5: Documents a text, an application, the functions of a software, a website ✓ TC 6: Develops and manages databases ✓ TC 9: Knows how to make use of search engines on the internet ✓ TC 11: Has user skills for successful handling of multimedia-software, applications, hardware, etc. ✓ CC 1: Drafts texts, clearly & concisely, with due regard for orthography & grammar in the native language ✓ CC 2: Drafts texts, clearly & concisely, with due regard for orthography & grammar in the foreign language ✓ CC 8: Handles design methods in content development ✓ CC 13: Handles picture and graphics management software ✓ CC 18: Understands theoretical background and development of media ✓ BC 1: Has creativity and imagination 				
<i>Dimension 2: e-Competences: Title + generic description</i>	B.2. Systems Integration The web designer identifies systematically the compatibility of different software and hardware specifications and installs them into an existing or proposed system. To ensure integrity and interoperability he complies with established processes and procedures and considers the specification, capacity and compatibility of existing and new modules. He documents the successful integration and all activities during the installation and records deviations and remedial activities.				
<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2 Acts systematically to identify compatibility of software and hardware specifications. Documents all activities during installation and records deviations and remedial activities.	Level 3	Level 4	Level 5
<i>Dimension 4: Knowledge and Skills according to CompTrain Framework</i>	<ul style="list-style-type: none"> ✓ TC13: Knows how to integrate various components of an application / website ✓ BC 15: Is aware of the importance of details and precision 				



EUSP

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<i>Dimension 3: e-Competence proficiency levels</i>	Level 1	Level 2	Level 3	Level 4	Level 5
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Combined top-down and bottom-up approach



EUSP

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Proposed new eCF level descriptors



Feed-back

“The EQF code project, reference paper, provides a valuable contribution to establishing a manageable methodology [...]”

However, I fully support the need for the development of further guidelines and tools in this field”.

*Terry Hook, e-skills UK,
Co-author of the eCF Framework*



Thank you!

For more information:

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