

# EQF CODE

## European Competence Profiles in e-Content Professions

Reference Material & Methodology with  
regard to eCF/EQF Mapping

<http://www.ubique.org/eqfcode>



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Education and Culture DG





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# 1. Introduction

The EQF-Code project ([www.ubique.org/eqfcode](http://www.ubique.org/eqfcode)) was dedicated to referring national qualifications in the field of e-Content Development to the European Qualifications Framework (EQF) and to the e-Competence Framework (eCF). In order to achieve this objective the following challenges had to be faced:

1. Harmonising the broad number of qualification descriptions available in all countries involved in the project, as no official training standards in this specific professional area exist so far;
2. Determining the learning outcomes from the descriptions of learning contents that mainly describe the qualifications;
3. Finding common ground in the description of learning outcomes to make them comparable at European level;
4. Referring them to the various competence areas and levels suggested by the eCF;
5. Linking the whole set of content development qualifications to the EQF.

Various initial approaches to achieve project aims were investigated and debated among partners with strong emphasis on elaborating a consistent methodology. This was achieved by considering the previous findings of relevant projects, such as "CompTrain" and "Embedding Standards", drawing upon experts who took part in them, while keeping a strong focus on the EQF as well as the eCF.

## 1.1 Document Rationale

In order to provide a transferable methodology, which can be used beyond this project by other stakeholders in the process of linking Multimedia qualifications to the EQF and other frameworks like the e-competence framework eCF, the present reference material has been drafted. It describes the process and the achievements that have been made and provides suggestions for further improvement of the methodology respectively of the instruments applied, i.e. the eCF and the EQF.

## 1.2 Work Description

At this stage, it is possible to draw up reference material and methodology for the following three steps: (a) analysing the current national qualifications / VET trainings in the field of e-content development, (b) referring national qualifications to the European qualification framework / e-competence framework and (c) determining European specialist profiles.

### 1.2.1 Analysing the current national qualifications / VET trainings in the field of e-content development

All project partners analyzed qualifications in the field of content development in their countries using a method of extensive field research, consulting training institutions and other stakeholders in the field of IT professions. On the basis of their findings, they drafted qualification profiles and described them in terms of

learning outcomes. Having agreed on various factors, a common agreement was reached in view of:

- determining the main qualifications / trainings in the field of content development per country;
- determining national qualification profiles;
- describing the national qualification profiles by learning outcomes.

For this purpose, a methodology, including several steps, was defined. The agreed approach - based primarily on the education / trainings apparent in partner countries - was to collect a large pool of multimedia-related qualifications (professions and job-families) from all the partner countries and narrow that list iteratively down to several core professions / qualifications to be worked on further.

The primary pool of multimedia-related qualifications, which was collected from all partner countries, contained nearly 50 professions. The naming differences / discrepancies of professions had to be resolved first for adequate matchmaking. Thereafter the level of importance of these professions was investigated, e.g. to determine in how many countries the given profession was trained.

This process led to a list of 12 professions / qualifications, which are trained in most partner countries and on which an agreed naming convention could be reached among partners.

Then information on the learning content was collected for each of the professions and simultaneously translated into learning outcomes such as knowledge, skills and competences required in the respective professions.

All information was collected in a document which consisted of two parts: firstly a sheet containing basic information on how the professions are being trained in partner countries, i.e. duration of training, training level etc.; secondly a sheet including a detailed outline of skills, knowledge, competences and learning outcomes.

As this approach resulted in a massive amount of data in partly very similar professions, during a second iteration, the list of 12 professions was narrowed further down to the final 5 core professions / qualifications: Web designer, Web content/multimedia developer, Webmaster, Digital animator / 2D-3D specialist and Web content manager.

### **1.2.2 Referring national qualifications to the European qualification framework / e-competence framework**

Since the EQF and its descriptors represent a generic framework, it has to be adapted to ICT-sector-specific descriptions of learning outcomes (knowledge, skills and competence) in order to allow for the later classification of all ICT qualifications at European level. This is currently done by the CEN working group developing the e-competence framework (eCF). In the scope of this task the project partners referred the national qualification profiles (expressed in learning outcomes) to the categories and levels of the eCF. Thus, a first classification of qualifications at European level for the 5 core professions in the field of content development became possible. For that purpose, project partners followed widely the approach which was developed in the framework of the project "Embedding Standards" and

further improved by the project partnership. This approach was complemented by using helpful reference material produced by the “CompTrain” project.

### **1.2.3 Determining European specialist profiles**

Based on the national qualification profiles, the project partners drafted European specialist profiles for the 5 core professions in the field of content development including all relevant knowledge, skills and competences, which are needed to succeed as content development practitioner in the European countries involved in the project.

## 2. Challenges

The European labour market in the field of ICT and Multimedia is confronted with a shortage of skilled professionals which reached 16% in 2008 across Europe. This shortage especially affects Germany but also Hungary, Switzerland, France and the UK and especially professions in the area of content development (e.g. e-game developers, e-learning content developers, etc.). Therefore, these countries were at the core of the EQF-Code project covering e-content development professions in 6 EU countries: Germany, Austria, France, Hungary, Slovenia and Spain, and Switzerland.

Already in 2004, CEDEFOP analysed the reasons and determined several causes for this situation:

1. The lack of common definition of skills and skills' levels relevant to employment;
2. The lack of qualification definitions and levels relevant to e-content;
3. Few common approaches to vocational training in this field at European level.

The current situation has not yet much improved. When performing the preliminary studies at national level, it became clear that there are no "parallel" data available in the target countries, and even comparable data are difficult to obtain. Thus, it was necessary to find common denominators in the area of e-content developer professions that would 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.

### 2.1 Challenge 1: Streamlining the professions

Starting point of the WP was a broad array of e-content development professions. These included:

- Web Designer
- Internet Application developer
- Multimedia developer
- eGame developer
- Graphic designer
- Animator
- 2D specialist
- 3D specialist
- Informatics engineer
- Web programmer
- Software developer
- Webmaster
- Content manager
- Usability specialist

- On-line journalist
- "Médiamaticien"

However, not all professions or descriptions of professions could be found in all countries. Thus, it became necessary to find common denominators, i.e. professions that all 7 countries have in common and that would allow a comparison of the relevant parameters. After extensive discussions, the following professions (or rather functions) were distilled as being a) crucial for e-content development and b) having comparable counterparts in all target countries:

- Web designer
- Web content / multimedia developer
- Webmaster
- Digital animator / 2D-3D specialist
- Web content manager

## 2.2 Challenge 2: Defining the professions

When streamlining the professions and comparing the findings, it turned out that some discrepancies occurred due to different definitions of the professions. Thus, an ancillary but necessary task was to agree on definitions: What does one understand under "Web designer" in the target countries? How are the professions defined in the first place (before looking into training, skills, qualifications and outcomes). It appeared, contrary to expectations, that these definitions themselves were not the same in all countries. Indeed, they varied from a very wide scope (e.g. web designer encompassing all technical, software and graphic aspects) to a rather narrow scope (web designer focusing on the pure design aspects, *stricto sensu*, of a website). It was decided to tend towards a rather narrower definition for the purposes of the present project.

The next step was to delimit the definitions from one another. Thus, a benchmarking took place that allowed all partners to reach the same understanding for the 5 core professions. The definitions were inspired from public sources and VET definitions and agreed upon by all EQF-Code partners.

For website development and operation a co-operation among various multimedia professionals (or professional functions) is usually required.

The **Web content manager** manages the relationship between the broader business perspective and the rest of the web development team, collects the client requirements and forwards them to the more narrowly focused professionals in his team who will actually plan, prepare -then operate- a website. Webpages are planned and produced as a co-operative venture between **Web designers** (focusing on page layout), **Web content/multimedia developers** (responsible for aggregating uploading and continuously refreshing the textual and multimedia content of the website), potentially involving a **Digital animator/2D-3D specialist** whenever needed. The seamless operation and administration of the website on a day to day basis (including server administration, security and backup measures as well as necessary upgrades) is carried out by the **Webmaster**.

For the 5 core professions / functions, the following working definitions have been agreed upon:

### **2.2.1 Web designer**

A web designer is the creator of the website from an overall design point of view. A core responsibility of the designer's job is to present information in a way that is both accessible and memorable. This does not include: programming, content development, content management. Heavy programming and software development tasks e.g. coding the various elements of a Content Management System (CMS) - the backbone of most state-of-the art websites - is usually done by web programmers (a function that was not analysed specifically as it is very close to software programmer). In many cases, once this has been accomplished, the web designer is given the responsibility to manage the website and acts as a webmaster (especially in SMEs).

### **2.2.2 Web content/multimedia developer**

The web content/multimedia developer researches options, decides on the optimal choice and formulates them for visualisation on a web page or other digital medium. The Web content/multimedia developer aggregates (collects and/or produces), uploads and continuously refreshes the textual and multimedia content of the website/medium as well. Content may consist of text, graphics, pictures, audiovisual files etc.

### **2.2.3 Digital animator/2D-3D specialist**

A digital animator/2D-3D specialist is the creator of moving pictures in a digital environment, using 2D or 3D techniques. This is often also referred to as computer animation, computer-generated imagery (CGI), virtual animation etc. It has been agreed to call this function "digital animator" to underline its media-neutral approach.

### **2.2.4 Webmaster**

Webmaster is the most common and most ancient job in the internet world. Master of the Website, the webmaster is etymologically in charge of most of the tasks concerning the website: defining the objective, specifications, technical approach, technical implementation, content development, defining and producing the information, analysing and promoting the audience. In small SMEs (which represent the majority of the market), the webmaster is often the only web-related collaborator. In larger companies, the webmaster can be part of a team gathering other technical and content specialist functions (such as web designer, 2D-3D specialist, web developer). He is also the interface between the public and the company and the contact point with the company, answering questions from the public or transferring them to the relevant department of the company.

## 2.2.5 Web content manager:

The Web content manager takes care of the business perspectives of web development which consists in planning, defining, organising and structuring the information, *in accordance with the general strategy of the organisation*. This covers the management of content, advertising, marketing and order fulfilment for the website as well as its adaptation (if needed) to cultural approaches for any country targeted by the organisation. Furthermore, the web content manager collects client requirements and distributes this knowledge to a team of professionals who will actually plan, develop and operate the website. In some large companies, the web content manager manages the entire web team and has in perspective the strategic and communication objective and orientation of the website as the expression and the image of the company.

It must be emphasised that in SMEs, some of the above described professional functions may be united in one job description. Often, a web designer, once he has done his layout, becomes a web content developer and a webmaster. The web content manager function is often assumed by senior management (CEO or marketing manager). Thus, a certain flexibility in the training curricula will be necessary to accommodate the needs of SMEs that are not in the position to employ narrowly specialised personnel for every single function.

## 2.3 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

The descriptions of the types of learning outcomes were partially overlapping. The consolidated European specialist profiles mapped these and created a consolidated version for these parameters at European level. [see steps 1 and 2 of the methodology]

It must be noted that the comparison of qualifications was rendered difficult by the fact that there exists no standardised competence list or learning outcomes list for IT or Multimedia professions. Thus, by describing the various NQPs, we came to an incoherent set of different expressions of learning outcomes. A standardised list of competences and learning outcomes for IT / Multimedia professions would substantially facilitate the process of describing national qualifications by a set of standardised terms that allow for comparison. Official lists of learning outcomes are neither provided by the eCF nor does the eCF give suggestions as to how learning outcomes should be formulated. Thus, the partners had to fall back on the results of

the “CompTrain” project in which such a standardised competence list for Multimedia professions was developed

## 2.4 Challenge 4: Mapping of consolidated findings with eCF and EQF

The mapping proved to be a tougher challenge than expected due to a) the dynamism inherent to the “new” job descriptions, and b) the multi-dimensional nature of the mapping: by knowledge level, by training levels (i.e. vocational training, higher education), by type of learning outcome (i.e. by knowledge, skill, competence).

The mapping was done initially in regard to eCF. The relation between eCF and EQF, results from a straightforward translation explained below:

### 3.5. The 5 e-Competence levels e-1 to e-5 and their relationship to EQF levels 3 to 8

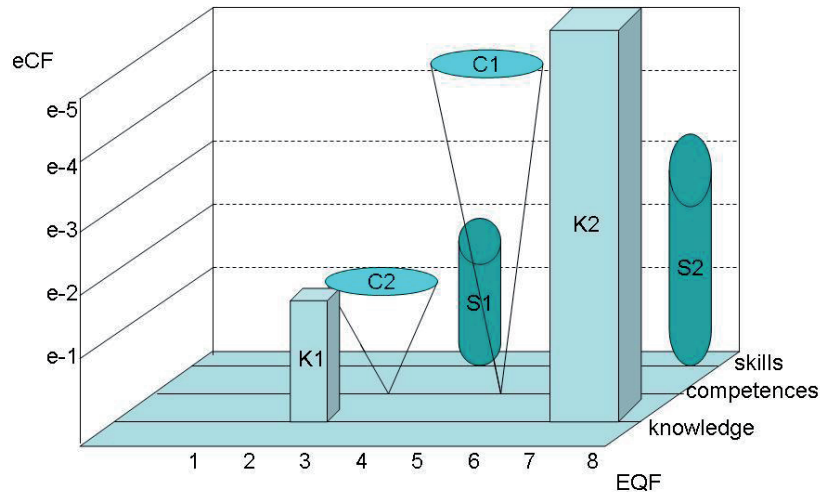
The European e-Competence Framework aligns to EQF (European Qualifications Framework) categories for reference purposes. However, as an industry-addressed competence framework the e-CF uses descriptors for ICT professional competence and not for qualifications. In consequence the level descriptors differ between the EQF and European e-CF.

The European e-Competence Framework relates to competences as needed and applied at the workplace. It has 5 e-Competence levels defined. These competence proficiency levels e-1 to e-5 are related to the EQF qualification levels 3 to 8; EQF Level 1 and 2 are in this context not relevant. The EQF and e-CF levels are not identical as the perspectives are different. While the EQF reflects a qualifications perspective, the e-CF adopts a workplace competence perspective. However, both perspectives are interrelated as qualifications contribute to competence development. The table below provides a level relationship between the two frameworks.

e-CF Level	related to EQF Level
e-5	8
e-4	7
e-3	6
e-2	4 and 5
e-1	3

Table 1 – The 5 e-Competence levels of the European e-CF and their relationship to EQF levels 3-8

The EQF-Code approach can be best visualised by the following graph that maps identified skills, competences and knowledge to the respective level of eCF and EQF. The inter-linkage is essential for the effective mapping at European level.



Profession X consolidated parameters and mapping

The graph reflects step 3bis and 4 of the methodology below for one profession X in one country: for the ease of understanding, only two knowledge parameters, two key competences and two skills are shown. After a first definition of knowledge, competences and skills (“learning output”), the different levels given were mapped against the eCF and EQF levels. In the example, K1 requires a low level, whereas K2 a top level. Thus, one can deduce that K1 is only ancillary to that specific profession, whereas K2 is at the core and requires high specialisation. Competences and skills must be read in the same way. The graph shows a simplified approach to learning outcomes, as in reality a clear distinction between knowledge, skills and competences is hardly possible since they are very much interrelated.

Another challenge was imposed by the exclusively technical focus of the competence areas described in the eCF, which considers only technical knowledge, skills and competences, whereas content development professions require also a broad set of personal and social skills (“soft skills”). Consequently, it was difficult to refer the important personal and social skills to the eCF.

The e-content industry has specific characteristics that need a special, “cultural” approach. The objectives of e-content are to sell/communicate content to target groups. Informal skills and competences are decisive “weapons” to obtain a job. These skills and competences are hardly trained because informal skills and competences are difficult to evaluate. Thus, monitoring progression on those items is probably the most important target for the next years that training organisations will have to tackle. EQF Code will hopefully contribute to this difficult task.

Secondly, some of the levels proposed by the eCF for certain professions were considered too high or too low to describe the researched professions in the area of content development. Thus, new eCF level descriptors for certain competence areas had to be defined.

## 3. Approach

To achieve a satisfactory mapping result, it was essential to delineate potentially relevant parameters and assign them to national professional and training requirements. This, however, left us with the problem of “learning outcomes”. For this purpose, the methodology foresees a “translation” of skills, competences and knowledge as identified in Steps 1-3 into learning outcomes, in close collaboration with training and formation institutions. It must be noted that in many instances, training and formation institutions were unaware of eCF and EQF but welcomed the EQF-Code initiative.

A similar translation became necessary for the mapping of training with actual job profiles (as identified by the “CompTrain” survey). It is essential to remember that job profiles were identified by European SMEs in the ICT sector. There is a rationale behind this bottom-up approach: The majority of e-content developer jobs is needed by SMEs, not big industries, and their requirements are substantially different from big industries.

This is not only the finding of the former “CompTrain” project. A recent survey, carried out by ORSEU, Wilke, Maack and Partner for DG Employment, Social Affairs and Equal Opportunities produced a “Guide for training in SMEs” (see Bibliography) which points out the different training requirements of Europe’s economic driving force (more than 99% of enterprises in Europe are SMEs). It notes that “existing training offers and programmes are normally designed and organised from the point of view of larger companies and they simply don’t fit into the organisational needs of smaller companies” (p.6). The Guide identified 12 main issues when training in SMEs is concerned:

### **Overview of practical challenges and benchmarks**

#### **Addressing SME internal barriers and obstacles for training**

- Organisational barriers and obstacles
- Financial means and resources for training
- HR and skills development policy / plans / anticipation
- Perceptions of training needs (by entrepreneurs/managers and employees)
- Resource pooling and SME cooperation in training and competence development

#### **Suitable methods and techniques of training**

- Training methods addressing specific needs of SMEs, such as on-the-job-training, job rotation etc.
- Training and competence development for managerial staff/entrepreneurs
- Validation of informal skills and qualification

#### **Coping with current and structural challenges of competence development**

- Demographic change and greying of the workforce
- Recruitment/attracting younger and qualified employees
- Competence development in the context of internationalisation
- Improving and addressing gender equality and opportunities for women

Taking these special needs into consideration for the EQF-Code mapping, it became also clear that the need of SMEs is not the narrow specialist but the multi-talented e-content professional. This determined also the final streamlining of e-content professions / functions as explained under Challenge 1.

## 4. Methodology used and recommended

From the above, it became clear that the mapping of e-content professions in Europe is by far not an easy task. Thus, to make it easier, the original templates were reorganised and a *Six Steps Methodology* was drafted that may be used for similar exercises in identifying and mapping knowledge, skills and competences of job descriptions.

### Six Steps Methodology

#### STEP 1:

Translate the core knowledge, skills and competences into learning outcomes in close collaboration with key training institutions.

Responsible: each national partner individually in close collaboration with key national training institutions.

#### STEP 2:

Compare the national surveys resulting step 1 and compile them into a draft common set of qualification profiles.

Responsible: coordinating partner

#### STEP 3 (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. To this end apply the conversion rules described in the guidelines to the eCF (see Bibliography). Although the eCF competence areas may not fit precisely your findings, it is important to fit your findings as best as possible into the framework structure provided by the eCF.

Responsible: each partner individually at national level

#### STEP 4:

Describe areas in which there is an adequate fit, as well as areas in which there is an imperfect match. In the latter case, a short explanation should be provided as to the reasons of this inadequate match. The process of mapping of the surveys to the frameworks might require the involvement of vocational education and training (VET) experts as well as Content Development professionals.

Responsible: each partner individually at national level

#### STEP 5:

Highlight the core knowledge, skills and competences for each job (vs. the additional, non-core) in view of the common set of qualification profiles (resulting from step 1).

Responsible: all partners jointly – with close coordination of coordinating partner

#### STEP 6:

Check what is actually trained (as summarized in one comprehensive qualification profile for each profession) against the actual job profile (e.g. as identified by the "Comptrein" survey), compare the various national findings and define a common European description of the ideal qualification profile for each profession.

Responsible: all partners individually and jointly – with close coordination of coordinating partner.

## 5. Critical conclusions on the limitations and potential further improvement of the eCF and EQF instruments

During the process of mapping qualifications in the eCF and EQF reference frameworks in view of making the qualifications comparable, we came across some limitations and problems of the current version / status quo of these instruments. In our view, there is scope for potential further improvement of both eCF and EQF. We note with interest that a Version 2.0 of eCF is foreseen for 2010 and are looking forward to making input to it.

Firstly, neither the eCF nor the EQF provide suggestions as to how learning outcomes should be formulated or expressed. No approach exists so far that could help the various EU-countries in describing knowledge, skills and competences trained in the Multimedia or IT-qualifications in a harmonized way that allows for comparison at European level. So the various national ways of describing learning outcomes lead to a real cacophony of knowledge, skills and competences.

A master list of standardized learning outcome descriptions for e-qualifications would have been needed to facilitate a comparable description of qualifications, but was not available. Thus, the partners determined their learning outcomes descriptions by following the precedent of the "Embedding Standards" project, in which every formulated learning outcome was carefully scrutinised for determining whether it expresses "the smallest assessable unit" of a qualification that can be trained. Only the ones that represent "smallest assessable units" were kept for setting-up the profiles. Furthermore, in order to obtain comparable findings among the partner countries, the learning outcomes descriptions were linked by codes to a so-called "master list of competences" which was taken over from the former "CompTrain" project and further developed. It consists in a list of knowledge, skills and competences needed for Multimedia professions. We suggest that the eCF handbook should be extended by such a master list of competences for e-qualifications – maybe an extended version of the EQF-Code "Master List of Competences" (see Annex 1).

Secondly, the differentiation of learning outcomes into knowledge, skills and competences, as suggested in the EQF, turned out to be quite problematic and confusing in the process of describing national qualifications. It is often difficult to determine which learning outcome represents just knowledge or a skill or already a competence. In principle all qualifications and training programmes have the objective to provide the student not just with knowledge and skills, but with competences. From a companies' / employers' perspective, it is also rather more relevant to determine what competences a professional is able to apply at the workplace than what knowledge and skills he has accumulated during his scholar and work life. We decided to follow the definition of knowledge, skills and competences proposed by the eCF that defines competence as the ability to apply knowledge & skills in a meaningful way. Consequently, knowledge & skills can be considered subordinate to competence, i.e. they are just "instruments" applied within a certain competence. The so-called "master list of competences" further developed in the framework of the EQF Code project does not distinguish between knowledge, skills and competences, but lists all the technical, social, textual etc. abilities a Multimedia professional could have.

Thirdly, 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"). Informal skills and competences are often decisive to obtain a job. On the other hand, these skills and competences are hardly trained because informal skills and competences are difficult to evaluate.

Fourthly, for all competences suggested by the eCF, the levels on which knowledge and skills can be trained are prescribed. For instance, according to the eCF, competence A.2 "Service Level Management" can be trained on Levels 3 and 4 only, but not on levels 1, 2 and 5. Some of the content development qualifications we investigated do not totally fit into the scheme provided by the eCF and would need to be attributed to other levels than the ones suggested by the eCF. In order to solve this problem we have drafted additional level descriptors for some e-competences. These new descriptors are clearly identified in annex 5. We would recommend that the eCF working group considers extending the eCF by further levels, as the current limited set of eCF levels per e-competence might hamper the future usability and acceptance of the eCF.

## 6. Feedback

The present Reference Material & Methodology were reviewed by a panel of professionals in all participant countries. A detailed Report on the feedback received is available at: [http://www.ubique.org/eqfcode/Reference\\_Material\\_Report.pdf](http://www.ubique.org/eqfcode/Reference_Material_Report.pdf)

The Material and Methodology was further discussed at a project meeting in January 2010 with Mr. Terry Hook of e-Skills UK, one of the co-authors of the eCF Framework. Subsequent to the meeting, Mr. Hook addressed the following message to us:

*“The aims of the project are very relevant and topical as methodologies for relating national qualifications to the EQF are currently being discussed and investigated by stakeholders across the European Union. The EQF code project, reference paper, provides a valuable contribution to establishing a manageable methodology which can be adopted and modified to meet the needs of the multimedia and also many other industry sectors.*

*The practical application of the e-CF tool has proven to be demonstrably useful in constructing competence based multimedia role profiles. However it has been accurately observed that the e-CF is focused on the ICT sector and does not comprehensively cover multimedia competences. Furthermore a generic observation is made that 'soft skills' or personal competences are a necessary component of job profiles and that access to a common language database of these elements is not available. This is an important point that applies across all industry job/role profiles and I recommend that it should be addressed in future EU projects.*

*A further significant observation relates to the SME community and the differences to be found in job roles within this environment. The organisational structure of SMEs results in a requirement for staff to cover a wider range of competences than larger organisations. In turn this leads to role profiles which have greater width but less depth, meaning that there may be a need to recognise competences at lower levels in some situations. Further research by complementary projects is required to develop this understanding.*

*The challenge of translating or formulating learning outcomes aligned to competence statements is raised by the EQF Code project team. Judgement by 'qualified' personnel is the applied method and only current option; this cannot be replaced by mechanical methodologies. However, I fully support the need for the development of further guidelines and tools in this field.*

*Overall the project adds valuable insight into the application of competence based job roles and relationships to the EQF. The team is encouraged (and accepts) the need to share the project findings with a wide audience including the e-CF in action development team.”*

## 7. Bibliography

### **European Qualifications Framework for Life Long Learning**

available at: [http://www.ubique.org/eqfcode/European\\_Qualifications\\_Framework\\_for\\_Life\\_Long\\_Learning.PDF](http://www.ubique.org/eqfcode/European_Qualifications_Framework_for_Life_Long_Learning.PDF)

### **eCompetence Framework**

available at: [http://www.ubique.org/eqfcode/eCompetence\\_Framework.PDF](http://www.ubique.org/eqfcode/eCompetence_Framework.PDF)

### **eCompetence Framework Executive Overview**

available at: [http://www.ubique.org/eqfcode/eCompetence\\_Framework\\_Executive\\_Overview.PDF](http://www.ubique.org/eqfcode/eCompetence_Framework_Executive_Overview.PDF)

### **eCompetence Framework Guidelines**

available at: [http://www.ubique.org/eqfcode/eCompetence\\_Framework\\_Guidelines.PDF](http://www.ubique.org/eqfcode/eCompetence_Framework_Guidelines.PDF)

### **CEPIS - eSkills in Europe**

available at: [http://www.ubique.org/eqfcode/CEPIS\\_eSkills\\_in\\_Europe.PDF](http://www.ubique.org/eqfcode/CEPIS_eSkills_in_Europe.PDF)

### **Guide For Training in SMEs**

Final Draft prepared by ORSEU, Wilke, Maack and Partner, Lille/Hamburg, June 2009 - Responsible authors: Nicolas Farvaque, Eckhard Voss, co-authors: Marion Lefebvre, Kim Schütze

available at: <http://ec.europa.eu/social/BlobServlet?docId=3074&langId=en>

## 8. Annexes

### **Annex 1: EQF-Code Master List of Competences**

available at:

[http://www.ubique.org/eqfcode/EQF-Code\\_Master\\_List\\_of\\_Competerences.pdf](http://www.ubique.org/eqfcode/EQF-Code_Master_List_of_Competerences.pdf)

### **Annex 2: European Competence Profiles in e-Content Professions**

available at: <http://tinyurl.com/387sqv4>



## **EQF Code project partners:**

AME – Multimedia Jobs Association – France  
Association for Culture and Education (ACE) KIBLA – Slovenia  
European Multimedia Forum (EMF) – UK  
GAIA – Spain  
MATISZ – Hungary  
md-pro – Germany  
milestone – Austria  
Swiss Media – Switzerland  
WIFI – Austria

## **Coordination:**

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