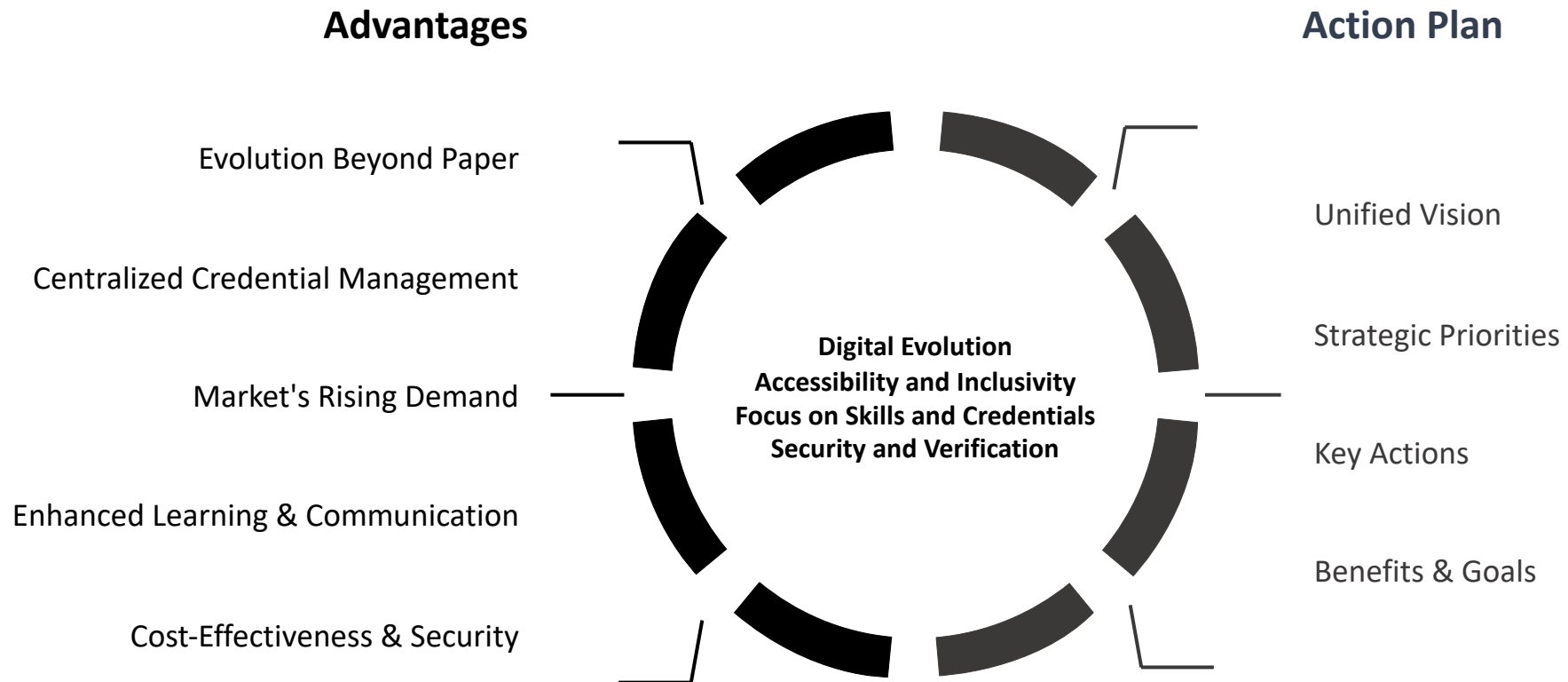# A common qualifications DB for a community of countries - the EQF context

ACQF-II workshop – in ACCRA, Ghana
Tuesday, November 7
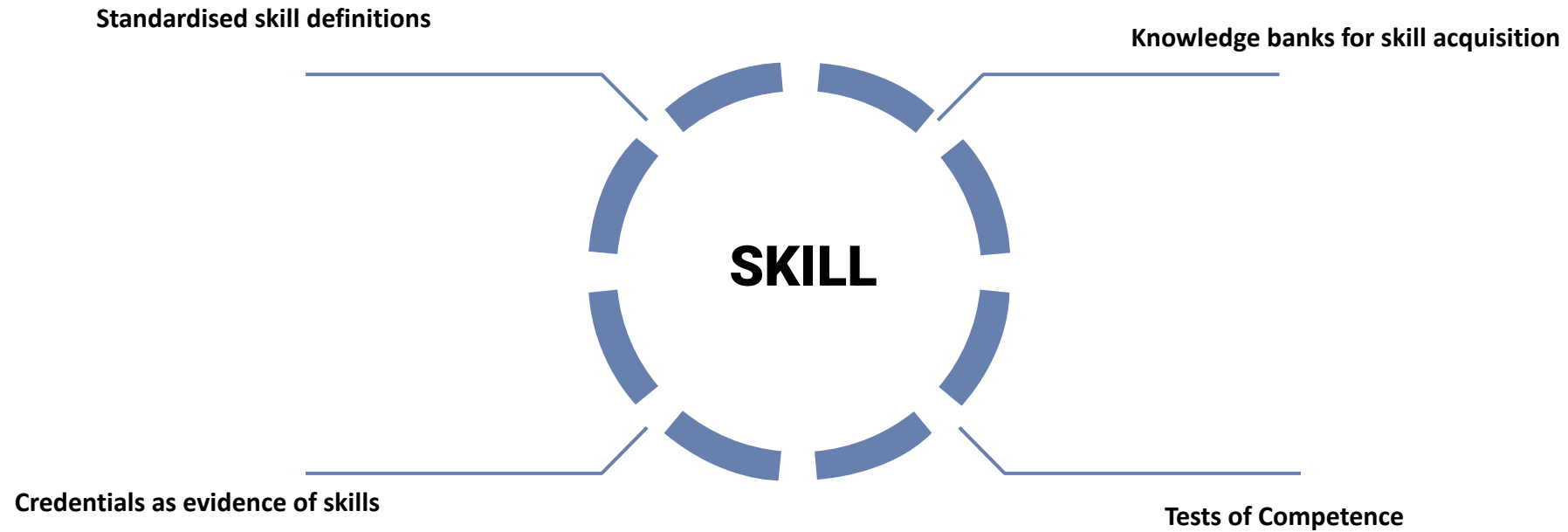
Rationale and Purpose

Digital Transition in Education

Advantages

Evolution Beyond Paper

Centralized Credential Management

Market's Rising Demand

Enhanced Learning & Communication

Cost-Effectiveness & Security

Action Plan

**Digital Evolution
Accessibility and Inclusivity
Focus on Skills and Credentials
Security and Verification**

Unified Vision

Strategic Priorities

Key Actions

Benefits & Goals

The role of skills

Standardised skill definitions

Knowledge banks for skill acquisition
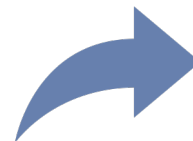
SKILL

Credentials as evidence of skills

Tests of Competence

Personalised learning at scale means a move from

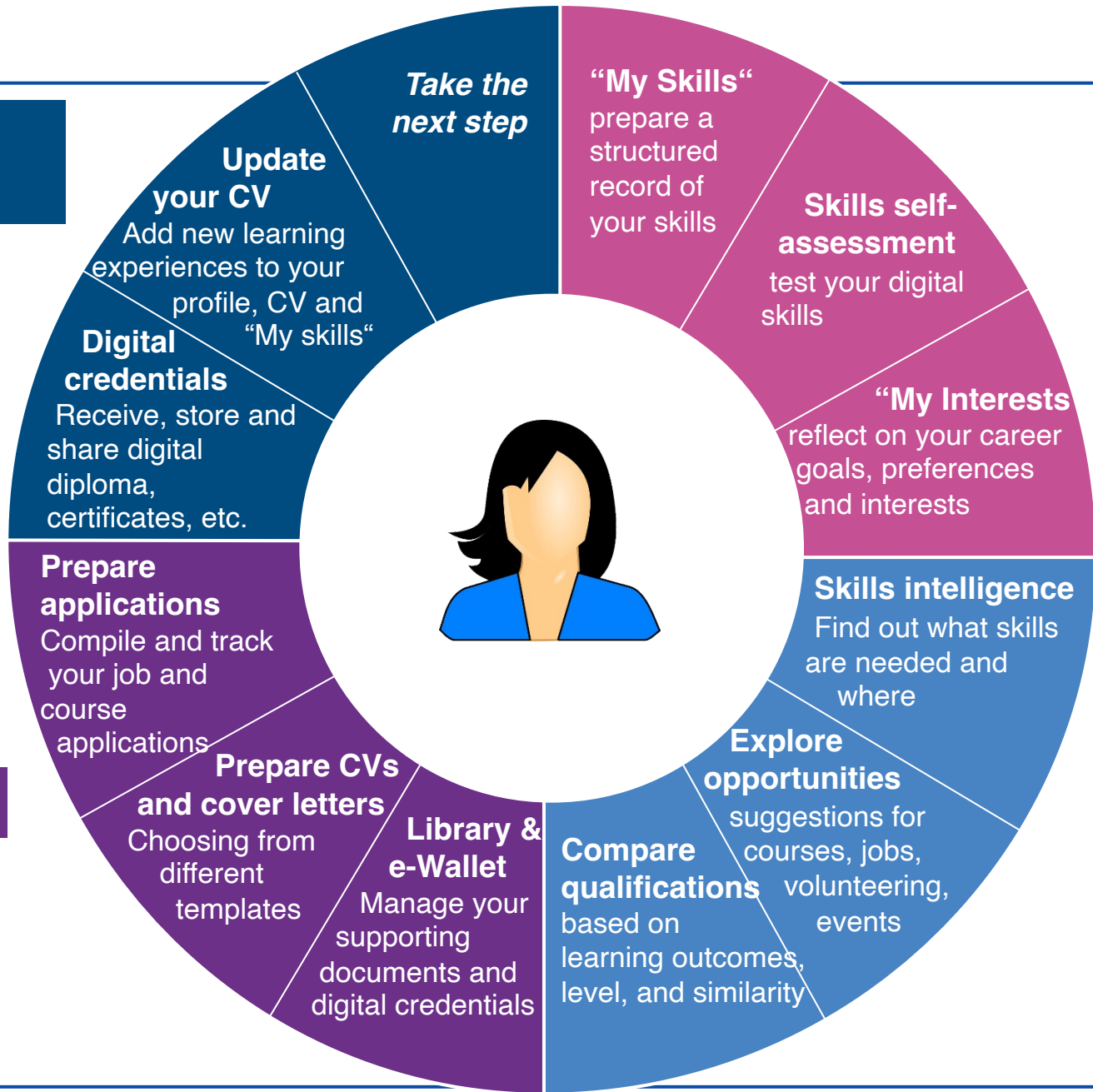**I want to STUDY**

I want to LEARN

Record your learning

Know your skills, strengths and ambitions

Take action

Explore your options

Take the next step

Update your CV
Add new learning experiences to your profile, CV and "My skills"

Digital credentials
Receive, store and share digital diploma, certificates, etc.

Prepare applications
Compile and track your job and course applications

Prepare CVs and cover letters
Choosing from different templates

Library & e-Wallet
Manage your supporting documents and digital credentials

"My Skills"
prepare a structured record of your skills

Skills self-assessment
test your digital skills

"My Interests
reflect on your career goals, preferences and interests

Skills intelligence
Find out what skills are needed and where

Explore opportunities
suggestions for courses, jobs, volunteering, events

Compare qualifications
based on learning outcomes, level, and similarity

5

Benefits and Advantages

Why Digital Transition in Education?
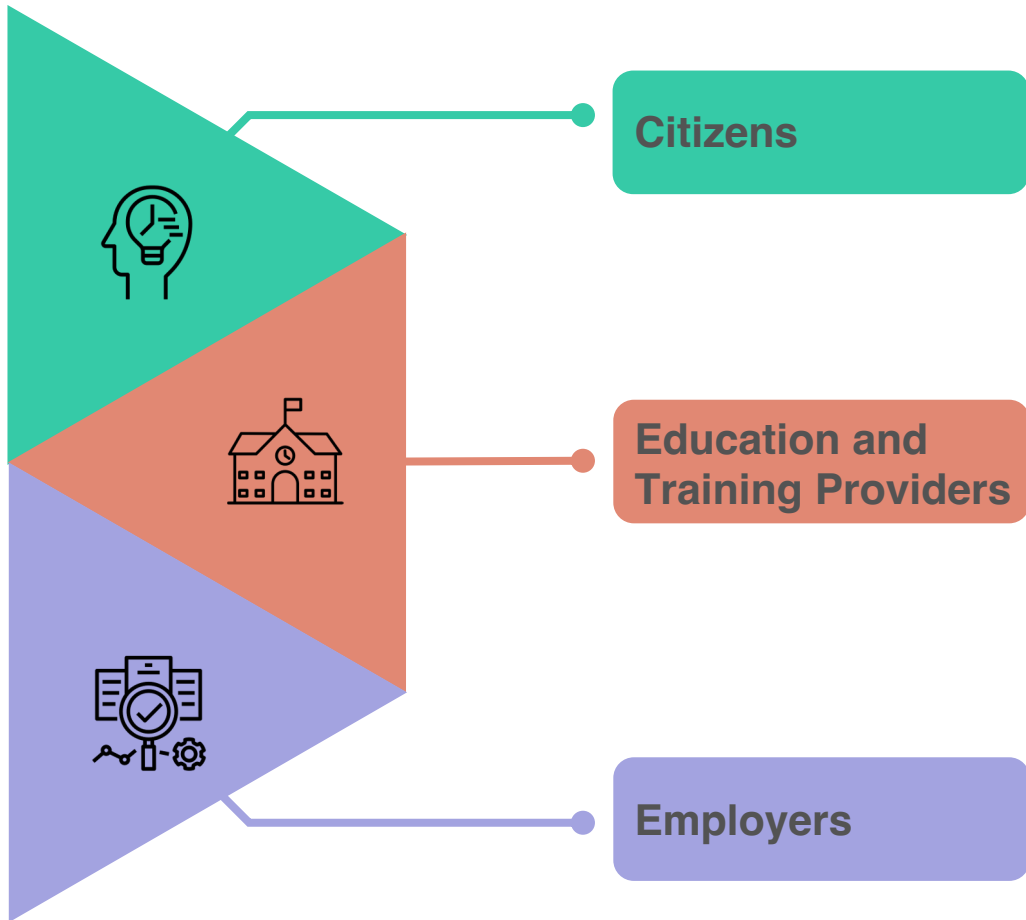
Citizens

- can build an online portfolio to track their learning
- can easily utilise their credentials to get a job, apply for further education and training across Europe or obtain recognition of their credentials
- can present and have their credentials verified at any point in their career

Education and Training Providers

- can build EU standard compliant credentials
- can reduce their costs of issuing credentials after an initial investment into transforming from paper to digital
- can better understand credentials from other Member States as EDC utilises standards, and content can be navigated in 29 languages

Employers

- can dramatically reduce the time and cost of processing job applications
- can better understand the credentials of candidates outside of their country
- can immediately see on the instant, automatic authentication and verification check list if a credential has expired or was tampered with

Employer use cases for Digital Transition in Education
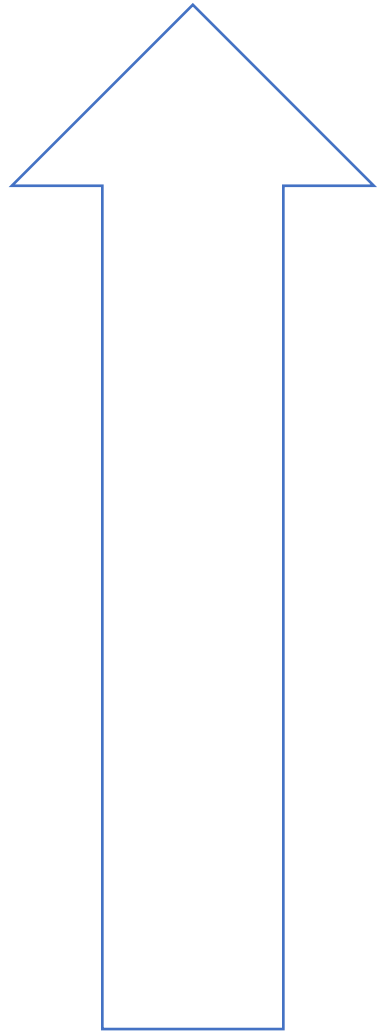
Developing Experience Portfolios

Documenting skills acquisition while in employment

Verifying Credentials

Checking that applicants can back up their claims about achievement with documentation

Widening Access to Talent

Identifying suitable employment candidates who may not typically apply or qualify for positions
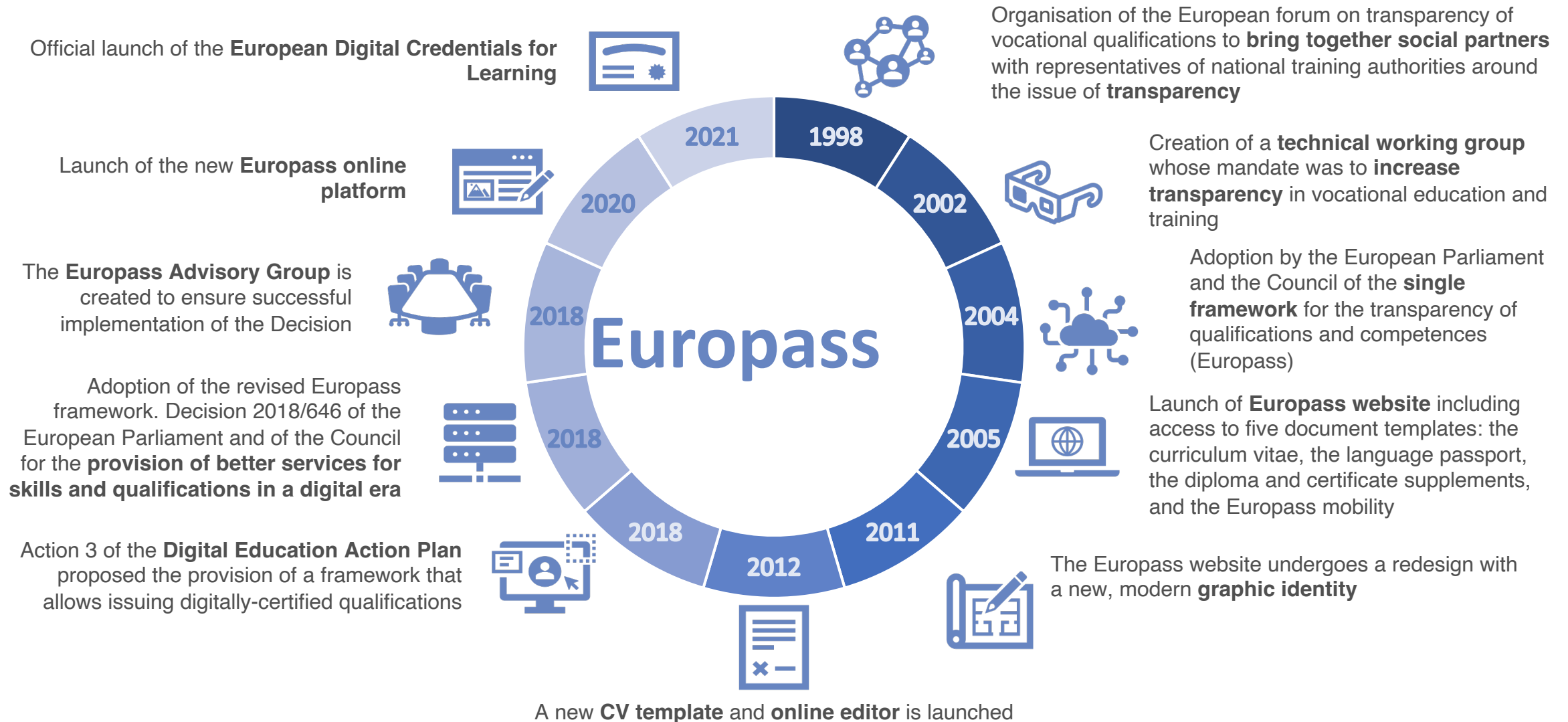
Matching Jobs to Skills

Accurately summarising the full skills and competences of job applicants, and matching these to positions
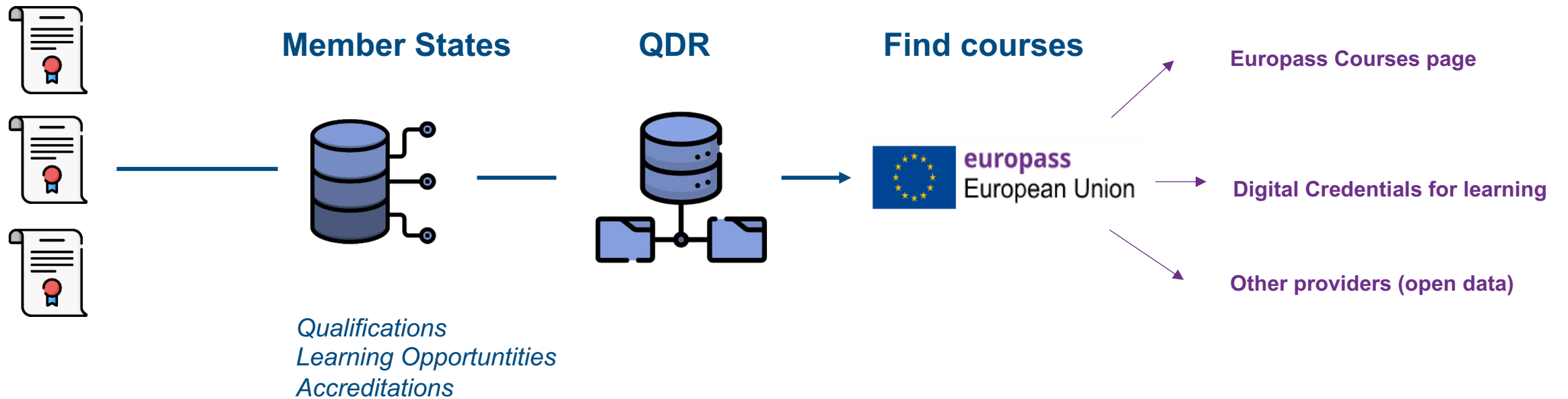
Source: Digital Credentials Consortium (mit.edu)

Implementation approach

Skills Agenda

Official launch of the **European Digital Credentials for Learning**

Launch of the new **Europass online platform**

The **Europass Advisory Group** is created to ensure successful implementation of the Decision

Adoption of the revised Europass framework. Decision 2018/646 of the European Parliament and of the Council for the **provision of better services for skills and qualifications in a digital era**

Action 3 of the **Digital Education Action Plan** proposed the provision of a framework that allows issuing digitally-certified qualifications

Europass

2021
1998
2002
2020
2004
2018
2005
2018
2011
2018
2012

Organisation of the European forum on transparency of vocational qualifications to **bring together social partners** with representatives of national training authorities around the issue of **transparency**

Creation of a **technical working group** whose mandate was to **increase transparency** in vocational education and training

Adoption by the European Parliament and the Council of the **single framework** for the transparency of qualifications and competences (Europass)

Launch of **Europass website** including access to five document templates: the curriculum vitae, the language passport, the diploma and certificate supplements, and the Europass mobility

The Europass website undergoes a redesign with a new, modern **graphic identity**

A new **CV template** and **online editor** is launched

Data Flow

Member States

QDR

Find courses

Europass Courses page

europass
European Union

Digital Credentials for learning

Other providers (open data)

Qualifications
Learning Opportuntities
Accreditations

The history and evolution of the data models

Legacy Data Model

- EQF model
- Ploteus Model
- LOQ Portal
- Republication of the data into a single EU Portal

Qualifications Metadata Schema – ELM v.1

- Introducing open interoperability standards

Europass Data Models – ELM v.2

- Extending to all Learning use cases

European Learning Model – ELM v.3

- ELM, Application Profiles
- Integrating the individual models

Interoperability: The Keystone

Interoperability is the capacity of organisations to interact, share information, and **collaborate towards mutual goals** through streamlined **business processes** and **data exchange** between their ICT systems.

It embodies the vision of seamless integration, **opposing digital fragmentation**.

Interoperability: Layers

Interoperability: Example

A student from Country A has completed a specific qualification and holds a related credential. They move to Country B for employment and want their credential recognised.

Fragmented system

- The student has to request credential documentation from their institution in Country A manually.

- Once received, they must translate and validate it for Country B standards, taking time and incurring costs.

- Employers in Country B find it hard to understand or trust the qualification from Country A, leading to missed opportunities.

Interoperable system

- The student logs into an education platform and retrieves their digitally stored credential.

- The system, being interoperable, automatically translates the credential to match Country B's standards and provides a verification link.

- Employers in Country B can instantly verify and understand the student's credentials, streamlining the hiring process.

Elements of the System

The QDR (Data Management Tool)

- National authorities can prepare and publish information on;

  - **qualifications**

  - **learning opportunities (possible to link with Qs)**
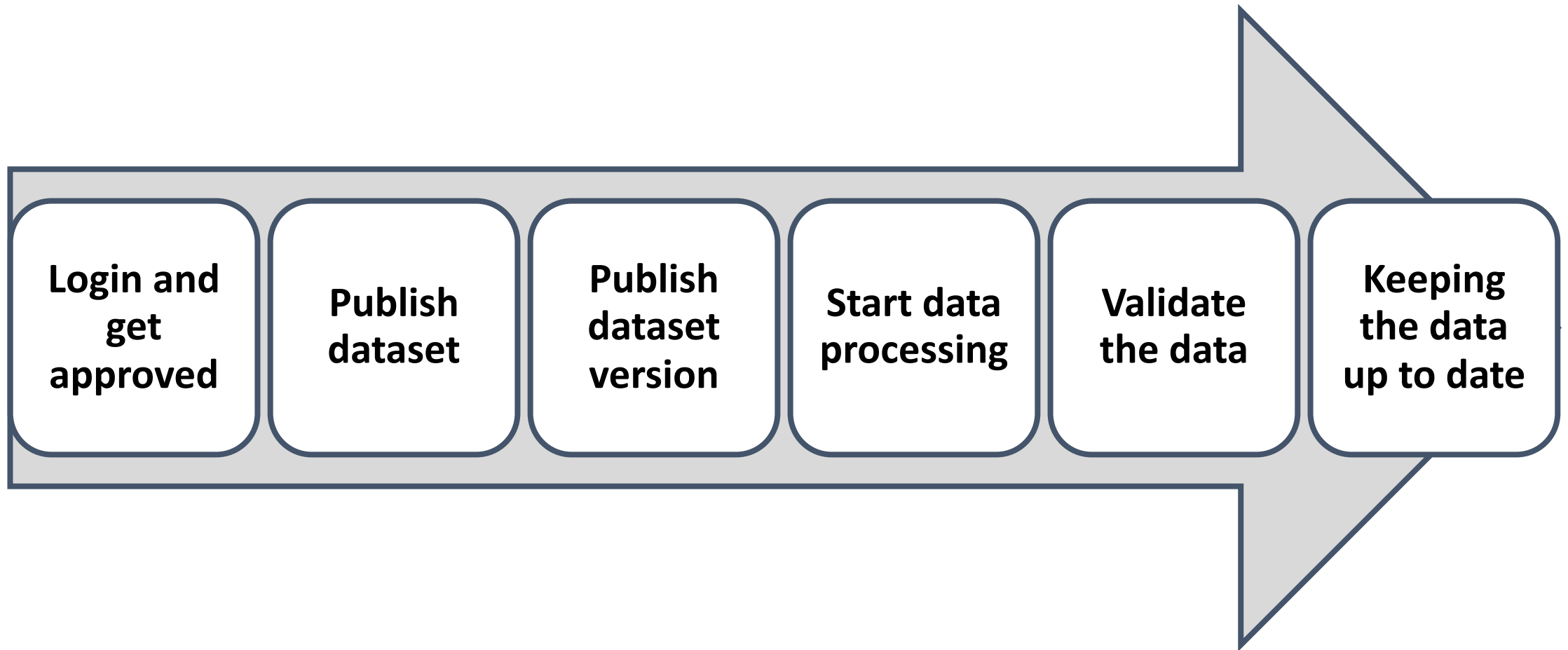
  - **accreditation**

- Testing (acceptance environment), preparing and publish (production environment) the data as *linked open data* to be republished in Europass

Who can provide data via the QDR?

- National authorities that are responsible for the data provision.

- They are known as the ''data source''. How this is organised can differ per country.

- The central authority can decide to delegate the provision of data to another organisation

Publishing process in the QDR

Login and get approved → Publish dataset → Publish dataset version → Start data processing → Validate the data → Keeping the data up to date

The Development of the European Learning Model

One of the critical sources of ELM is the **EQF Recommendation**:

- Annex VI: "Elements of data fields for the electronic publication of information on qualifications with an EQF level"

European Learning Model realizes this recommendation into a specific data model that can be implemented by individual interoperability applications

ANNEX VI

Elements for data fields for the electronic publication of information on qualifications with an EQF level

DATA			Required/Optional
Title of the qualification			Required
Field (^{*1})			Required
Country/Region (code)			Required
EQF Level			Required
Description of the qualification (^{*3})	Either	Knowledge	Required
		Skills	Required
		Responsibility and autonomy	Required
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required

The European Learning Model

- A single data model which can be used at all stages of a learning lifecycle

- Can be applied to any educational/learning process, whether formal, non-formal or informal

- Includes information on accreditation (where relevant)

- ELM is used on the Europass platform & in other EC services

- ELM has the potential for a much wider use (support of open data standards)

Qualification Standard

↓

Qualification

↓

Learning Opportunity

↓

Curriculum

↓

Credential
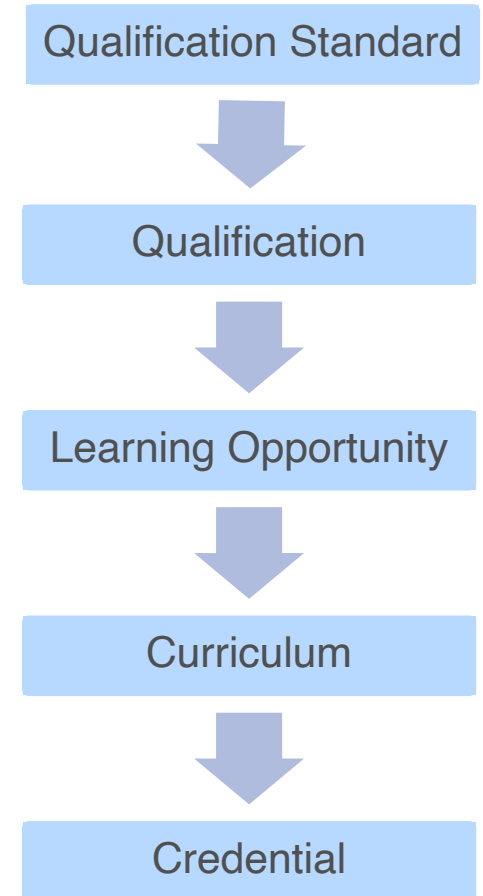
What does this mean in practice?

- A diverse audience

- No single beneficiary of the ELM

- Any actor in the field of education and employment can benefit from the ELM

Course provider or Educational/Training institution
Using the ELM to describe your courses will help you reach a wider audience and make your courses easier to find.

National Authority
Transferring your national accreditation or qualifications data in ELM format makes your data accessible and transparent.

Lifelong Learners
Expressing and showcasing your skills using the ELM can help you build a competitive skill profile, and help you find courses that can advance your career development.

Credential Issuers
You can use the ELM to build data-rich multilingual digital credentials that are verifiable and tamper-evident, and help your overall digitalisation process.

Employers
If you are looking for verifiable skill-sets in application tool, ELM supports the documentation of learning outcomes linked to frameworks such as ESCO or DigComp.

Learning Management System or Student Information System provider
Using the ELM you can express the course and achievement data stored in your system in a technical format fully understood and endorsed across and beyond the EU.
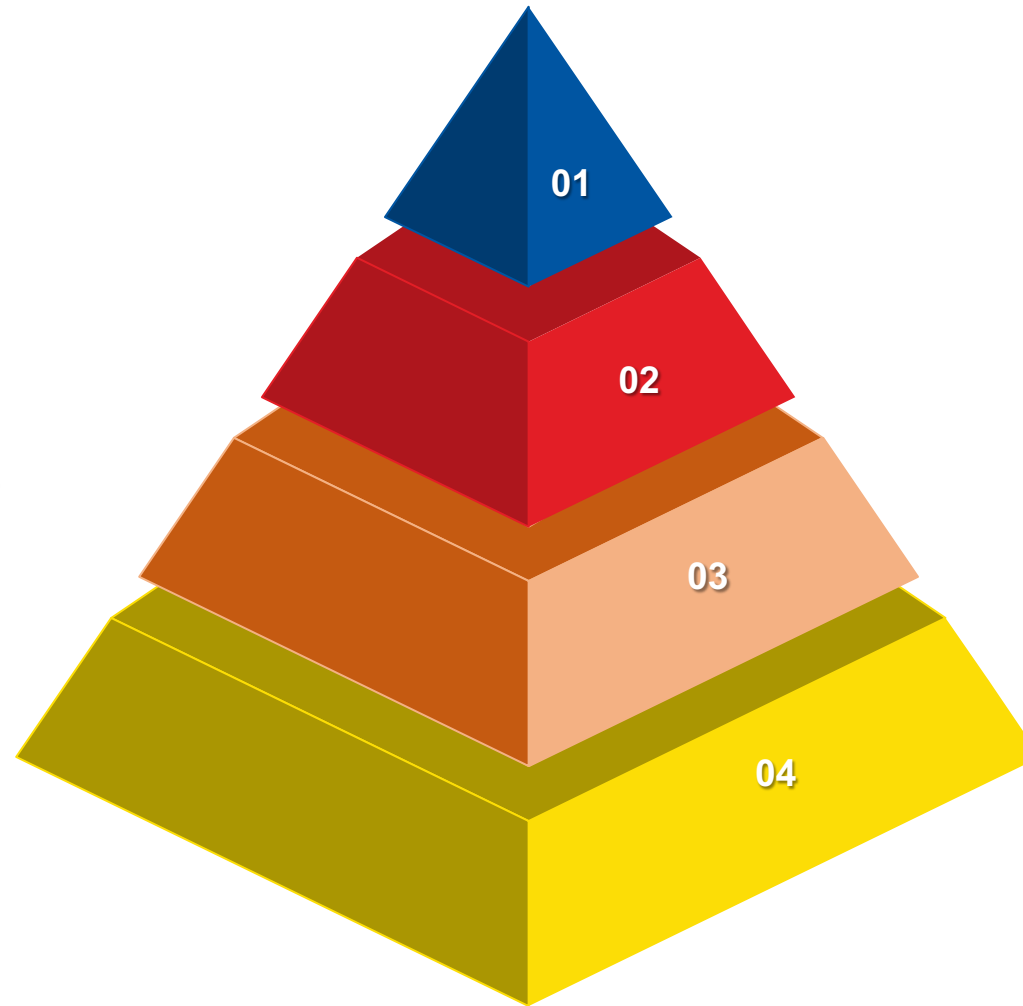
European Learning Model

01 European Information Model

Definitions and Standards in EQF Recommendation, Diploma Supplement, Europass Decision, etc. supplemented by glossaries for additional terms

03 Application Profiles

Specific sets of rules for publishing learning opportunities, qualifications, accreditations and credentials in Europass
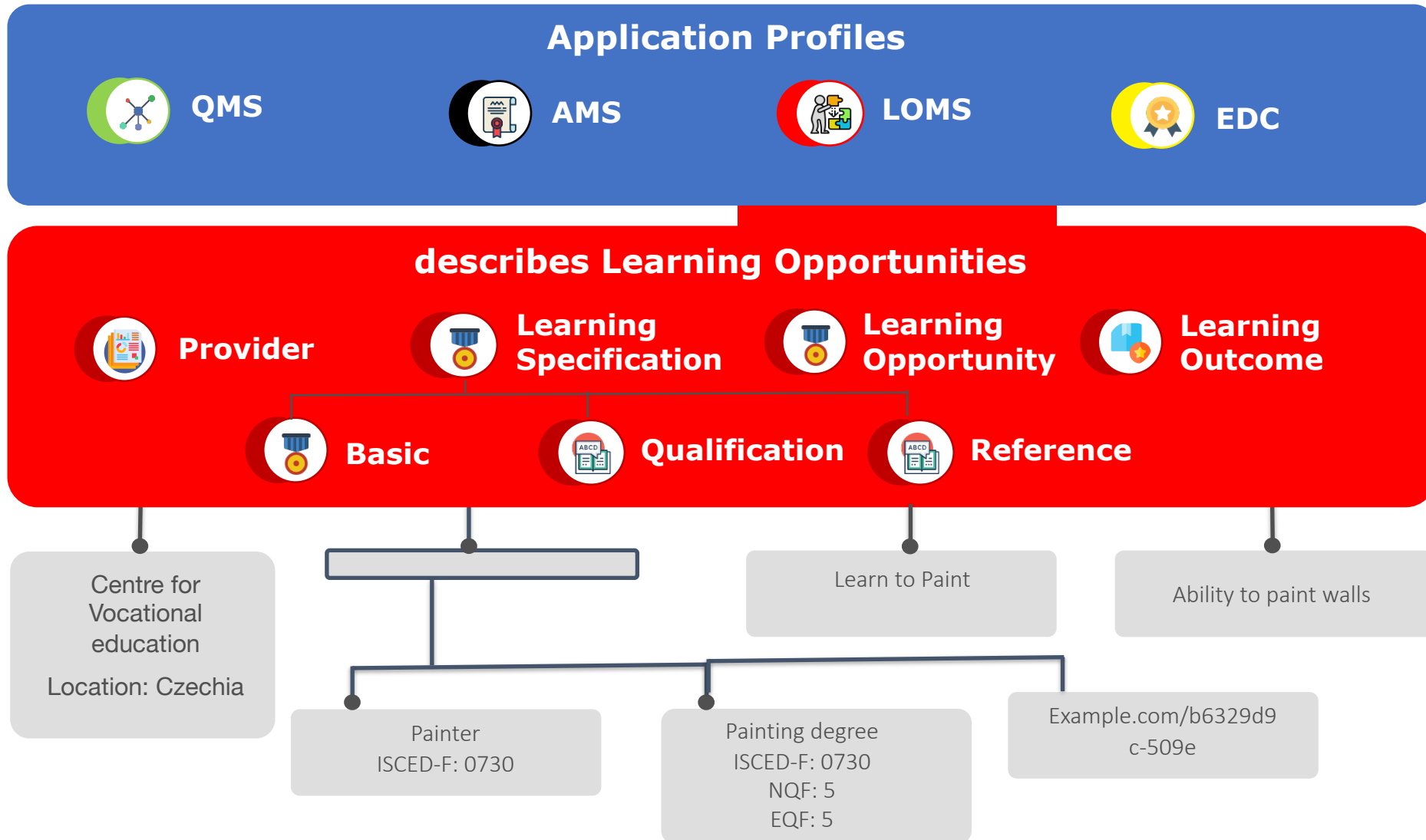
02 European Learning Model

A Linked Open Data publication of concepts to be used in educational and employment use cases throughout Europe
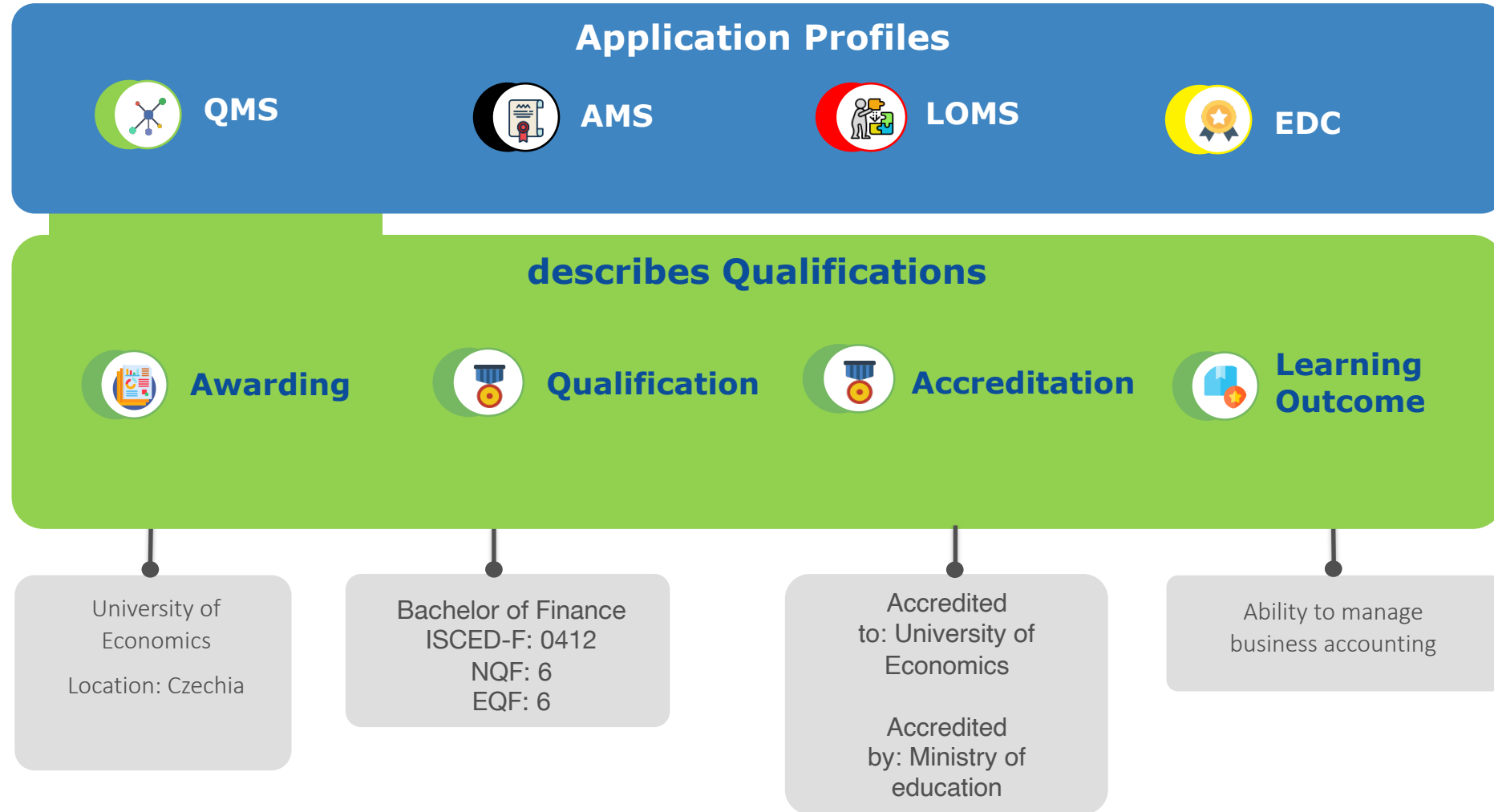
04 Extensions

National, Regional or Sectoral extensions of the data model & application profiles to deal with specific use cases

01
02
03
04

Learning Opportunities

Application Profiles

QMS   AMS   LOMS   EDC

describes Learning Opportunities

Provider   Learning Specification   Learning Opportunity   Learning Outcome

Basic   Qualification   Reference

Centre for Vocational education

Location: Czechia

Learn to Paint

Ability to paint walls

Painter
ISCED-F: 0730

Painting degree
ISCED-F: 0730
NQF: 5
EQF: 5

Example.com/b6329d9c-509e

Qualification

Application Profiles

QMS   AMS   LOMS   EDC

describes Qualifications

Awarding   Qualification   Accreditation   Learning Outcome

University of Economics

Location: Czechia

Bachelor of Finance
ISCED-F: 0412
NQF: 6
EQF: 6

Accredited
to: University of Economics

Accredited
by: Ministry of education

Ability to manage business accounting

Credentials

Application Profiles

QMS   AMS   LOMS   EDC

describes claims related to

Activities   Achievements   Entitlements   Attestations

Learning Outcomes   Assessments

150 hours of coursework 100 hours of apprenticeship	DE Qualification as a Painter	Entitlement to work as a painter	Recognition of qualification in FI

LO of skill of painting   Final Examination Grade B

Current State of Play

State of Play

Overall Totals:
- Learning Opportunities: 200,000
- Qualifications: 50,000

EQF Level	Learning Opportunity	Qualification
1	0	0
2	500	100
3	1 500	500
4	1 500	1 500
5	4 500	4 500
6	10,000+	10 000+
7	10,000+	10 000+
8	2 000	3 000

State of Play: Geographical overview

Legend:
- Published
- Testing

State of Play: Development note

➢ Majority of the national Qualifications DB was created with the assistance of EU programme grants.

➢ Specific grants were allocated for QDB development in EQF countries between 2016-2018.

➢ Countries often start with partial datasets due to their digital progress stage. As their QDB infrastructure and data methods advance, the quality and scope of publication will improve.

Demonstration

Demonstration of specific sections

➢Europass courses search

➢Qualification Dataset Register

Lessons Learned and Context in ACQF

Foundations and Understanding

- **1. Clear Common Understanding:**

Establish a foundational understanding of core terms and the data model to prevent misinterpretations and misaligned goals.

- **2. Prioritise Local Use Cases:**

Define and focus on use cases that offer the most value to local users, ensuring maximum benefit and system relevance.

- **3. Data Quality Realism:**

Understand that achieving optimal data quality is a long-term process. Manage expectations and be realistic about short-term achievements.

Governance and Collaboration

- **1. Organisational Interoperability:**

Interoperability begins at the organisational level. Achieve alignment and consensus first for smoother technical solutions.

- **2. Governance and Accountability:**

Implement clear governance structures and robust accountability systems to ensure speedy and consistent development.

Interoperability and System Integrity

- **1. Embrace Interoperability:**

Promote standardised information exchange and interoperability for a cohesive, efficient, and collaborative system.

- **2. Recognise Open Exchange Benefits:**

Understand the importance of open data in ensuring system integrity and consistency.