

LEVELS WITHIN A SERBIAN NQF

To Members of the Focus Group

The attached charts give suggestions for descriptors of 4 levels of a Serbian NQF for VET qualifications. A later paper will discuss why these particular levels are likely to be necessary (there is an obvious question about whether it is desirable to have the first level presented here).

The descriptors are drawn from:

- the discussion in the Focus Group;
- an examination of the existing *Nomenclature*;
- the guidelines in the current (July 2005) draft of the European Qualifications Framework (EQF).

The aim is to reflect the current Serbian levels, including the 'old' 2 year vocational schooling (which of course many citizens hold, even though current students do not follow this pathway). They aim to describe what these qualifications are intended to achieve – there are, of course many disputes as to whether they actually do achieve their aims, or do so consistently. The additional aim is to describe them in a way which will be understandable to others in Europe, using the ideas in the EQF

The first chart divides the descriptions into the three domains that we used – education (knowledge and skills); job roles (responsibility and problem solving); and chances of progression in education and at work. The second chart makes a synthesis of these into a single descriptor for each level, which would be the official version.

There is no attempt to split the descriptors into the 6 domains currently presented in the EQF. There are two reasons for this:

- there is no requirement or expectation in the EQF that countries will do this, and indeed it is likely that few (if any) countries will do so;
- the current EQF domains may well change as a result of current consultations.

Nevertheless you will see that the descriptors presented here cover most of the domains given in the EQF – skills, knowledge, autonomy and responsibility, learning competence, communication and social competence, professional and vocational competence (expressed largely by procedures to solve problems).

We would welcome your comments on the charts presented, via Jelena Jakovljević.

JOHN WEST

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ELABORATED (EXPLANATORY) VERSION

LEVEL	School/ Work Benchmarks*	EDUCATION	JOB ROLES	PROGRESSION
I	<i>Approximates to 2 years of vocational schooling</i> <i>Operator/ Assistant</i>	Uses basic, functional, vocational knowledge and common manual skills in a specific occupational field in a systematic and reliable way. Able to understand oral and written instructions.	Reliably conducts routine job tasks in a structured situation as part of a team, or assists skilled workers. Able to identify when problems arise, and refer them to others appropriately.	Prepares student to develop further competence in a field, and, with further training and experience, to assume more responsibility.
II	<i>Approximates to 3 years of vocational schooling.</i> <i>Skilled worker/craft</i>	Applies systematic vocational knowledge in a defined field, applying relevant theories, and selecting appropriate tools and methods. Uses well defined occupational skills, relevant key competences, and attitudes in a co-ordinated manner.	Independent and adaptable using a specific range of skills in varying contexts. Uses established procedures to identify, and specific skills to rectify, common problems which may arise at unpredictable times.	Enables student to benefit from experience leading to high levels of competence in a field, and to lead and direct less experienced workers. With interest and aptitude can lead to training and performance in wider, linked fields.
III	<i>Approximates to 4 years of vocational schooling</i> <i>Technician</i>	Possesses knowledge of a wide vocational field enabling an understanding of technical and administrative processes. Applies knowledge together with technical skills and a range of key competences in appropriate circumstances.	Works independently and guides others within an established control system. Conducts scheduled inspections and identifies a wide range of problems, determining the resources for resolving them, adapting procedures as appropriate. Suggests improvements within an established process.	Enables progression to higher education and University. With experience and relevant training will develop specialist technician skills and/or takes responsibility for supervising teams and control processes.
IV	<i>Viša škola</i> <i>Senior Technician</i>	Possesses and applies specialist or advanced vocational knowledge with a degree of depth of understanding of the theoretical basis, together with relevant technical skills.	Supervises others or intervenes with authority in work processes, or leads specific projects in field of specialism. Appreciates critical aspects of work and anticipates possible problems, using a range of techniques to resolve them.	Enables progression to University. With experience and training may advance to recognized expert in a specific field, to head of a technical department or to junior roles in general management.

* For reference to current system only. Does not form part of the descriptors.

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LEVELS IN A SERBIAN FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

SUMMARY (OFFICIAL) VERSION

LEVEL	DESCRIPTOR
I	Recognizes functional knowledge and regularly used skills in a specific occupational field, including ability to understand detailed instructions and to identify common operational problems. Responsibility and reliability are exercised under supervision, or within a controlled environment. Pathways for further learning are clearly defined.
II	Recognizes systematic knowledge and specific skills in a defined vocational field, together with the application of necessary theory. Competence to undertake tasks independently, and to rectify common problems within a specific occupational field is required. Available pathways for further learning require choice and initiative.
III	Recognizes relevant knowledge in a wide vocational field together with technical skills and theoretical understanding of work processes. Competence to identify a wide range of problems and opportunities for improvement within a control or administrative system is required, together with the ability to propose the measures and resources needed to address them. The ability to guide and direct others may be required. Available pathways for further learning require commitment and a basis of theoretical understanding.
IV	Recognizes application of specialist or advanced knowledge and technical skills, together with appreciation of theoretical basis. Competence to direct skilled teams is required, together with anticipate critical problems within the field of specialism and to specify how they should be resolved. Available pathways for further learning require self-direction and the ability to develop further theoretical understanding.