

II. German DQR matrix Contains Eight Levels

LEVELS 1, 4 and 5			
Be in possession of competences for the fulfilment of simple requirements within a clear and stably structured field of study or work. Fulfilment of tasks takes place under supervision.			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
<p>LEVEL 1 (Foundational) Be in possession of elementary general knowledge. Have an initial insight into a field of study or work.</p>	<p>Be in possession of cognitive and practical skills required to carry out simple tasks in accordance with pre-stipulated rules and to evaluate the results of such tasks. Establish elementary correlations.</p>	<p>Learn or work together with others, obtain and exchange information verbally and in writing.</p>	<p>Learn or work under supervision. Appraise own actions and the actions of others and accept learning guidance.</p>
<p>LEVEL 4 (Sub-Associate) Be in possession of deeper general knowledge or theoretical professional knowledge within a field of study or field of occupational activity.</p>	<p>Be in possession of a broad spectrum of cognitive and practical skills which facilitate autonomous preparation of tasks and problem solving and the evaluation of work results and processes according consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide transfers of methods and solutions.</p>	<p>Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Provide comprehensive communication on facts and circumstances.</p>	<p>Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</p>
<p>LEVEL 5 (Associate) Be in possession of integrated professional knowledge within a field of study or integrated occupational knowledge within a field of activity. This also includes deeper, theoretical professional knowledge. Be familiar with the scope and limitations of the field of study or field of occupational activity.</p>	<p>Be in possession of an extremely broad spectrum of specialised, cognitive and practical skills. Plan work processes across work areas and evaluate such processes according comprehensive consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide comprehensive transfers of methods and solutions.</p>	<p>Plan and structure work processes in a cooperative manner, including within heterogeneous groups, instruct others and provide well-founded learning guidance. Present complex facts and circumstances extending across professional areas in a targeted manner to the appropriate recipients of such information. Act in an anticipatory manner in considering the interests and requirements of recipients.</p>	<p>Reflect on and assess own learning objectives and learning objectives set externally, undertake self-directed pursuit of and assume responsibility for such objectives, draw consequences for work processes within the team.</p>