



EUROPEAN QUALIFICATION FRAMEWORK (EQF)

ADDITIONAL PROFILE FOR THE JOB OF EMPLOYMENT COUNSELLOR

Supporting women who are unemployed
and/or who are low qualified in their
retraining in the coding profession



Erasmus+

This project has been funded with the
support of the European Commission

The EU has developed the **European Qualifications Framework** (EQF) as a translation tool to make national qualifications easier to understand and more comparable.

The EQF seeks to support cross-border **mobility** of learners and workers, promote lifelong learning and professional development across Europe.



The EQF has
8 levels of
qualification

How does the EQF work in practice?

The EQF is an **8-level**, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve **transparency, comparability** and **portability** of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly the EQF is **closely linked to national qualifications frameworks**, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

The EQF was set up in 2008 and later revised in 2017. Its revision has kept the core objectives of creating transparency and mutual trust in the landscape of qualifications in Europe. Member States committed themselves to further develop the EQF and make it more effective in facilitating the **understanding of national, international and third-country qualifications** by employers, workers and learners.

What about the European level?

At European level, the job of employment counsellor is classified at **Level 5 of the European Qualifications Framework (EQF)**.

What does this level of qualification correspond to?

Knowledge

« Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge »

Skills

« A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems »

Responsibility and autonomy

« Exercise management and supervision in contexts of work or study activities where there is unpredictable change, review and develop performance of self and others »

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This is the
level of
qualification
for the job of
employment
counsellor

AN ADDITIONAL PROFILE

**SUPPORTING WOMEN WHO ARE
UNEMPLOYED AND/OR WHO ARE LOW
QUALIFIED IN THEIR PROFESSIONAL
RETRAINING IN THE CODING PROFESSION**

In order to value the skills acquired through our e-learning platform "Becoming a woman coder", we have created an additional profile for the job of job counsellor based on the European Qualifications Framework (EQF).

This profile has been defined according to two descriptors making up the EQF:

- **KNOWLEDGE** › the result of assimilating information through learning
- **SKILLS** › the ability to apply knowledge and use skills to perform tasks and solve problems

KNOWLEDGE



Know the **main clichés** linked to the profession of developer



Know the difference between **digital, web and IT**



Know the different areas of activity in the **web professions**



Know the IT jobs that are **recruiting massively** and are accessible for retraining **without any prerequisite level** of study: the tasks to be accomplished, the technical skills, the soft skills



Know the **benefits of retraining** in the profession of developer on a personal level but also on a societal level



Know the **specificities of the essential steps** to succeed in her transition and integration as a developer (mentoring, networking, etc.)

SKILLS



Adapt the **arguments** in favour of retraining in the profession of developer according to the professional experience of the person being coached and/or her potential obstacles in becoming a developer



Give **concrete examples** in any argument favouring the **projection** being coached on the profession of developer



Enhance the **professional experience** of the coachee by demonstrating the **transferability** of her skills and aptitudes with those of the developer's profession



Detect and identify the potential obstacles of the person being coached, with regard to the profession of developer, fed by one or more clichés



Deconstruct the clichés identified through the obstacles expressed by the coachee



Argue by giving appropriate and concrete examples highlighting the reality of the situation contrary to that of the cliché

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