Work Package 5

"Interfaces of trans-national educational collaboration:
Quality assurance measures in the EQF Predict partner countries"

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Content:

Education and Culture DG
Lifelong Learning Programme

I) Preliminary Remarks (by Gerald Thiel, DEKRA)

In order to be able to set up the *basic typology of assessment procedures* provided within WP 5, the template at hand was set up. Partners shall fill this template with relevant information about assessment procedures used in their countries.

The template is divided in two parts:

- **Part 1:** Key concepts to be considered

- **Part 2**: Examples of typologies

Part 1 is based on the report *EQF implementation: Towards a network of National Coordination Points* produced in the *EQF Network Testing Project* where EQF key concepts have been discussed in detail. Partners are asked to consider the report a background document to be read in order to better understand the context in which EQF key concepts are used in various European countries and to get some idea how they can determine these concepts filling the template.

It is understood that filling Part 1 of the template partners will facilitate their work to be carried out according to the example delivered in Part 2. This example describes, of course, the situation in France, and it is not self-evident that categories used to describe the situation in other countries are necessarily the same.

However, it can be assumed that the French example delivers some idea how typology in other countries could look like.

It should be taken in account that the aim of gathering information is to create conditions for setting up the *basic typology of assessment procedures used in European countries* from which a *model of border-overarching EQF related assessment* can be derived. This should steer selection of information.

II) Preliminary explanations from partners contributing information for this report

General Note from the UK (Terry Hook)

The following key concepts are adopted by UK Government agencies. However it should be understood that industry / employees and stakeholders often adopt different terminology based upon application of words which have, fallen into common use.

Part 1:
Key concepts to be considered[1]

The Recommendation of the European Parliament and of the Council on the EQF of the 23 April 2008 states that:

«"qualification" means a formal outcome of an assessment and validation process
which is obtained when a competent body determines
that an individual has achieved learning outcomes to given standards».

European Qualification Framework (EQF) and all the EU tools are built on a common glossary, on KEY CONCEPTS. They focus :

- on the Learning Outcomes (LO) that people have gained in different contexts

- on the systems that can guarantee the effectiveness of the validation processes.
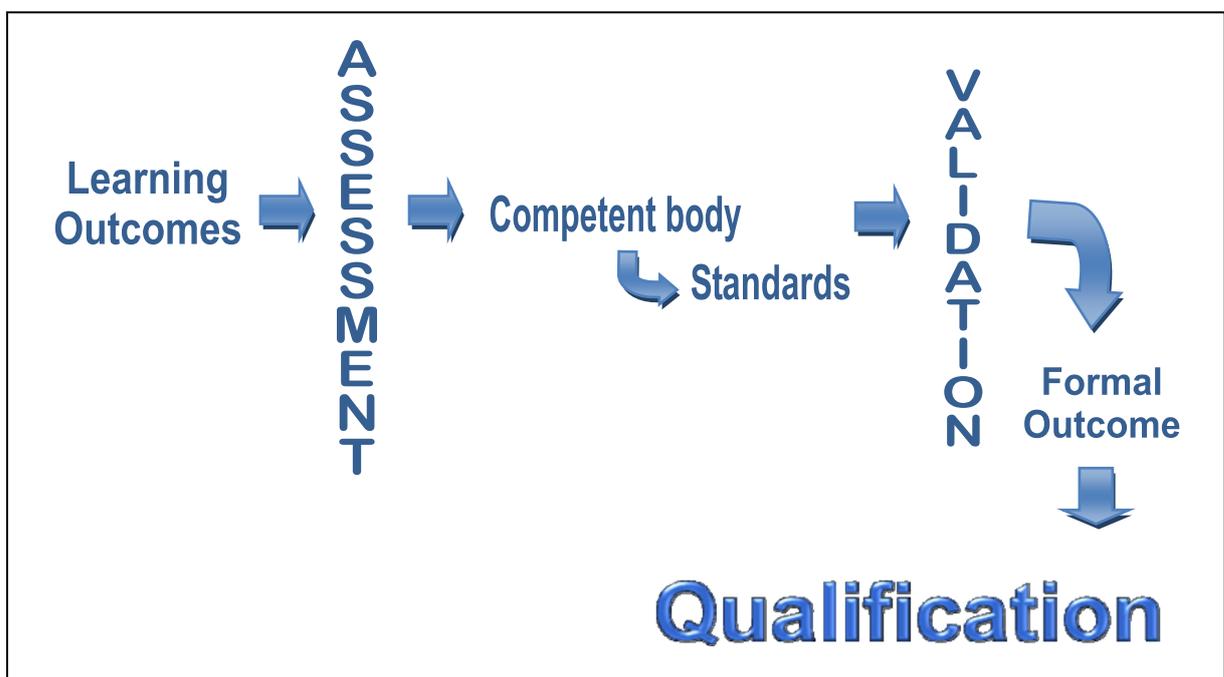
As partners in PREDICT EQF project, we share a common English language. Though, it appeared that all the partners in the project don't exactly share a common perception on the key concepts linked to the EQF. This reality led us to precise the understanding of each partner regarding the main EQF concepts used, to be aware of a linguistic relativity and to take the measure of some differences linked to our

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[1] Part 1 applies a methodology already used in "EQF Network Testing Project"

experiments, our background, our cultures or others. In the following tables each partner provides the main understanding applied by his (her) country or organisation, regarding all the EQF key concepts, linked to the assessment and validation process

The following concepts are explored:
- qualification
- learning outcomes
- assessment / validation / certification
- competent body

The definitions of the concepts include some explanations of the contexts in which they are used and some examples in the partner's systems. This preliminary step seemed necessary to build a common work based on mutual knowledge, the result of which will lead us to mutual trust.

1.1   Qualification

The term "qualification" has always been critic among countries, as it means either:

Something a qualified person has in order to do a certain job,
or
Something that he/she has because he/she holds a certificate.

This concept has been defined in the most recent European documents (on EQF and ECVET) but it has also been used previously and sometimes with different meanings, within the countries participating in the project. The term "qualification" has variously translations. For instance, France and Belgium translates it with the term "certification".

Definitions used by the EQF Predict partners

France	"The definition of "qualification" concerns two approaches: a <u>collective</u> approach (qualification is the social recognition of competencies, necessary to occupy a specific job); and an <u>individual</u> approach (qualification concerns the skills necessary to occupy a range of jobs).
	"Qualification" is generally expressed in terms of "*certification*" which, according to the competent bodies delivering it, can be called: diploma, degree, vocational title, sectoral certificate.
	The French definition (*certification*) is coherent with the European one. It can be observed that the access to a "*certification*" **imply an assessment and a validation of competences process**.
Germany	The term of qualification in Germany is used very similar to that in France. There is

	a dual meaning, firstly, an official recognition of an ability to perform a job. Secondly, the abilities of an individual to perform a job.
Greece	The Committee for the National Qualifications Framework in Greece accepts as base texts the following: • Recommendation of the European Parliament and of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning • The European Qualifications Framework for Life Long Learning On the basis of the above, "qualification" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. In Greece, the definition of the term "qualification" is perceived as concerning the following: a. Requirements needed for a person in order to work or climb up the career ladder b. Formal outcomes (certificate, diploma, degree, title) of an assessment and validation process by competent bodies after completion of a learning process.
Italy	In Italy, the concept of "**qualification**" has a plurality of possible meanings and can be used to describe different objects. In this regard, it is useful to remind a first distinction between the following three (generally used) concepts of qualification: • a first one is related to the output of a certification process, when it takes on the meaning of "Attestato di Qualifica, diploma, laurea" as the official output of a formal learning process delivered by a public institution (Regional body, Ministry of Education, University); • a second one is related to "level of professionality", and it is used in a very generic meaning; • a third one is related to the "Qualifica", as an element of agreement in the collective bargaining contracts, regulated by social partners with the enterprises, in the different sectors. Furthermore, other two different meanings of qualification can be put in evidence: • the term qualification referred to the product of the qualifications system. It is a wide and holistic meaning related to any kind of certification as a result of a path or a training action or the results for an individual in terms of knowledge, skills and competences. In other words with this term we can consider any kind of formal statements delivered by a public institution. We can also consider in this cluster any statement, delivered

directly by the vet providers, without an official and institutional value;

- and the term certification referred to the process of the qualifications system. It concerns the certification process (procedures, rules, authorities involved, etc.). The output of the process may be the qualification and take on the meaning of "diploma", "attestato", "qualifica", "laurea," delivered by a Public Institution (Ministry of Education and Ministry of University - foreseen by a law) or by a Regional body, as a result of a training path, after a process of evaluation (settled by the institution) and referred to what has been achieved by an individual.

The Italian definitions are partly coherent with the EQF definition. In fact the processes of evaluation, validation and certification are part of the Italian concept of *qualifica*, but, these processes are not supported by a homogeneous approach due to the lack of a National Qualifications Framework.

The Ministry of Labour with a National Committee (Table) is improving common understanding and approaches.

Romania	According to theMethodology of achieving the National Qualifications Framework for Higher Education and the new Law of National Education which is going to be decided by the Parliament of Romania, the "**qualification means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.**

Thus, the qualification is the formal acknowledgement of the valub vgGe of the individual learning outcomes for the labour market, as well as for the continuing education and training, by means of a study document (diploma, certificate or attestation) awarding the legal right to practice a profession/trade. "

The Romanian definition of "qualification" respects the Recommendation of the European Parliament and of the Council on the EQF of the 23 April 2008 states. |
| Spain | A group of professional Competences which have employment meaning that may be acquired via modular training or any other training means, as well as through work experience. (Law 5/2002 – Spain Qualifications & VET)

The spinal cord of the Qualification System (NQF) in Spain is the National Qualification Catalog which is managed and upated by a National Body named: National Qualification Institute (INCUAL). National Qualification Catalog has been built based on EQF criteria and comprise at the moment 731 Qualifications. |
| UK | **The UK** Qualifications and Curriculum authority define a qualification as '**A certificate of achievement or competence'.** Qualifications are normally awarded as a result of an extensive program of study or 'on the job' achievement. As an |

example the General National Vocational Qualification GNVQ ia a qualification based on national <u>standards</u>, defining <u>skills</u>, <u>knowledge</u> and <u>understanding</u> needed at work.

The UK credit transfer system illustrated in part 2 demonstrates that **qualifications** are regarded as a combination of learning achievements (units) which have been individually certificated.

1.2 Learning outcomes

The validation of learning outcomes is acquiring more and more value to modernising both education and vocational training systems, becoming a bridge between formal, non-formal and informal learning recognition.
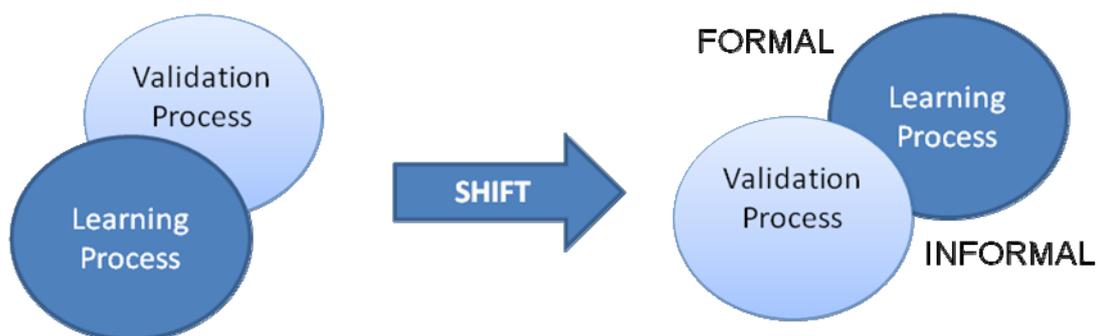
Results defined in terms of knowledge, skills and competences."

Understanding by EQF Predict partners
(What do LO concern ? What do LO describe ?)

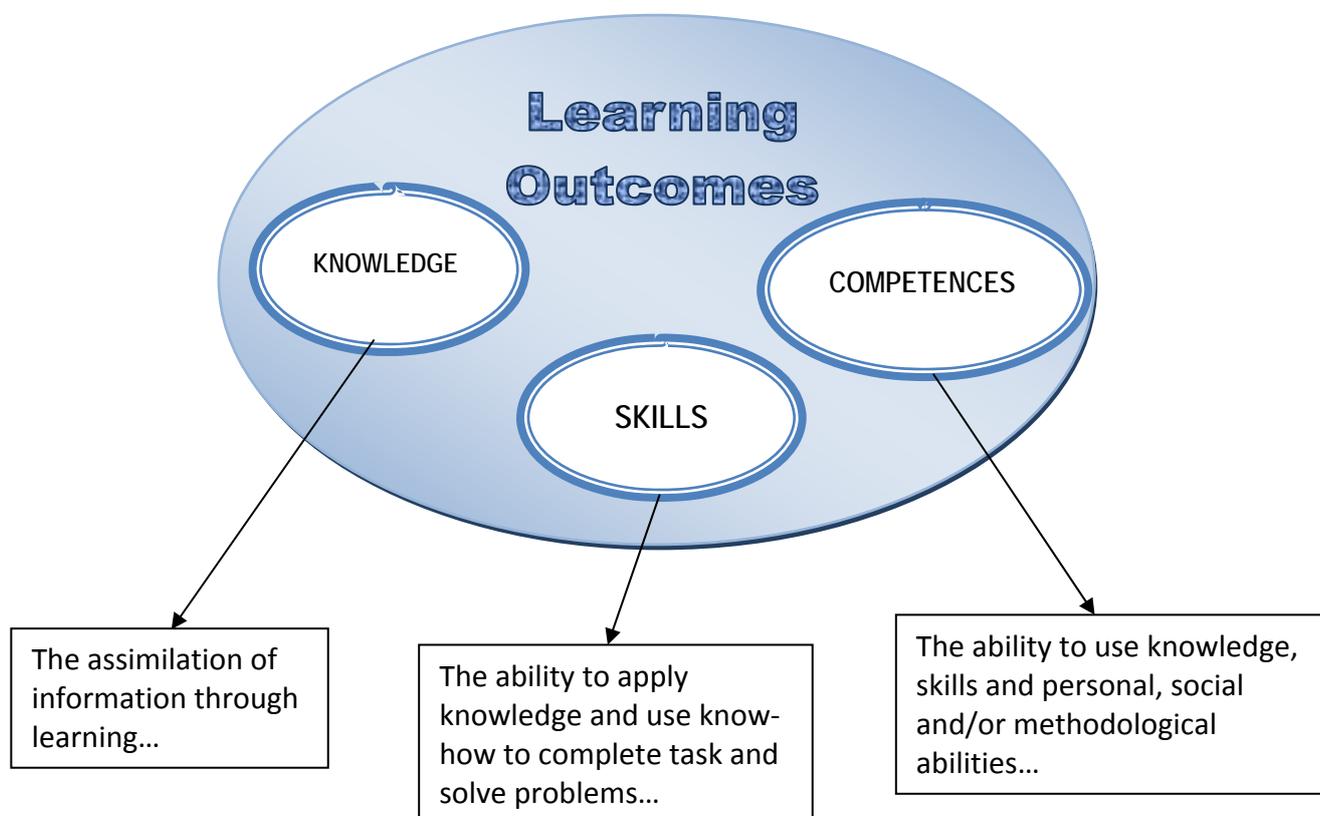| France	Generally in the official translation, the term "LO" is translated in French by "*résultats d'apprentissage, résultats de formation, acquis*" according to the text concerned.
	In the French policies, **LO concern non formal, informal and formal learning** and the descriptions of the LO are made in the same way whatever the type of learning is.
	In **practice**, stakeholder use **two** different **approaches**:
	A – LO = **training results** In this case, especially when trainers or teachers are involved, the LO can be considered as input. They are **expressed in terms of training programmes, training content...**
	B - LO = **assessment results**. In this case, LO are expressed in terms of type of element assessed: **knowledge, skills, competencies**...
Germany	In Germany, the understanding of the term learning outcomes is rather the official certificate of a learning measure rather than the competence itself.
Greece	The Committee for the National Qualifications Framework in Greece accepts as base texts the following :
	- Recommendation of the European Parliament and of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning - The European Qualifications Framework for Life Long Learning
	On the basis of the above, "**learning outcomes**" means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
	In Greek policies, learning outcomes relate to the development of knowledge, competence and specific skills, such as communication, functional mathematics, teamwork, decision-making or managing resources.
Italy	In Italy, the approach for developing the LO, has a high level of understanding.
	Until now the different Educational and Vocational Training Systems used different approaches to define national standard of qualifications.
	Since 2006 a common approach has been set up by the Ministry of Labour according with the Ministry of Education and regional bodies to develop the National Qualification System within the National Table (Committee).
	Several sub-systems have to be distinguished:

A – **in the Education, LO have not yet formally adopted**

B – **in the Academic Higher Education** the descriptors developed in the **Bologna process are formally adopted**

C – in the **non academic HE (IFTS)**, **the LO approach is fully adopted**. In this subsystem, there is a national standard system based on competences since 2000. Moreover, after the Decree of 25 January 2008, the National Committee on IFTS agreed to update the standards to make them more coherent with the learning outcomes approach.

D **– in VET**, regional bodies launched an updating of the qualifications system **adopting the LO approach**.

Romania	**Romanian concept of "Learning outcomes" was taken from the definitions included in the EQF Recommendation and includes the components of "knowledge", "skills" and "competence" as they are described in the document.**
	According to the Methodology of achieving the National Qualification Framework for Higher Education made by ACPART, **Learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
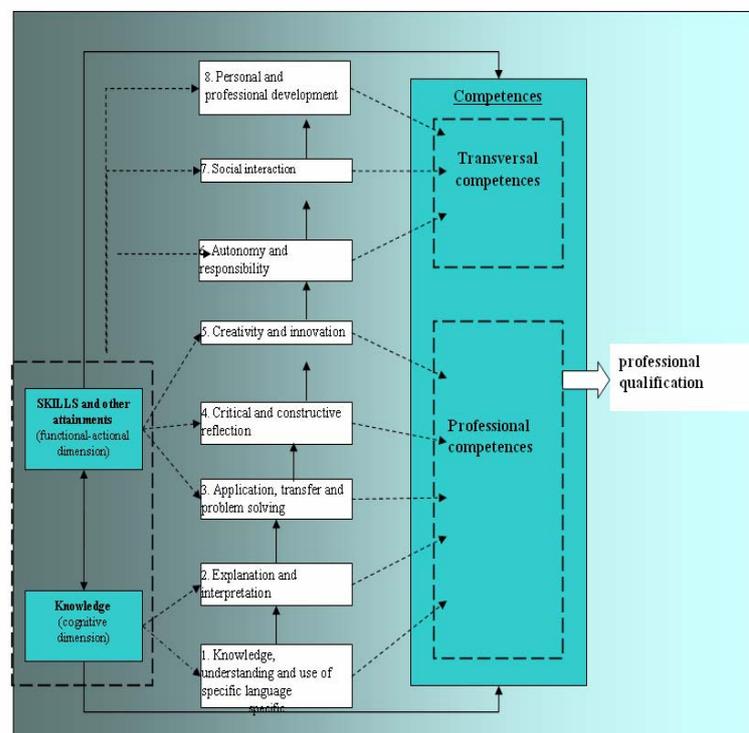
Spain	Officially in Spain LO concerns to a group of knowledge, skills **and/or** competences a person has obtained and is able to demonstrate at the end of a formal or non formal training process.[1] The Qualifications National Catalog describe al qualifications in terms

	of Learning Outcomes, which are described inside a structure called <u>Professional Competences</u>. <u>Professional Competences</u> is a group of knowledge, skills that allow the professional activity accordingly with production and employment demands(Law LOCFP 5/2002 Article. 7.3). <u>Professional Competence</u> is the capacity of a person to apply correctly the learning results obtained in a certain context (education, work environment or profesional and personal development).*Note*: The competence is not limited to cognitive elements (teories usage, concept or tacit knowledge). It comprises also functional aspects (technical capacities), interpersonal qualities (social, organizatives) and ethic values as well.[2] The learning outcomes/ Competences listed and describe at each qualification is able to be later on to be Assessed, Evaluated and Accreditated by the Accreditation System. [1] cedefop 2004, Terminology of European education and training policy pg 120 [2] cedefop 2004, Terminology of European education and training policy pg 48
UK	Learning outcomes are an essential ingredient in the formation of untis within the UK Qualification credit based framework. Learning Outcomes are a mandatory element of unit specification and are required to set out what a learner is expected to know, understand or be able to do. Learning outcomes must be clear and must be capable of assessment.

<u>Understanding by EQF Predict partners: Learning outcomes and competence approach</u>
(How are LO described?/ Links with skills and competencies?)

France	Generally when the French stakeholders are involved in LO approach they **refer to "competencies**". This concept of competencies is used to explain what is the framework of the qualification used in the **labour market** (what kind of activities, functions and skills can be made by the qualification owner). **Those competencies are the supports of the assessment (evaluation) and the objectives of the training**.
Germany	Initial and further training programmes that lead officially recognised job profiles are defined in terms of learning outcome in the official curricula. Recognition of informal competencies is still underrepresented in Germany. New legal provision of job profiles includes the outcome formulation in the form of knowledge, skills and competencies. Official documents: Ausbildungsordnung, RLP, Fortbildungsprüfungsordnung
Greece	In Greek policies, learning outcomes concern non formal, informal and formal learning. As for skilled car mechatronics and ICT specialisations, the LO approach has not yet been applied.

However, a major initiative is the development of the National System for linking vocational education and training with employment (ESSEEKA). This is intended to provide citizens with the opportunity to certify their qualifications and vocational skills, regardless of the pathways they followed to obtain them recognising learning outcomes separate from learning provision.

Italy	In Italy, several sub-systems must be distinguished:
	A – in the Education, LOs have not yet formally adopted, but specific **learning objectives** described in terms of knowledge and abilities have been developed.
	B – in the Academic Higher Education the **descriptors** developed in the **Bologna process** (Dublin descriptors with reference to the models of the Tuning project) are formally adopted.
	C – **in the non academic HE (IFTS), the LO approach is fully adopted** and expressed in terms of **competences** related to an integration of **knowledge** and **abilities**
	D – to integrate the different subsystems the Ministry of Labour set up a National Committee to build a national qualifications system, adopting the LO approach, expressed in terms of **knowledge**, **skills** and **competences**.
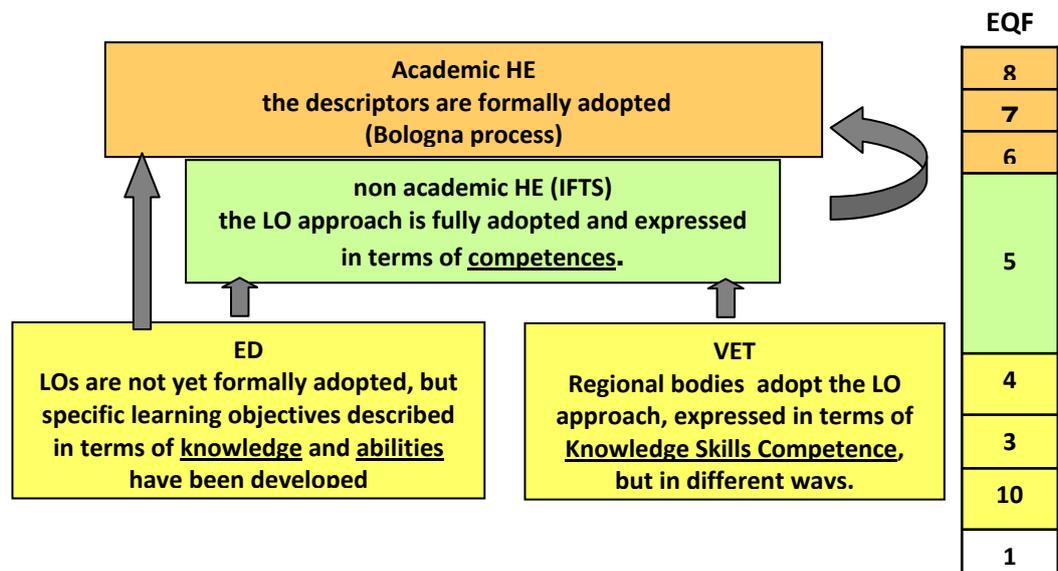
Source: ISFOL

Romania	The learning outcomes are the set of knowledge, skills, attitudes and competences a person has acquired or is able to demonstrate upon completion of the learning process during a certain educational cycle.
	Romanian concept of LO includes the components of "knowledge", "skills" and "competence" as they are described in the EQF Recommendation.

Spain
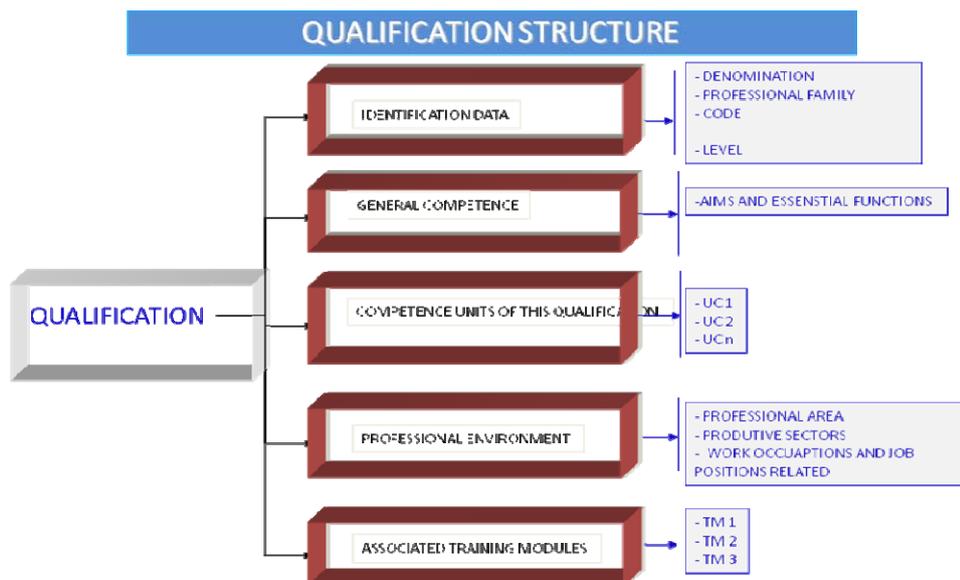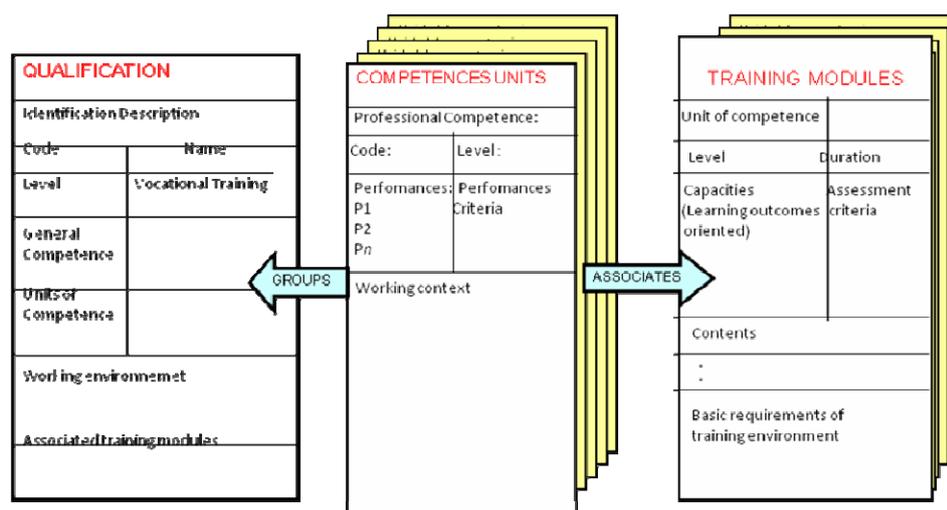
UK
Within the UK educational system, learning outcomes are directly linked to assessment. Assessment criteria should specify a standard that a learner is expected to meet to demonstrate that the learning outcomes of a unit of education, or work place development, have been achieved.

Knowledge, skill and competence, as demonstrated by the learner, are common elements of the assessment strategy. The assessment strategy including competence criteria are developed by sector skills councils in conjunction with awarding bodies and the QCDA.

This multi agency approach balances the need for sector understanding, consistent certification structures and consistent quality control.

1.3 Assessment/ validation/ certification

From European documents emerges that learning outcomes certification involves two different processes:

- learning outcomes ASSESSMENT
- learning outcomes VALIDATION

ASSESSMENT / VALIDATION / CERTIFICATION are highly impacted by the understanding of learning outcomes and by the subject of assessment. The term is mainly used referred to learning validation in formal and informal contexts.

Understanding by EQF Predict partners
(How is the concept of LEARNING OUTCOMES used in ASSESSMENT / VALIDATION / CERTIFICATION?)

France	Learning outcomes are the **bases of training supply** and the objectives or contents of **validation / certification** processes.
Germany	Learning outcomes are defined in the formal documentation (Ausbildungsordnung, RLP, Fortbildungsprüfungsordnung), assessment and certification is conducted through verification of learning outcomes.
Greece	Concerning skilled car mechatronics and ICT specialisations, the learning outcomes approach has not yet been adopted, although the National Committee of NQF accepts the descriptors defining levels in the European Qualifications Framework.
Italy	LOs, where they have been introduced, represent the reference point for both the design of learning pathways (expected results) and for the certification of the results concretely achieved by individuals. Since 2006, this is the common reference adopted by the Ministry of labour to define the national standards
Romania	LOs, where they have been introduced, represent the reference point for both the design of learning pathways (expected results) and for the certification of the results concretely achieved by individuals. Since 2006, this is the common reference adopted by the Ministry of labour to define the national standards
Spain	The Qualification System is describe in terms of Learning Outcomes which is the base critera for the assessment/Evaluation/Validation/Certification process.

	By July 2009 a new law structured and unified at national level the Procedure for recognition, evaluation, accreditation and register of qualifications. An entire system for Assessment, validation and Certification was legally described and is under implementation in all regions. This is the process through a candidate demonstrate his/her competences and obtain a Certification (via Ministry of Labour ways) or a Title (via Ministry of Education ways). With the new law both documents are equivalent.
UK	**Assessment** is he process by which evidence of candidate's attainment is evaluated against assessment criteria, including marking schemes, to provide the evidence for an award. **Certification** The official document issued by an awarding body to confirm the achievement of results in an examination series. A certificate is unique and remains the property of the body and is often protected by security features to guard against fraud.

Understanding by EQF Predict partners
(Validation – what, when, why?)

France	By validation, we speak about specific act giving value to LO according to a *referentiel.* This validation can be done after a **formal** training process as well as after an **informal** or **non-formal** learning process. **Object of validation: learning (in particular "competences").** The process of validation of competences incorporates the process of assessment.
Germany	The closest commonly used term in German would be that of Prüfung (validation, assessment) includes the meanings of assessment of examinees, verification of knowledge, skills, competencies.
Greece	**In situations of formal learning the validation process is applied.** The **validation of non-formal and informal learning** in Greece is still a promising issue, but the legal framework to regulate procedures for validating qualifications acquired through work experience or prior learning has not yet been completed.
Italy	The concept of validation has recently entered the Italian system, but it is not currently assumed as a national policy. The process of validation of competences incorporates the process of assessment ("*valutazione*", in Italian). As to the validation of non-formal and informal learning, the Italian situation in this area does not yet feature a formalised or institutionalised national validation

system. It is, however, characterised by a rich socio-institutional debate and by many experiences acquired in regional or local contexts or in specific sectors or enterprise-level situations or situations linked to specific user targets. The institutional actors involved in these issues are:

- at the national level (Ministry of Education, Ministry for Universities and Research and Ministry of Labour and Social Security; social partners and employers' representatives; and representatives of the Regions), operating in terms of a general framework and approach;

- and the regional or local level, which has dealt with the issue, and continues to do so, both from the strategic point of view, by drawing up systems and models, and from the technical and operational point of view, by promoting experiments and concrete services for the validation of learning, wherever and however acquired.

A particularly important event on the road to a national system for the validation of learning was the establishment, in April 2006, of the Technical Table promoted by the Ministry of Labour and Social Security for the national standards system with particular reference to the evaluation and value allocation of competences held and acquired in formal, non-formal and informal learning contexts.

In addition reference should be made to the recent Law laying down general provisions on LLL which aims to define and validate non-formal and informal learning.

This work, which is still on-going, will make it possible to address as yet unresolved questions such as:

- The definition of validation criteria and procedures, i.e. to establish when validation needs to be applied to assign a value and spendability to "mixed" learning experiences or those developed in different places and contexts, and especially in the sphere of school/work alternation, apprenticeships, or lifelong learning;

- The clear and unambiguous definition of the institutional procedure to be followed to bring the citizen's Libretto Formativo (Training Booklet) fully into operation and ensure that the registration of competences acquired in non-formal and informal contexts, acquires an institutional value through specific validation arrangements. The introduction of the Libretto, as a tool conceived to record and document citizens' competences, no matter how they are formed, and at the same time encourage the recognition of formal, non-formal and informal learning credits, was originally envisaged by Law 30/20031 and implemented through an Interministerial Decree in 2005. The *Libretto* is currently being piloted in a number of Regions through an agreed process and methodology;

- The provision of a common framework of reference for the many experiences and

	policies on the issue activated in recent years at the local level and more specifically by Regional Governments.
	The Italian regions and provincial and municipal administrations have adopted various initiatives and specific actions to encourage and develop lifelong learning by citizens and assign a value to competences, no matter how and where acquired.
Romania	The concept of validation of LO is defined in the Law of the National Education as folows: the validation of LO is the process confirming that the LO achieved by a person assessed and certified, correspond to specific requirements for a unit or a qualification;

The same document stipulates the folowing:

(1) Validation of non-formal and informal learning has the same effects as all other ways of assessment and certification of knowledge and competences.

(2) Validation, recognition and transfer of non-formal and informal learning outcomes are based on a common methodology developed by the Ministry of Education, Research and Innovation and by the Ministry of Labour, Family and Social Protection.

(3) Methods of certification, qualifications and competences for which validation and recognition of non-formal and informal learning outcomes may be performed to enable access to education and training, including through the national education system, are specified by the methodology developed by the Ministry of Education, Research and Innovation in cooperation, as appropriate, with the Ministry of Labour, Family and Social Protection and approved by ministerial order.

(4) Validated non-formal and informal learning outcomes are recognised and transferred to enable access to initial and continuing training programmes organised by accredited education and training providers or to employment. |
| Spain | In Spain Validation refers to Competences Recognition which is an entire process that comprises: Previous Assessment, Evaluation,Accreditation and Registration. This system is structured to recognize knowledge & skills obtained via any learning way: formal learning, non formal learning, work experience. The reference for this system is the National Qualification Catalogue which describes all qualifications in terms of Competences. |
| UK | Validation and qualification are often regarded as interchangeable terms. Strict quality control is the defining feature of validation. As mentioned previously validation of units leading to qualifications is conducted by multiple agencies co operating with each other and employers to ensure content relevance and quality. |

1.4 Competent body

One of the last of the key-concepts taken into consideration is the one of competent body. There seem to be lots of differences at European level. It was found that qualifications may be awarded by public bodies (as seems to be in most cases) and by competent private bodies (accredited by national institutions). In fact, as we have seen, the European definition of qualification does not specify what should be the legal nature of the competent awarding body. The first qualifications include titles, certified diplomas awarded by a Member State body appointed by the specific laws of each country. The second include variously named certificates awarded by competent private bodies. The competent bodies is involved in the various processes concerning qualifications, identification, approval, assessment and validation are numerous according to national systems.

<u>Understanding by EQF Predict partners</u>

France	**Qualifications** may be awarded by **public bodies** or by competent **private bodies (accredited by national institutions)**.
	Some qualifications include titles, certified diplomas awarded by a Member State body appointed by the specific laws.
	The second include variously named certificates awarded by competent private bodies.
	The competent bodies involved in the various processes concerning qualifications, identification, approval, assessment and validation are numerous.
Germany	Competent body awarding qualifications
	Qualifications are awarded by public or competent private bodies. The vast majority of awards are issued by industrial and trades chambers.
Greece	In Greece, qualifications (certificates, diplomas, degrees, titles) are awarded only by **public bodies.**
	As far as **VET qualifications** are concerned, they are mainly awarded by OEEK (Organisation for Vocational Education & Training) and other Ministries such as: Ministry of Labour, Ministry of Economy, Competitiveness and Marine, Ministry of Agriculture, Ministry of Health etc.
	Especially for **formal education and training** in Greece, OEEK
	• has the authorization to regulate the professional rights of the diploma holders of secondary vocational education and post-secondary vocational training
	• has an Equivalence Committee that grants degree equivalences up to the level of secondary vocational education and post-secondary vocational training to those who come to work in Greece, or to Greek citizens holding

	a former-type degree of the same level.
	and for **non – formal and informal education and training** in Greece, **OEEK is responsible for the certification of the institutions which certify computer skills (e.g. ECDL)**
Italy	After the approval of the Constitutional Law 3/2001 is that the State retains exclusive jurisdiction only over the "general regulations on education", including vocational education and technical education, as well as the right to determine the "minimum levels of services", i.e. the minimum common requisites with which the regional systems (included the vocational training ones) must comply, and to maintain relationships with the European Union. The Regional Authorities, due to their exclusive jurisdiction, can now legislate independently on vocational training and not on the basis of principles defined by the central government. The three Trilateral Agreements signed in the 1990s (1993, 1996 and 1998) especially highlight the relevance of co-ordination in vocational training, and in employment policies in general; this co-ordination is considered as a basic instrument for the programming and definition of strategies for action. All the main legislation issued in 1990s originates from these agreements.
	See table 1 for further explanation.
Romania	**Public bodies:**
	Ministry of Education, Research and Innovation - MERI has the responsibility for developing and implementing the educational policy of the government. **MERI** and the **Ministry of Labour, Family and Social Protection** are the bodies responsible for assessment and certification of education.
	The **Ministry of Labour, Family and Social Protection – MLFSP** develops draft legal provisions, methodological norms, and regulations in the field of professional training and controls how continuing vocational training and work-based apprenticeship are organised and delivered. The draft legal provisions developed by the MLFSP are endorsed by the **National Adult Training Board - NATB**. **Sectoral Committees** participate – for their sector of activity – to the development of the legal framework on training, assessment and certification of competences
	The **Ministry of Labour, Family and Social Protection** is directly involved in coordinating the Classification of Occupations in Romania – COR.
	The National Adult Training Board - NATB is the authority responsible for the accreditation of centres for assessment and certification of professional competence acquired other that by formal pathways. NATB has also the role of the National Authority for Qualifications. This authority refers only to professional qualifications below Higher Education level, which means that CVT (Continuing vocational education and training) is managed by NATB, which also deals with IVET organised in non-formal or informal contexts.

	There are also employers which may be unauthorised by NATB and provide training programmes for their own employees finalised with a graduation certificate which is recognised only within the respective organisation.
	The National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment is the national authority to establish the National Framework for Qualifications in Higher Education.
	National Centre for TVET Development - NCTVETD, subordinated to Ministry of Education, Research and Innovation , is the body that develops and validates the vocational training standards for pre-university qualifications provided by the technical and vocational education system
	Romanian Agency for Quality Assurance in Pre-university Education- ARACIP is responsible for the external evaluation of the quality of education provided by pre-university education institutions and by other education providers, as well as for the authorisation, accreditation and regular evaluation of pre-university education institutions.
	National Agency for Quality Assurance in Higher Education – ARACIS whose mission is to perform external evaluation of the quality of education provided by higher education institutions and by other providers of initial and continuing education and training programmes specific to higher education.
Spain	**Qualifications** may be awarded by **public bodies** or by competent **private bodies (accredited by national institutions)**. Both must be regulatedin some way by the public bodies Ministry of Labour or Ministry of Education. As far VET all bodies must currently base their Qualification Programs to The National qualification Catalog (many are under updating processes).
	The spinal cord of the Qualification System (NQF) in Spain is the National Qualification Catalog which is managed and upated by a National Body named: National Qualification Institute (INCUAL). National Qualification Catalog has been built based on EQF criteria and comprise at the moment 731 Qualifications.
UK	Bodies who are deemed competent to provide qualifications include Awarding Bodies, Universities and Professional Associations such as Chartered Institutions. Recent innovations within the qualification and credit framework have introduced employer schemes into the process. QCA approved programmes run by employers, can be formally recognised and nationally accredited.

Table 1: Competent bodies in Italy

Qualification development process / Compentent Body	VET	VET/HE (IFTS)	Apprenticeship / Alternance
Building the qualification goals	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification)	The main authorities in charge are: - the National IFTS Committee composed by the Ministry of Education, University and Research the Ministry of Labour, Regional Authorities and the Social Partners and the IFTS Sector Committees (composed of trained experts from the Ministry of Education, University and Research, the Ministry of Labour, Regions, the National Association of the Italian Municipalities, the Italian Provinces Union, Social Partners) that entrusted Regions. Qualifications are delivered by Regions	Ministry of Labour Local Authorities Social Partners
Content of occupational standards	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification)	The National IFTS Committee and the IFTS Sector Committees	Ministry of Labour Local Authorities Social Partners
Training programme	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification) through Training centres	The National IFTS Committee and the IFTS Sector Committees through Training centres	Ministry of Labour Local Authorities Social Partners through training centres
Assessment procedures	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification) through Training centres	The National IFTS Committee and the IFTS Sector Committees through Training centres	Ministry of Labour Local Authorities Social Partners through training centres
Content of Learning Outcomes	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification) through Training centres	The National IFTS Committee and the IFTS Sector Committees through Training centres	Ministry of Labour Local Authorities Social Partners through training centres
Content of the component of the assessment	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities (concerning qualifications delivered by Regions – I and II level Qualification) through Training centres	The National IFTS Committee and the IFTS Sector Committees through Training centres	Ministry of Labour Local Authorities Social Partners through training centres
Duration of the training	Ministry of Education, University and Research (concerning qualifications delivered by Vocational Secondary Schools) Local Authorities United Conference State-Regions (concerning qualifications delivered by Regions – I and II level Qualification)	The National IFTS Committee and the IFTS Sector Committees through Training centres	Ministry of Labour

Part 2:
Examples of national typologies
on quality

2.1   France

There's no quality assurance system in the different segments of the French NQF

Quality management

The French education system is highly centralised. The Ministries of Education and Agriculture recruits, appoints and allocates all staff (teaching, administrative and supervisory), decides on curricula, timetables, diplomas and examination procedures and all matters related to ensuring a suitable level of education. Private schools recruit directly their own staff but the curricula and examination procedures are supervised by the government. The school system is assessed by the regional director of education, *recteurs* Administrative marks are given, which have an influence on the careers of those concerned.

The school system itself is evaluated by general inspectorates, reporting directly to their Ministry, when the diplomas involved are governed by the Ministries of National Education and Agriculture. The general inspectors take part in evaluating the school system as a whole, in particular the secondary schools.

The quality of the working conditions in entreprises in ensured by Labor inspectors, reporting to the ministry in charge of labor.

Surveys, are carried out each year by schools, regional authorities by the ministry in charge of Education, or by the Cereq, a centre of expertise in training and employment, to provide information on the employment and unemployment rate of students , 6 months, one year or more after the end of their studies. These informations are used to create or to delete specific programs.

Apprenticeship

Apprenticeship is evaluated by specific "apprenticeship inspectorates", *inspecteurs de l'apprentissage,*reporting directly to their regional authority. These inspectors have vocation to evaluation of management, educational methods, fundings. The quality of the working conditions in entreprises is ensured by Labor inspectors, reporting to the Ministry in charge of Labor.

Surveys, are carried out each year by schools, regional authorities by the ministry in charge of Education, or by the Cereq, a centre of expertise in training and employment, to provide information on the employment and unemployment rate of students , 6 months, one year or more after the end of their studies. These informations are used to create or to delete specific programs.

Higher education

In the higher education system, a National Evaluation Committee on Public Scientific, Cultural and Vocational Establishments, an independent authority, is responsible for examining and assessing all undertakings carried out by the universities, schools and teaching establishments governed by the Ministry in charge of Higher Education. It assess the quality of research and education, training for instructors, continuing training, personnel management, student admission and integration, integration into the local community, and national and international prestige.

Source CEDEFOP

Quality (in assessment = in training)

OBJECTIVES: Why?	OBJECT: On what?	MOMENT: When?	ACTORS: Who?	RESOURCES: Supports? Tools?	METHODS: How?
To respect quality assurance criteria To set up corrective and preventive actions	Service/produced: Respect of the schedule, of the agreements, of the individualized training paths contracts …. Service/service: Adequacy of the structural, organizational, functional environment...	Throughout the training	Formed Persons in charge providing Authorities piloting of the training center Pedagogical team All actors of the training center	Documents : – Datas collection – Analysis of the satisfaction levels – Identification of the dysfunctionings and the gaps – Synthesis for corrective measures – Follow-up Tools helping the decision-making (audit reports, meetings minutes, prospective studies…) Instrument panels, ratios	Procedures – of piloting – of study and exploitation of the data collected – of adaptation, actualization, regulation – of revision of the training framework
To evaluate the effectiveness and the efficiency of the training To set up corrective and preventive actions	Contents, durations, rates/rhythms, methods, reactivity, achievement of the objectives, results...	Throughout and at the end of the training			
To measure the conformity of the action To set up corrective and preventive actions	Teaching methods, supports, materials and equipment, human resources...	Throughout and at the end of the training			
To evaluate the accuracy of the action To set up corrective and preventive actions	Flow, presence rate, success Placing results on the labor market Level of realization of the personal and professional project Reinvestment and transfer in work situation	Throughout and at the end of the training			

2.2   Greece

Quality assurance has now been determined as a supreme governance priority.

In secondary education, there are two established pillars of the quality assurance mechanism, i.e., the **Centre for Educational Research** and the **Pedagogical Institute**, whereas there is provision for the evaluation of all participants in the educational process. Concerning School Units of Primary and Secondary Education, there is the institution of **School Advisers** (under the Ministry of Education). School Advisers are chiefly responsible for monitoring educational quality.

As far as Initial Vocational Training (**O.E.E.K.**) is concerned, the Vocational Training Institutes are supervised by O.E.E.K. and are usually co-housed with Vocational Training Schools and Lyceums. The technical specifications of the buildings are clearly defined with the respective Legal framework. The **Regional Tripartite Advisory Committees** monitoring the local labor markets and propose for a new

specialty, thus ensuring the absorbance of students by the labor market. Trainers are hired before the beginning of the semester according to the training needs and the establishment of the specialties. An **Internal Audit Unit** also exists, closely co-operated with the President of OEEK. Finally, OEEK is recently investigating the possibility of becoming the National Reference Point for ENQA-VET network.

Concerning Continuous Training (**EKEPIS***),* in order to assure the quality of non-formal vocational training courses EKEPIS uses evaluation criteria and has implemented systems for:

- Accreditation of Vocational Training Centres

- Accreditation of Continuing Vocational Training trainers by the establishment of a register

- Accreditation of Occupational Profiles

- Accreditation of continuing vocational training courses that result in the acquisition of accredited knowledge, skills and qualifications related to the need of the labour market

- Accreditation of staff providing support services via the establishment of a register

- Accreditation of Continuing Vocational Training Programmes

Then, as far as Higher Education is concerned, Law 3374/2005 has stipulated the setting up of the independent **Higher Education Quality Assurance Agency**, opening up the national institutional landscape to the necessity for social accountability and social and economic viability and relevance of the educational outcomes. The process of evaluation of institutions of Higher Education at national level is coordinated and supported by the independent administrative authority with the name "Authority for the Quality Assurance in Higher Education" (A.DI.P.). In each institution of Higher Education a body is formed named "Unit of Quality Assurance" (MO.DI.P) for the co-ordination and the support of the processes evaluation of each institution. The internal evaluation is realised with responsibility of each academic unit that is under evaluation, in collaboration with the (MO.DI.P) of each institution of Higher Education in which it belongs.

Moreover, concerning quality of teaching the following apply:

- Quality of teaching presupposes the continuous education of teachers, which falls under the jurisdiction of the **Organisation for Teacher Training / OEPEK,** cooperating with Regional Training Centres. Also, educational leaves are offered every academic year to a number of teachers who wish to pursue graduate studies and / or research either in domestic institutions or abroad.

- **Upgrading of teachers' training**: training in innovative programs, participation to research programmes in Greece and abroad, distance training and implementation of IT and New Technologies (compulsory certification in ICT), enrichment of libraries.

- The GS for LLL managing the **Teachers' Register** for teaching courses run by the Ministry of Education and other bodies, and the National Accreditation Centre for Continuing Vocational Education (EKEPIS) managing the **Trainers' Register** for training courses run by the Ministry of Employment.

<u>2.3   Italy</u>

The quality assurance systems applied by Italy in the education and training system all revolve around the **accreditation of structures** and therefore act primarily on the **quality of provision**.

With specific reference to education and vocational training (VET):

1) The **accreditation of training structures** is the method adopted by the Ministry of Labour and the Regions to assure the quality of training provision financed by public resources. The accreditation system was introduced in 2001, by identifying common criteria at the national level with which the regional accreditation systems must comply. The system has subsequently been regulated by individual regions, which have applied specific rules to their own territory. The accreditation criteria include structural, organisational and economic aspects, the quality of human resources, and the results achieved

On the basis of the early years of implementation, a process to redefine the accreditation arrangements has also been opened, with a view to ensuring constantly improving quality standards and therefore a more attractive VET system (see annex for more detailed information).

2) Quality certification based on international UNI EN ISO 9000:2000 standards plays a significant role in Italy's vocational training system. The dissemination of the ISO family of standards has been encouraged not just by a general need to ensure the reliability of the training service, but also by the 2001 accreditation provisions, which envisage fast-track accreditation procedures for training structures holding ISO certification.

3) The ever-growing dissemination of self-assessment methodologies by educational and training structures as a complementary and/or preliminary tool in the accreditation and certification process is an important indicator in terms of awareness of the quality achieved by organisations in the integrated training system.

4) The creation of national and European networks (Italy's Quality Reference Point, part of the *European Network for Quality Assurance* (ENQAVET) system, and the network for the dissemination of the Peer Review methodology, under the Leonardo da Vinci "*Peer Review as an Instrument for Quality Assurance and Quality Improvement in Europe*" project) are examples of progress in the dissemination of good practice and on-going benchmarking activities, as well as of systems integration.

6) In the sphere of continuous and lifelong learning, the catalogues promoted by the Regions and autonomous Provinces are worthy of note. In recent years, these have fostered the visibility of parameters and indicators that make it possible to identify the quality features of training provision and enhance comparability. The catalogues have also made it possible to use the potential inherent in an approach based on competition amongst the different actors operating on behalf of specific targets.

The entire theoretical accreditation model now needs to undergo a repositioning process with respect to the development of the national regulatory context (in relation to employment and to education and training systems). The task of redefining new minimum national standards for regional accreditation

systems should be inserted in this scenario, as a basic structure of provisions ensuring the completion of a comprehensive lifelong learning system through:

- the completion of the accreditation system by establishing 2nd generation systems with a set of quality indicators more focused on developing the quality of training/guidance initiatives and their effectiveness in terms of employability; the focus would also be on meeting the Community requirements on freedom of movement and establishment, the provision of services, equal treatment, transparency and proportionality. These indicators would be periodically reviewed and verified to reinforce the accreditation maintenance concept. A necessary condition for accreditation to fully achieve this goal is to restore a central role to the human factor through systems to up-date, requalify and certify the credentials of the operators organising and delivering the initiatives;

- a system of common minimum standards for the 21 accreditation provisions issued by the Regions and Autonomous Provinces, thus promoting a technical and procedural mutual recognition pathway.

As far as the Universities are concerned, the Italian Government has approved the establishment of a National University and Research Evaluation Agency (ANVUR). The task of the new structure is to promote quality in our universities and research bodies by means that include evaluation, the collection and analysis of data, consultancy, training and cultural promotion. ANVUR will accredit and evaluate courses and lifelong learning activities.

2.4   Romania

Quality assurance in education is learning outcomes-oriented. Learning outcomes are expressed in terms of knowledge, competence, values and attitudes, attained upon completion of a study programme or graduation of an educational level. Quality in education is assured through the following processes:

– Planning and effective achievement of expected learning outcomes;

– Results monitoring;

– Internal evaluation of results;

– External evaluation of results;

– Continuing improvement of results in education.

There are two types of quality assurance: **internal evaluation**, when the quality is evaluated by the training provider, and **external evaluation**, when quality is evaluated by a specialised national or international agency.

Internal evaluation is undertaken in compliance with quality assurance and evaluation procedures and activities, approved by the management of the education and training provider, against the following domains and criteria:

1. Institutional capacity – internal structure and available infrastructure:

    a.   a. Institutional, administrative and management structures;

    b.   b. Physical resources;

    c.   c. Human resources.

2. Educational effectiveness – mobilisation of resources to achieve expected learning outcomes, namely:

    a.   Contents of study programmes;

    b.   Learning outcomes;

    c.   Scientific or methodological research activities, as appropriate;

    d.   Financial activity of the organisation.

3. Quality management – based on the following criteria:

    a.   Quality assurance strategies and procedures;

    b.   Procedures on the initiation, monitoring and regular updating of programmes and activities undertaken;

    c.   Objective and transparent procedures for assessment of learning outcomes;

    d.   Procedures for regular evaluation of teachers' quality;

    e.   Accessibility of appropriate learning resources;

    f.   Database on internal quality assurance updated systematically;

    g.   Transparency of information of public interest related to study programmes and, as appropriate, to the certificates, diplomas and qualifications granted;

    h.   Functionality of structures in charge with quality assurance in education, in compliance with the legal provisions.

External quality evaluation includes:

    1.   Evaluation of the institutional capacity of the training provider;

    2.   Evaluation of the educational effectiveness of the training provider;

    3.   Evaluation of the quality management at institutional level;

    4.   Evaluation of conformity of internal evaluation and the real situation;

    5.   Benchmarking of a study programme provided by different education providers.

Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) was set up by Expeditious Ordinance no 75 / 2005; the Agency is responsible for the external evaluation of the quality of education provided by pre-university education institutions and by other education providers, as well as for the authorisation, accreditation and regular evaluation of pre-university education institutions.

The same ordinance provided for the setting up of the **National Agency for Quality Assurance in Higher Education - ARACIS** whose mission is to perform external evaluation of the quality of education provided by higher education institutions and by other providers of initial and continuing education and training programmes specific to higher education.

In case of **adult education and training**, quality assurance objectives are related to:

- improving the quality of occupational standards and related qualifications (according to sound validation and verification measures);

- improving the quality of training provision (better match to standards and their related qualifications);

- strengthening the capacity of a reliable institutional framework;

- increasing the value and relevance of professional qualifications (to motivate trainees, social partners and other stakeholders to participate in and recognise the quality of qualifications granted);

- developing reliable lifelong learning opportunities for all interested;

- improving infrastructure to ensure efficient and effective training provision;

- increasing Romania's credibility in the field of education and training in national and international context.

2.5   Spain

The **assessment of the general educational system** with regard to non university courses is carried out by the Ministry for Education and Science through the National Institute for Assessment and Quality of the Education System. (INECSE). The competencies in this organism is to evaluate the degree of adquisition of minimum teaching established by the different levels, cycles and levels in the education system; carry out research, studies and assessment of the system; assess the general reform of the system, such as the struchure, standard reached and results of the innovations introduced; develop a state system of pointers which allow for the assessment of the level of efficiency for the different courses and their centres; offer and exchange information with the educational Administrations to facilitate decision making; inform different sectors of society on the working and results of the educational system; publish and distribute the results of the assessments carried out, and inform on the innovations in the assessment process. Also a proposal of initiatives and suggestions which could contribute to the improvement of the quality of teaching and state co-ordination in international studies.

In 1995, instigated by the advisory boards of Universities, the National Assessment Plan of the University Standards was set up. Its objectives are to promote the institutional assessment of quality in the educational environment, research and university management organization; develop homogeneous methodologies and common basic criteria for the assessment of compatible quality with the practise in force in the European Union, and give objective information to society, as well as to the educational Administrations and the University advisory boards, which can serve as a base for making decisions.

Non university education

The assessment units in the different autonomous communities collaborate with INECSE in the different assessment activities of the Spanish educational system, these units are in charge of assessing the educational system in their area. The LOCE has established that the Ministry of Educationa and Science, through INECSE, and in collaboration with the Autonomous Communities, and within the general assessment framework of the educational system, will develop *general assessments of diagnostics* on areas and subjects. These assessments are carried out, in any case, in Primary and Compulsory Secondary Education and the basic material of the curricula will be discussed. For the moment the development of this measure has not been approved yet. Assessment of the educational centres is two-fold: internal assessment, carried out by the teachers themselves, and external evaluation, carried out by specialists in assessment, normally by Education Inspectors. In any case the Autonomous Communities are in charge of determining and getting a plan of action going in the management areas, all of which have the same objectives and basic characteristics. The norms indicate that the educational Administrations should develop plans to assess the educational public function, the function of Management and Education Inspection. The norm indicates that the educational Administration should develop plans to evaluate the function of the public education, management function and education inspection.

University Education

In 2001 the II Quality Plan of Universities was approved over a six year period with institutional assessment projects. The Plan adopts a mixed model of recognised assessment used in the international univsersity systems, which takes into consideration an internal revision process (self assessment) together with external assessment (assessment in pairs). The University Advisory Board develops an annual report in which the results of the Plan are collected globally. Some Autonomous Communities have created Assessment Agencies in the University which is coordinated with the National Assessment Plan. This is the case of Andalusia, with its own unit for the Quality of Andalusian Universities. (UCUA); Cataluña with the Quality Agency for the University System (AQ); the Quality Agency for the University System in Galicia, and in Castilla and León, the Agency for the Quality of the university system. On the other hand you have the assessment of the university professors, in which you must distinguish between the assessment of teaching and research. As an external mechanism of assessment of the quality of the university system, the Organic Law of Universities created a National Agency for Assessments and Credits(ANECA). The latter assesses both teaching and research, academic and management, as well as the services and university programmes.

NQF

The law 5/2002, June 19th of Qualifications and VET dedicated its chapter IV to quality and VET system evaluation. Th evaluation of the national system of VET aims to guarantee the efficacy of its actions and its adequacy to the labour market. Processess evaluation establishment and coordination is Central Government responsability, under previous consultation to the General Committe for VET without predjudice of regional competences.

Part 3:
Example(s) of existing grids regarding qualification

3.1 France

In France, there is a National Qualification Framework.

NIVEAU	DEFINITION	INDICATIONS
V	Staff occupying jobs normally requiring a level of training equivalent to that of brevet d'études professionnelles (BEP) or that of certificate d'aptitude professionnelle (CAP), and that of certificat de formation professionnelle des adultes (CFPA) (CFPA) of first degree .	This level corresponds to a full qualification for the exercise of a well-defined occupation with the ability to use instruments and related technology. This activity is mainly a work of performance which can be autonomous within the limits of the techniques which are linked to it.
IV	Staff occupying jobs of control or highly skilled worker who can attest to a level equivalent to that of the Brevet Professional (BP), the brevet de technicien (BT), the bachelor's degree (general or technologic)	Qualification level IV requires more knowledge than the previous level. This activity involves mainly technical work which can be executed independently and / or the worker can have supervisory responsibilities (control) and coordination reponsabilities
III	Staff occupying jobs that normally require the level of training of diploma of University Institutes of Technology (DUT) or brevet de technicien supérieur (BTS) or end of first cycle higher education.	Qualification Level III corresponds to the knowledge and ability of a higher level, without including the knowledge linked to the foundations of the scientific fields. The required skills and knowledge allow to ensure the responsibilities of design and / or supervision and / or management, with autonomy and independence
II	Staff occupying jobs normally requiring a level comparable to that of a "licence" or "maitrise"	This level of qualification involves the scientific foundations of the profession, generally leading to autonomy in the exercise of this occupation
I	Staff occupying jobs normally requiring a better level than the one concerning the "maitrise".	In addition to a stated knowledge of the scientific basis of an occupation, qualification level I requires the mastery of design or research processes.

But since 2002 a new classification is used for Higher Education with the 3 levels linked to degrees (in French Licence, master Doctorat) which are integrated to this grid. A project of a new integrative grid is in progress actually to be applied to the whole NQF.

For all the qualifications the same grid is applied to provide information about the learning domains described in terms of 96 general academic and professional fields (NSF: Nomenclature des Spécialités de Formation)

The descriptors which have to be used in the NQF are very closed to the 3 EQF descriptors. But such descriptions are very new and though a great invest was done to escape from training programme, all the awarding bodies did not completely succeeded to to reach such goal especially in universities area.

In 2002, the Law of January 17 allowed the creation of a National Vocational Qualifications Repertory (repertoire national des Certifications Professionnelles – RNCP) to make an official inventory of all the qualifications delivered in France corresponding to this definition. In addition, to be included in, the qualification must proposed certification process concerning formal, non formal or informal learning, and especially a specific procedure named « validation des acquis de l'expérience » (VAE) for the non formal and informal learning recognition.

Three kinds of qualifications are defined to be registered:

- qualifications delivered by the ministry of Education and 6 other ministries which have specific committee composed by representatives of the State and the social partners in charge specifically of agriculture, culture (only for some qualifications), employment, health, social affairs, youth and sports)

- qualifications delivered by sectoral branches and decided through a social partners agreement

- qualifications delivered by other ministries, public or private institutions or chambers of commerce.

All the segments of educational French system (VET for young people and adults, Higher Education, sectorial qualification…) are integrated in the NQF.

The CNCP is designated as the national Coordination point to implement EQF in France. The RNCP is considered as the NQF

3 formal qualification systems exist in France :

- National diplomas delivered under State responsibility (diplomas delivered by 6 Ministries of Education, ry of employment, the of Agriculture, of Sports, of Healtyh, of Social affairs)

- Approved qualifications (at a national level) consist in setting a qualification or certification issued by a public or private entity in a scale of levels (awarded by CNCP –NCVQ - for a period of five years)

- Vocational qualification certificates (CQP) : awarded by a social partners at sector levels, the CQP provide authentication of the skills and expertise related to the sector for which it was established.

3.2 Greece

The National Accreditation Centre for Continuing Vocational Training (EKEPIS) is a statutory body supervised by the Minister of Employment and Social Protection with administrative and financial autonomy.

E.KE.PIS. develops and certifies **occupational profiles** in collaboration with social partners (employers and employees) and OEEK. The process of development and certification of occupational profiles is regulated jointly by the Ministers of: a) Economy and Finance, b) Education, Lifelong Learning and

Religious Affairs and c) Employment and Social Protection. E.KE.PIS has certified **55 occupational profiles** up to now whereas **145 occupational profiles** are under development. These occupational profiles cover **various sectors**.

The occupational profiles form a comprehensive description of a profession:

- Title - definition of the profession and / or the specialisation

- history and development of the profession

- current legislative framework

- analysis of the profession and / or specialisation

- necessary knowledge, skills, competences to practise a profession

- proposed routes for the acquisition of professional qualifications

- illustrative ways of assessing knowledge, skills, competences

These certified occupational profiles

- are about professions in high demand in the labour market

- are included in the national database of certified occupational profiles

- lead to the development of programmes of vocational education and training, meeting the demands of labour market

- promote the upgrading of knowledge, skills and human resources

- contribute to the recognition of professional qualifications of the labour market

- promote lifelong learning

- enhance the overall credibility of vocational education and training

3.3 Italy

Italian Typologies of qualifications: training pathways and relations to EQF

VET System typologies of qualifications		Training pathways	EQF Levels (maximum level)
Vocational Education and Training Qualification	*Vocational Education and Training Qualification (First Level)*	- Regional pathways (Vocational Education and Training), 3 years - evening courses of Adult Education (EdA) - Apprenticeship based on the right-duty to education and training5 (art. 48, Act 276/03)	3
	Vocational Training Post-Qualification (Second Level)	Annual or biennal Regional vocational pathways post First Level qualification - Annual or biennal Regional vocational pathways post Post-diploma courses	5

VET System typologies of qualifications		Training pathways	EQF Levels (maximum level)
Technical and Professional Secondary Education Diploma	Technical Secondary Education Diploma	Public Technical Institutes (5 years) - Apprenticeship (art. 50, Act 276/03) - Evening courses of Adult Education (EdA)	4
	Professional Secondary Education Diploma	- Public Professional Institutes (5 years) - Apprenticeship (art. 50, Act 276/03) - Evening courses of Adult Education (EdA)	4
Higher Technical Training and Education Diploma	High Technical Professional Diploma	- IFTS – Higher Technical Training and Education (post diploma pathways) - Apprenticeship (art. 50, Act 276/03) 8	5
Training Certificate	Vocational specialisation certificate	Pathways (maximum 1 year) after: - First Level Qualification; - Second Level Qualification; - Secondary School certificate - Degree (First and Second Level) - Artistic-academic diploma - Other Continuing vocational training pathways	7
	Statements and certifications of Competences (They are not "qualifications" in terms of certifications or titles recognized and with national value, but statements of specific competences achieved through professionalizing pathways, in respect of training pathways previously established by collective work contracts).	Continuing vocational training pathways, Adult Education, Lifelong Training: - Annual or biennal modules of Adult Education (social guarantee, employed/unemployed/not active, and so on) - Moduli professionalizzanti (Professionalizing modules); - Corsi di perfezionamento (Perfectioning courses); - Literacy, cultural and linguistic courses/modules; Apprendistato professionalizzante (Professionalizing apprenticeship) (art. 49, Act 276/03) *useful in order to achieve a vocational qualification*	

3.4 Romania

We can offer as examples the standard models of the grid 1and 2 for the Bachelor and Master studies which are used as support for higher education qualifications definition used by the experts of the „ Development of an operational system of qualifications in higher education in Romania - DOCIS " project coordinated by ACPART.

Also, we can offer as example a completed grid for tourism master study which is the result of an exercise of the experts participating to a PHARE project.

Grid 1B – *Description of study programme/field by means of professional and transversal competences*

Fundamental Field *..........................*   **Study Field** *.................................*   **Study Programme** *...........................*

Qualification Title......................... Qualification Level: BACHELOR	Possible Occupations					
Professional competences * Level descriptors of structural elements of professional competences**	C1	C2	C3	C4	C5	C6
KNOWLEDGE						
1. Knowledge and understanding of basic concepts, theories and methods in the field and the specialization area; their adequate use in professional communication	C1.1	C2.1	C3.1	C4.1	C5.1	C6.1
2. Use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects etc. related to the field	C1.2	C2.2	C3.2	C4.2	C5.2	C6.2
SKILLS						
3. Application of basic principles and methods to solve well defined problems/situations that are typical to the field, with qualified assistance	C1.3	C2.3	C3.3	C4.3	C5.3	C6.3
4. Adequate use of standard assessment criteria and methods to appraise the quality, merits and limitations of processes,	C1.4	C2.4	C3.4	C4.4	C5.4	C6.4

programmes, projects, concepts, methods and theories						
5. Development of professional and/or research projects using well known principles and methods within the field	C1.5	C2.5	C3.5	C4.5	C5.5	C6.5
Minimum performance standards for competence assessment:						

Transversal competences level descriptors	Transversal competences	Minimum performance standards for competence assessment
6. Responsible performance of professional tasks, with limited autonomy and qualified assistance		
7. Familiarisation with the teamwork-specific roles and activities and with task allocation for subordinated levels		
8. Awareness of the need for continuing training; effective use of learning techniques and resources for personal and professional development		

* Maximum 6 professional competences will be identified.
** The level descriptors indicated in the *Matrix of the National Qualifications Framework in Higher Education* (figure 3) shall be mentioned in the grid, according to the qualification level (Bachelor/Master's/Doctorate)

Grid 1M – *Description of study programme/field by means of professional and transversal competences*

Fundamental Field *……………………*   **Study Field** *…………………………*   **Study Programme** *…………………………………..*

Qualification Title.................................	Possible Occupations					
Qualification Level: MASTER′S	Entry requirements					

Level descriptors of structural elements of professional competences** / Professional competences *	C1	C2	C3	C4	C5	C6
KNOWLEDGE						
1. In-depth knowledge of a specialisation area and, within it, of the programme specific theoretical, methodological and practical developments; appropriate use of specific language in communication with different professional environments	C1.1	C2.1	C3.1	C4.1	C5.1	C6.1
2. Use of specialised knowledge in order to explain and interpret new situations, in wider contexts associated to the respective field	C1.2	C2.2	C3.2	C4.2	C5.2	C6.2
SKILLS						
3. Integrated use of the conceptual and methodological apparatus with incomplete information in order to solve new theoretical and practical problems	C1.3	C2.3	C3.3	C4.3	C5.3	C6.3

4. Pertinent and appropriate use of assessment criteria and methods to formulate judgements and fundament constructive decisions	C1.4	C2.4	C3.4	C4.4	C5.4	C6.4
5. Development of professional and/or research projects using a wide range of qualitative and quantitative methods in an innovative manner	C1.5	C2.5	C3.5	C4.5	C5.5	C6.5
Minimum performance standards for competence assessment:						

Transversal competences level descriptors	Transversal competences	Minimum performance standards for competence assessment
6. Undertaking complex professional tasks under autonomy and professional independence conditions		
7. Assuming management roles/functions for the activities within professional groups or institutions		
8. Self-control of the learning process, diagnosis of training needs, reflective analysis on own professional activity		

* Maximum 6 professional competences will be identified.
** The level descriptors indicated in the *Matrix of the National Qualifications Framework in Higher Education* (figure 3) shall be mentioned in the grid, according to the qualification level (Bachelor/Master's/Doctorate)

Grid 2. *Determining the correlations between professional and transversal competences, contents areas, study disciplines and credits allocated*

University: ....   Faculty.. Qualification....................................   Study level...

Fundamental field............................   Study field..................................   Study programme...

Professional competences	Competences detailed by level descriptors	Contents areas	Study disciplines	Credits	
				By discipline*	By competence
C1			D1		
			D2		
			….		
C2			D1		
			D2		
			….		
C3			D1		
			D2		
			….		

C4			D1		
			D2		
			….		
C5			D1		
			D2		
			….		
			D1		
			D2		
			….		

Transversal competences	Study disciplines	Credits	
		By discipline	By competence
CT1	D1		
	D2		
	….		

CT2	D1		
	D2		
	….		
CT3	D1		
	D2		
	….		

- Indicate the number of credits by which the respective discipline contributes to the development of competences, of the total number of credits allocated to the study discipline, according to the educational plan

Grid 1M – *Description of study programme/field by means of professional and transversal competences*

Fundamental Field: Economic Sciences; Study Field Business Administration; Study Programme: Master in Tourism

Qualification Title .... Qualification Level : MASTER'S	Possible Occupations: Managers in tourism; managers in hospitality, food industry and leisure industry; specialists with administrative positions in tourism; expert in tourism and hospitality industry; consultant in tourism and hospitality industry; auditor in the field of quality of services in tourism and hospitality industry; teacher in high school and higher education **; all occupations at Bachelor level;					
Professional competences * / Level descriptors of professional competences	A. Planning, organisation, coordination and control of tourism activities	B. Development of strategies in tourism	C. Quality Assurance in tourism	D. Consultancy and expertise in tourism	E. Creating and marketing touristic products	
1. In-depth knowledge of a specialisation area and, within it, of the programme specific theoretical, methodological and practical developments; appropriate use of specific language in communication with different professional environments	A1 In-depth knowledge of management-specific principles, systems, methods and techniques applicable in the field of tourism; organisation and implementation of the communication system in tourism organisations.	B1 Knowledge of basic concepts of strategic management and marketing; understanding of issues related to development of strategies in the field of tourism and hospitality industry.	C1 Knowledge of principles, concepts of dynamics and trends in quality assurance in tourism and hospitality industry; appropriate use of specific language of quality assurance, implementation and control;	D1 In-depth knowledge of economic concepts specific to the theory in the field of tourism; mastery of the economic-financial language specific to the field; in-depth knowledge of related fields, applicable in the field of tourism and hospitality	E1 Knowledge, understanding and ability to explain the mechanism of organism and performing commercial negotiations; knowledge, study and understanding of consumer's behaviour; knowledge and identification of the geographical area with regard to	

				industry;	touristic resources and destinations.	
2. Use of specialised knowledge in order to explain and interpret new situations, in wider contexts associated to the respective field	A2 Analysis, synthesis and interpretation of economic phenomena and processes specific to tourism and services; explanation and interpretation of methods of result-oriented and efficient resource allocation and use	B2 Identification and selection of strategies to enter and gain a position on touristic markets; analysis and selection of the optimum manner of arranging the touristic space.	C2 Interpretative and comparative analysis of the various quality assurance systems in tourism and hospitality.	D2 Analysis of endogenous, exogenous and risk factors that affect the performance of the enterprise and other organisations in tourism; explanation and interpretation of both the well-known methods of diagnosing the tourism enterprise and the recent models developed due to practical needs; analysis and intercultural communication	E2 Identification of existing problems, generation of solutions and understanding the effects of the decisions from the perspective of promoting touristic products	
3. Integrated use of the conceptual and methodological apparatus with incomplete information in order to solve new theoretical and practical problems	A3 Adaptation and integrated use of management methods and techniques in order to solve problems that are	B3 Use of main marketing research tools in the field of touristic services and trade of touristic products;	C3 Design, development and implementation of a service quality management system	D3 Identification and operationalisation of funding sources for tourism businesses; creative use of	E3 Use of research methods and techniques for the tourism market and its components; application of	

	specific to the field, under uncertainty and incomplete information conditions;	Implementation of strategies in the of tourism and hospitality field;		available information and formulation of competent opinions;	negotiation principles, strategies, tactics and techniques	
4. Pertinent and appropriate use of assessment criteria and methods to formulate judgements and fundament constructive decisions	A4 Solving basic problems and assessment of possible conclusions; substantiation of the necessary human, physical and financial resources based on the requirements of tourism organisation size and efficiency.	B4 Substantiation of management, marketing and development strategies in tourism; analysis and assessment of trade and touristic strategies and policies with a view to their impact on the local and regional development;	C4 Assessment and personalisation of quality assurance methods and models according to the specificity of the tourism organisations	D4 Substantiation of decisions based on the analysis and synthesis of economic and financial information in tourism companies; Assessment of efficiency at micro- and macro-economic level using the main economic indicators; ability to use appropriately methods correlated to the consultancy field.	E4 Assessment of touristic products in a competitive and prospective context; identification and analysis of touristic demand and adjustment of touristic products according to its trends and needs.	
5. Development of professional and/or research projects using a wide range of qualitative and quantitative methods in an innovative manner	A5 Implementation and use of e-tourism	B5 Adjustment and implementation of	C5 Implementation of adaptable, flexible	D5 Elaboration of synthesis studies in light of	E5 Design of touristic products, determining the	

	applications; capacity to act independently and creatively in approaching and solving problems demonstrating results through projects; capacity to initiate and develop a business.	research techniques in the tourism field, shaping the relationships established both at sectoral level (upstream and downstream) and at inter-sectoral level	and reviewable quality assurance systems from the perspective of developments and trends on the tourism market.	certainties and risks in the tourism field, studies that can be published and/or applied professionally; Solving complex cases correlated to the specificity of the consultancy and expertise fields in the tourism area.	conditions and strategies for their marketing	
Competence assessment: minimum performance standards	assessment tool attesting the capacity to substantiate decisions and solve problems	design of strategies adapted to resources and market in order to achieve objectives	capacity to assess the level of quality in tourism and hospitality	assessment of argumentation and solutions proposed	assessment of capacity to design and market touristic products	

3.5 Spain

Professional Families
1.- Farming
2.- Maritime fishing
3.- Food Industries
4.- Chemistry
5.- Personal Image
6.- Health
7.- Security and the Environment
8.- Mechanical Production
9.- Installation and Maintenance
10.-Electricity and Electronics
11.- Energy and Water
12.- Transport and Maintenance of Vehicles
13.- Extractive Industries
14.- Building a Civil Work
15.- Glass and Pottery
16.- Wood, Furniture and Cork
17.- Textile, Dressmaking and Leather
18.- Graphic Arts
19.- Image and Sound
20.- Computer Studies and Communication
21.- Administration and Management
22.- Commerce and Marketing
23.- Social and Cultural Services in the Community
24.- Hotel Management and Tourism
25.- Physical and Sports Activities
26.- Arts and Handicrafts

NQF LEVELS
_ Level 1: Competence in a reduced group of relatively simple work activities which correspond to normal processes with only a limited theoretical knowledge and practical capacity necessary.
_ Level 2: Competence in a group of well determined professional activities with the ability to use their own instruments and techniques, which mainly concern a work to be carried out on their own without supervision using these techniques. A knowledge is required of the basic technical and scientific techniques of the activity and an ability to understand and apply the process.

_ Level 3: Competence in a group of professional activities which require expertise in diverse techniques and can be carried out independently. It includes responsibilities such as coordination and supervision of technical and specialized work. It requires the understanding of technical and scientific basics of activities and the assessment of the process factors and its economic repercussions.

_ Level 4: Competence in a wide range of complex professional activities carried out in a wide variety of contexts and which require connecting variables of a technical, scientific, economic or organizational nature in order to plan courses and to define or develop projects, processes, products or services.

_ Level 5:Competence in a wide range of professional activities of great complexity carried out in a variety of contexts which are often unpredictable and involve planning courses or ideas for products, processes or services. Very self sufficient. Frequent responsibility in delegating resources, analysis, diagnostic, design, planning, task completion and assessment.

3.6 UK

See page 38 for the UK unifying Credit and Qualifications Framework