NQF-SQF
National Qualifications Frameworks
Sectoral Qualifications Frameworks

3s

National Qualification Frameworks

Their logics, orientations, strengths and weaknesses

Contents

Education and Culture D
Lifelong Learning Programme

1. Austria

1) Is the considered national qualification framework based on an explicit/implicit logic?

"The Austrian NQF will be composed of eight levels. This decision is based on a study conducted in preparation of the NQF consultation document (2007/2008), on results of 'NQF pilot projects' and on the results of the NQF consultation process carried out in 2008. The study focuses on statistical educational research and statistical frameworks for the classification of qualifications– for example, ISCED (International Standard Classification of Education) or ISCO (International Standard Classification of Occupations) and provides important information regarding the implicit hierarchy in the Austrian qualifications system. It suggests that an eight-level structure is sufficient for distinguishing the levels in the Austrian qualifications system.

The NQF pilot projects were commissioned by the Ministry of Education, Arts and Culture (bm:ukk) and conducted in certain fields during the consultation process (for the tourism sector and for the construction sector) or following the consultation (for the electrical engineering and the commercial sector) In the pilot projects, the EQF level descriptors were discussed in joint working groups with experts from a certain field (for example, tourism) but from different segments of the qualifications system (such as VET, higher education, adult education). The working groups concluded that eight levels are sufficient for the classification of Austrian qualifications. The consultation process then confirmed this proposal" (EQF-Ref 2011, 45pp).

According to current plans, the EQF descriptors will form the basis for the classification of qualifications to the Austrian NQF. This means, that "Austria will not develop its own NQF descriptors but rather use the EQF descriptors. This decision is based on the results of the consultation process and of the NQF pilot projects as well as on experiences made in EQF projects with Austrian institutions as coordinators or partners supported by the Ministry of Education, Arts and Culture (bm:ukk; for example, the TransEQFrame project: www.transeqframe.net). The NQF pilot projects sought to map selected qualifications to the EQF descriptors table and to allocate them to levels.

The working groups discussed whether the EQF descriptors are sufficient to classify qualifications in Austria or whether additional information is necessary. They concluded that the EQF descriptors generally appear to be suitable for the classification of qualifications despite – or because of – the considerable scope for interpretation. A proposal was made (and taken up in the further NQF development process) to provide explanations/details/specifications to the EQF descriptors from the perspective of the Austrian qualification landscape. These additional descriptors are partly based on analyses of curricula and training regulations, legal documents, decrees, and other descriptions of qualifications. These explanations should make the EQF descriptors more 'tangible' and should facilitate the classification of qualifications. Furthermore, 'reference qualifications' will be classified and thus better illustrating the requirements of each level's learning outcomes. These are qualifications that are well known in Austria and can function as kind of 'corner stones' for allocating other qualifications" (EQF-Ref 2011, 52).

2) If available: What is the relationship of this logic to the implicit logic of the EQF?
cf. 1)

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?
Since - according to current plans – the EQF descriptors will form the basis for the classification of qualifications to the Austrian NQF the EQF referencing process will be closely linked to the process of allocating qualifications to the Austrian NQF.
It is planned to draw up the report on the referencing of the Austrian NQF to the EQF in the course of 2011.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?
As mentioned above, the additional NQF descriptors are partly based on analyses of curricula and training regulations, legal documents, decrees, and other descriptions of qualifications. Work processes are taken into account only insofar as the training regulations in the apprenticeship system, that were also used for the development of these additional descriptors, consist of the occupational competence profile (Berufsprofil) with related activities and work descriptions, and job profile (Berufsbild) with knowledge and skills to be acquired by apprentices.

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?
Up to now there are no specific references to qualifications from certain sectors planned.

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?

Cf. 5

7) How could relationships between work objectives and required abilities be described?

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?
There is an explicit reference to autonomy and responsibility since the EQF descriptors are used – cf. 1.

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?
The EQF descriptors, based on knowledge, skills and competence, will form the basis for the classification of qualifications to the Austrian NQF – cf. 1.

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
The EQF descriptors, based on knowledge, skills and competence, will form the basis for the classification of qualifications to the Austrian NQF – cf. 1..

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?
– cf. 1.

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?
Cf. 5

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?
Cf. 5

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?
Since it is planned to use the EQF descriptors for the Austrian NQF, the same strengths, weaknesses, opportunities and threats could be identified as for the EQF.

1) Is the considered national qualification framework based on an explicit/implicit logic?

Romania doesn't have a NQF compatible with EQF yet. In this very moment, a working Group is discussing the put in place by Govermental Decision of a structure based on 8 levels. Important steps have been done by developing the National Qualification Framework for Higher Education which is a model compatible with the European Qualifications Framework (EQF) vision, especially with the learning outcomes specified by the EQF for qualification levels 6, 7 and 8. The structure and contents of the model capitalize on descriptors of the overarching framework for qualifications for the European Higher Education Area as well as on contents elements of models that already enjoy the appreciation of European experts (the French, Irish, British models etc).

At the same time, this model has its own identity; it integrates categories and types of competences, qualification levels and specific descriptors while following consistently the conceptual basis: **qualification, learning outcomes, knowledge, skills and competence.**
The essential elements of this model are the NQFHE Matrix (Annex 1) and two complementary instruments, namely: Grid 1 (**Description of the study field/programme by means of professional and transversal competences**) and Grid 2 (**Determining the correlations between the professional and transversal competences, contents areas, study disciplines and credits allocated**).

The NQFHE matrix includes: qualification levels, learning outcomes expressed in terms of knowledge, skills and competences as well as the level descriptors for qualifications in higher education.
The level descriptors for each type of learning outcomes detail the generic descriptors for each type of competence and for each qualification level: Bachelor, Master's, and Doctorate.
If we take into consideration the structure of the NQFHE Matrix, it can be sad that the Romanian NQFHE is based on an implicit logic of the EQF.

2) If available: What is the relationship of this logic to the implicit logic of the EQF?

The NQFHE matrix includes: qualification levels, learning outcomes expressed in terms of knowledge, skills and competences as well as the level descriptors for qualifications in higher education.
The level descriptors for each type of learning outcomes detail the generic descriptors for each type of competence and for each qualification level: Bachelor, Master's, and Doctorate.
From a structural point of view, the NQFHE matrix integrates professional and transversal competences, each of the two categories of competences having its legitimacy and importance in practising a profession. They form a solidary couple that expresses the professional efficiency and effectiveness of a study programme graduate.

The matrix is an integrative approach of higher education qualifications and it provides two perspectives for the analysis of these qualifications: vertical and horizontal.
     a) The vertical analysis indicates the progress in professional competences from the level of *knowledge and understanding* (generic descriptor 1), the basic level of a learning outcome, **to the *creative and innovative level*** (generic descriptor 5), as well as the **transversal competences** (generic descriptors 6, 7 and 8). Thus, professional competences are analysed and described in light of the generic descriptors 1-5 and the transversal competences are analysed and described in light of the generic descriptors 6, 7 and 8.
     b) The horizontal analysis presents a generic descriptor against the three university cycles: Bachelor, Master's and Doctorate. In this case, the descriptors highlight the competence development and the increase in the professional qualification level. One can notice that the model targets another type of progress, suggesting an increase in the *added value* for each type of learning outcome with the progress from one university qualification level to another.

The vertical perspective emphasizes that a certain level of competence can be reached only if the subordinated levels have been achieved and consolidated.
The horizontal perspective demonstrates that each level of competence related to the three study cycles must integrate the previous levels. As a result, each level of a given competence has a relative autonomy, being conditioned by prior attainments, both horizontally and vertically.
The entire NQF will be design in the next 6 months based on the QF for HE model, by adapting the descriptors according with the LO of levels 1-5.

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?

The Referencing of the Romanian NQF to EQF is preview to be presented in March 2012.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?

No answer yet.

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?

No answer yet

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?

No answer yet

7) How could relationships between work objectives and required abilities be described?

The qualifications included in the NQF will be described based on the occupational standards (work objectives/ work process) using specific descriptors preview by the National Methodology.

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?

If we talk about NQFHE, yes, it can be discovered explicit references to *autonomy* and *responsibility* which is related to the 6th generic descriptor (transversal competences)

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?

If we talk about NQFHE, yes, it can be discovered explicit references to *knowledge* and *skills* which is related to the 1st to the 5th generic descriptor (professional competences)

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?

If we talk about NQFHE, the descriptors highlight the competence development and the increase in the professional qualification level. One can notice that the model targets another type of progress, suggesting an increase in the *added value* for each type of learning outcome with the progress from one university qualification level to another.

The vertical perspective emphasizes that a certain level of competence can be reached only if the subordinated levels have been achieved and consolidated.

The horizontal perspective demonstrates that each level of competence related to the three study cycles must integrate the previous levels. As a result, each level of a given competence has a relative autonomy, being conditioned by prior attainments, both horizontally and vertically.

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?

If we talk about NQFHE, the Grid 1 **(Description of the study field/programme by means of professional and transversal competences)** is the support for identifying the possible **occupations** for the respective qualification and the main **professional and transversal competences.** This Grid 1 contains the definition of minimum common competences which are considered compulsory core competences for a qualification and each of it is detailed according to the 5 level descriptors, corresponding to knowledge and skills.

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?

No answer yet

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?

No answer yet

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?

No answer yet

NQF-SQF:

NQFs - logics, orientations, strengths and weaknesses

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15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?

No answer yet

16) Which enhancements of references of the NQF should be suggested?

According to the Reports of the EQF Advising Group the referencing process is going will, more and more countries are announcing to the Commission their schedule. In our understanding, the financial contribution for the NCPs (National Coordination Points)

17) At the meeting in Stuttgart it was discussed that there are some missing distinctions between some levels within the employability grid draft (WP 2). It was pointed out that it might be useful to add additional action verbs that are integrated into the EQF descriptors such as those referring to "complexity".
Therefore we are interested in how your country deals in the context of the NQF with differentiating these levels, especially according to the distinction of level 5 and 6 of the EQF.

In this moment, the Working Group and discussing the agreement of the levels, mostly the distinction of the level 5 and 6.

NQF-SQF: 7/7
NQFs - logics, orientations,   prepared by 3s research laboratory
strengths and weaknesses

3. France

1) Is the considered national qualification framework based on an explicit/implicit logic?
Explicit : see RNCP (French National Directory for the Vocational certifications) which is the French NQF

2) If available: What is the relationship of this logic to the implicit logic of the EQF?[1]
RNCP is managed by the CNCP (Commission Nationale de la Certification Professionnelle) which is the coordination point for EQF in France

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?
It was considered in accordance, because all the referencing has been done by levels and not by diploma.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?
Yes, they are the core of the process for elaborating diplomas in France.

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?
Yes.

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
Abilities allow the achievement of work objectives.

7) How could relationships between work objectives and required abilities be described?
In the described professional profile built by employers + employees and the State (certification authority), which is the base of the elaboration of diplomas. (see in all the French "referentiels" the grids which link activities and competencies/ abilities)

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?
Explicit, in the description of the needed competencies / skills

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?
Yes, see a French "referentiel", and the grids which link competencies/ skills and associated knowledge.

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
Yes, See attached referential (EUROPLASTIC), in English

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?
Levels are linked to skills / competences

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?
Most sectoral qualifications are included in the French NQF.

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?

The French sectoral qualifications have no levels. So, they can't be taken into account on the EQF.

SQ certificates deal with/ assess professional abilities/ skills/competencies, and are only recognized only by one sector/ one branch. Furthermore, the French SQ don't ensure the transferability of skills /competences.

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?

Strenghts : the French NQF is highly compatible with the EQF

15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?

French stakeholders are strongly involved in finding a solution to the missing levels in SQF, because SQF can't be linked for the moment to the EQF for that reason.

16) Which enhancements of references of the NQF should be suggested?

Our system is complete and validated by employers + employees (social partners) and certifiers. The process to elaborate or renew a diploma is highly qualitative and consensual, which takes time (*explicit* takes time, more time than *implicit* but is quite clearer)

This point which is a real strength in our NQF system doesn't sometimes allow to follow very quickly the evolution/changes of the labour market.

17) At the meeting in Stuttgart it was discussed that there are some missing distinctions between some levels within the employability grid draft (WP 2). It was pointed out that it might be useful to add additional action verbs that are integrated into the EQF descriptors such as those referring to "complexity".

Therefore we are interested in how your country deals in the context of the NQF with differentiating these levels, especially according to the distinction of level 5 and 6 of the EQF.

Distinction of level 5 and 6 of the EQF corresponds to distinction of levels II and II in our French NQF :

French NQF typology

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 responsibilities
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.

There are two more levels in the French system (Vbis and VI), but they are **"training levels"**, and not certification levels, because the people in these levels have no certification.
Diplomas of level Vbis or VI don't exist, so they are not in the RNCP corresponding to the French NQF.
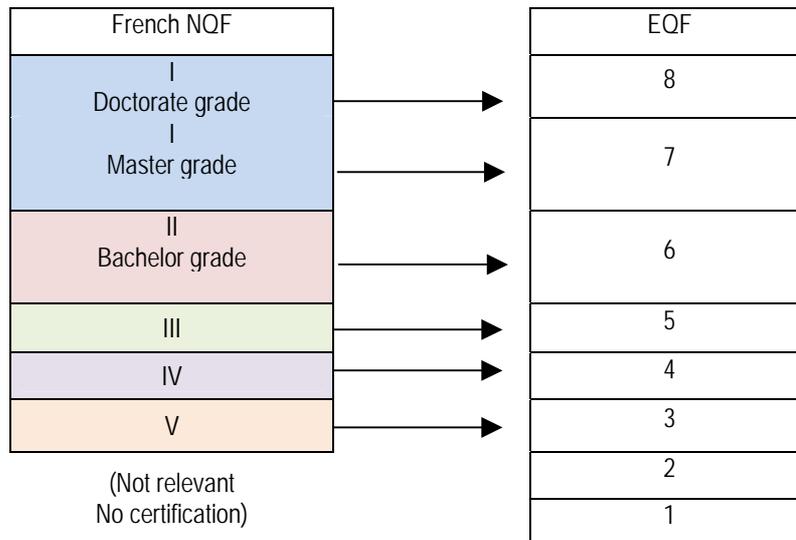
Level V Bis

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), without having any diploma.

Level VI

Staff occupying jobs normally requiring no training after compulsory schooling. No diploma, no qualification : most of them in level VI are illiterate

Correspondence established between NQF and EQF : a " block to block" logic

French NQF	EQF
I Doctorate grade	8
I Master grade	7
II Bachelor grade	6
III	5
IV	4
V	3
(Not relevant No certification)	2
	1

NQF in Italy is not yet developed.

1) Is the considered national qualification framework based on an explicit/implicit logic?

NQF in Italy is not yet developed. However, IVET and Life Long Learning are already based on an implicit logic. The application of the Dublin Indicators, will also allow Universities to express themselves in the same way.

2) If available: What is the relationship of this logic to the implicit logic of the EQF?

Italy uses a learning outcomes approach and the EQF level descriptors as a basis for further developments. The National Coordination Point is currently working on this topic. So, the implicit logic of the Italian NQF will be based on the description of levels of competence related to a couple of complementary concepts relevant for the position of an individual's work in an organizational structure, responsibility and autonomy.

See further description in Annex.

1.) Is the considered national qualification framework based on an explicit/implicit logic?

+

2.) If available: What is the relationship of this logic to the implicit logic of the EQF?

+

3.) How has this relationship been considered when the national qualification framework was referenced to the EQF?

The domains of the EQF are the Knowledge, Skills and Competences. This can be verified as very generic and flexible; however it is the objective of every NQF to adopt the national level descriptors according to the best fit principle. A key element in all the levels of the MQF is the provision of detail which makes it more user-friendly, easier to understand and to relate with. This statement can be confirmed in my further replies.

The progression of the level descriptors of the MQF is influenced by the consultation with stakeholders who in turn had the national and the European contexts as constant points of reference. This process has helped in aligning the MQF to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA).

4.) Were work objectives/work processes taken into account in the descriptors of your NQF?

+

5.) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?

+

6.) If your NQF has strong references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming the abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?

+

7.) How could relationships between work objectives and required abilities be described?

The Malta Qualifications Framework does not make any express reference to particular qualifications within sectors, the MQF is an overarching framework and it will link to sectoral frameworks, but the level descriptors and the learning outcomes of the MQF give the necessary information on the level of knowledge, skill and competence which a person at any given Level has/should have.

Instead of Competences, the MQF introduces Autonomy and Responsibility indicating that the competences achieved at every level are accountable and measured with the level of autonomy and responsibility the worker has at the workplace. The level descriptors should be mirrored in any occupational profile or occupational standard.

8.) Can explicit or implicit references to autonomy and responsibility be discovered in your NQF?

+

9.) Can explicit or implicit references to knowledge and skills be discovered in your NQF?

+

10.) Do explicit or implicit descriptions of knowledge and skills in your NQF deliver clear references to competences, following the logic of the EQF?

+

11.) Do these references appear in a way that knowledge and skills are derive from competence, or are they only suitable with regard to level?

The domains of the EQF are the Knowledge, Skills and Competences. This can be verified as very generic and flexible; however it is the objective of every NQF to adopt the national level descriptors according to the best fit principle.

A key element in all the levels of the MQF is the provision of detail which makes it more user-friendly, easier to understand and to relate with:-

There are some particular skills and competences in the MQF which feature in every level and their progression can be monitored and distinguished from more general skills and competences which may not be consistently found throughout the level descriptors.

The Knowledge and Understanding of the MQF includes information about what a learner is supposed to know and understand, this section in the EQF is termed as Knowledge.

The Skills section of the EQF is further developed in the MQF where specific domains which highlight progression within different aspects of skills are introduced. These include Applying Knowledge and Understanding, Communication Skills, Judgmental Skills and Learning Skills.

Instead of Competences the MQF introduces Autonomy and Responsibility indicating that the competences achieved at every level are accountable and measured with autonomy and responsibility.

The domains of the MQF correspond to those of the QF/EHEA with the exception, that the latter does not include autonomy and responsibility.

Following is a comparison of the MQF and EQF Levels:-

MQF Level 1
Knowledge and understanding of the MQF differs from the knowledge of Level 1 of the EQF as besides basic general knowledge, it adds the possibility of entry into lifelong learning and includes knowledge and understanding about the use of simple tools, about basic tasks and instructions, and about steps for familiar activities.

Whereas the EQF equates skills with the carrying out of simple tasks, the MQF goes further and distinguishes between the application of skills, communication skills and judgmental skills. The MQF restricts the application of skills to a limited range of skills. It includes basic repetitive communication skills, and the fact that the individual is aware of consequences assumes that the individual exercises judgment during work or study.

The Competence domain of the EQF focuses on work or study under direct supervision in a structured context, whereas the MQF includes basic responsibility for simple routine and repetitive tasks and shared responsibility for those tasks which are carried out under guidance.

MQF Level 2
The EQF defines knowledge at Level 2 as basic factual knowledge of a field of work or study. The MQF goes beyond this and considers knowledge in a field of work or study as good knowledge not just basic, and adds the understanding of facts and procedures in the application of basic tasks and instructions.

Judgmental skills are used in selecting, using and interpreting knowledge related to the specific assigned tasks. The EQF skills are focused on practical skills in a routine environment and using simple rules and tools, whereas the MQF indicate demonstration of a range of skills in carrying out complex tasks. The MQF also adds the communication of basic information and the judgment that an individual checks that the tasks are carried out effectively. The MQF and the EQF agree that the individual must complete tasks with limited supervision and autonomy at this level. However, the MQF gives judgmental value and adds pro-activity in one's actions. It also includes the learning skills to acquire and apply key competences at this level.

MQF Level 3
Both the EQF and the MQF agree on the importance of knowledge and understanding of facts and procedures in a field of work or study. However, the MQF introduces the element of personal initiative and, acknowledges the importance of theoretical knowledge at this level.

It also introduces judgmental skills such as the assessment, evaluation and interpretation of facts establishing basic principles and concepts in a field of work or study. Both frameworks agree on the range of developed skills and the basic problem solving skills. However, the MQF also includes that the individual is capable of demonstrating the range of skills in unfamiliar and unpredictable contexts. Furthermore the individual is capable of communicating more complex information.

Both frameworks agree on autonomy and responsibility. The MQF also adds personal initiative and quality assured contexts, and assumes that the individual is working in a craftsmanship environment. Like the previous levels and the levels to follow, the MQF considers the individual as possessing learning skills to be further developed in a lifelong learning context.

MQF Level 4
The EQF and the MQF agree on the principle that the learner should possess factual and theoretical knowledge within a field of work or study, but where they differ is that the MQF introduces also the term of broad theoretical knowledge and in broad contexts. It also includes judgmental aspects such as the selection and analysis of theoretical knowledge and information.

Both frameworks agree on the autonomy and supervision of others associated with this level. The MQF introduces qualitative and quantitative aspects and the fact that the technical capacity is normally associated with a technician's competence. A feature which is common in all MQF levels is that the individual is expected to have the learning skills which will enable one to proceed to further learning and at this level to the short cycle of the first cycle of higher education.

MQF Level 5
The knowledge at MQF Level 5 is expected to be based on advanced general secondary education at post-secondary level which is indeed as the EQF recommends comprehensive, specialised, factual and theoretical. Moreover, the MQF introduces researching solutions and problem solving skills. At MQF Level 5 the individual is also expected to make judgments on knowledge of relevant and social issues. Both frameworks agree on the demonstration of a range of skills which lead to creative solutions to problems. The learner demonstrates communication skill by conveying structured and coherent ideas to peers, supervisors and clients using judgmental skills and communicates information which is both quantitative and qualitative. The learning skills statement shows that by MQF Level 5 the learner should be ready to proceed to higher education. The competences in both frameworks focus on the management supervision and development of team players in an environment characterised by unpredictable change. The MQF applies the term "some autonomy" to further studies to higher education.

MQF Level 6
There is a consensus among the EQF, QF/EHEA and the MQF that this level is characterised by an advanced level of knowledge and skills particularly judgmental skills. There are some aspects which the MQF adopted from the EQF and others from the QF/EHEA. The EQF and the MQF agree on the production of innovative work. Similarly to the QF/EHEA the MQF includes skills such as the gathering and interpreting of information and the communication of ideas, problems and solutions based on sustained and well-researched arguments. The EQF does not go into these details but includes critical understanding and the demonstration of mastery and innovation in solving complex and unpredictable problems. The EQF's judgmental skills are more problem-oriented and the QF/EHEA's and the MQF's are more research-oriented.

The QF/EHEA includes autonomy and responsibility as part of learning skills and it does not include statements that show managerial responsibility. However this is not the case in the EQF and the MQF as they both take into consideration the management of people and projects. The MQF like the QF/EHEA expect the learner to demonstrate learning skills with a high level of autonomy. The two distinct features that are not found in the EQF and the QF/EHEA are linked to personal competences such as when an individual makes judgements on social and ethical issues, and that one is competent and uses one's initiative. Although the QF/EHEA includes the communication of ideas, problems and solutions they do not go into the details about the audience and the methodology of delivery as the MQF does. The level descriptors of the MQF are more detailed than those of the QF/EHEA and the EQF because it is a national framework and therefore does not have to be as general and flexible as the other two frameworks. The MQF Level descriptors are more comprehensive for the sake of clarity, but they do not ask for more than the EQF is asking for.

MQF Level 7
All the frameworks with which the MQF is aligned, that is the EQF and the QF/EHEA, emphasise the importance of original research at Level 7. These also agree on the review of personal development. The MQF and the QF/EHEA consider knowledge at this level to be of a specialised or a multi-disciplinary nature, however this is not the case in the EQF which concentrates on the specialised type of knowledge. This does not imply that the MQF requires more and higher level skills, but it provides a more detailed description The statement dealing with critical evaluation is found in Level 7 of the MQF, and in Level 8 of the EQF and the QF/EHEA. Communication is excluded from all levels of the EQF. However, this is present in the QF/EHEA and the MQF. However, the MQF's statement describes in more detail and includes the fact that the communicated information may be the outcome of research, self-study or experience, thus recognising informal and non-formal learning. The MQF and the EQF are more business-oriented than the academic-oriented QF/EHEA. The latter does not include statements about individuals in the work environment where they will be responsible for projects and for the quantitative and qualitative work as well as the personal development of subordinates.

MQF Level 8
The three frameworks agree that at this level the individual should have reached a high level of expertise in a specialised area of study or profession. All the frameworks give the same importance to the mastering of critical assessment and evaluation related to the research and other material related to the specialised field of study. The individual has a certain authority in the field which has to be sustained by continuous professional development. All frameworks agree that at this level one has a personal social responsibility to promote technological, social and economic development through researching, testing and communicating innovative ideas. The QF/EHEA and the MQF include a statement about communicating the expertise to scholars and the general public and the MQF goes further by indicating how the methodology of communicating the specialised expertise including publication and participation in specialist fora.

The MQF is distinguished from the other frameworks as it also includes managerial aspects in terms of responsibility for the leadership of specialised projects. This enhances the character of Level 8 as a professional level and not a level strictly restricted to academic fields. Unlike the managerial role associated with the previous level, at Level 8 the individual is responsible for projects which are specialised, thus using the expertise acquired in the field of specialisation.

12.) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail); how far includes the description of work activities the relationship to the action of others and how far does this correspond to the Level descriptors of the Employability Grid?
+
13.) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): how far is the context of work described as which categories are used to identify differing levels?

As can also be noted from the answers above, the Malta Qualifications Framework does not make specific reference to qualifications within specific sectors but considers the knowledge, skills and competences of a person to be at 3 different 'working stages':-

§   Craftsmanship Level (Level 1-3)
§   Technician Level (Levels 4)
§   Managerial Level (Levels 5-8)

At level 3, both EQF and MQF frameworks agree on autonomy and responsibility. The MQF also adds personal initiative and quality assured contexts, and assumes that the individual is working in a craftsmanship environment. Like the previous levels and the levels to follow, the MQF considers the individual as possessing learning skills to be further developed in a lifelong learning context.

At Level 4, both EQF and MQF frameworks agree on the autonomy and supervision of others associated with this level. The MQF introduces qualitative and quantitative aspects and the fact that the technical capacity is normally associated with a technician's competence. A feature which is common in all MQF levels is that the individual is expected to have the learning skills which will enable one to proceed to further learning and at this level to the short cycle of the first cycle of higher education.

With regards to level 6, The QF/EHEA includes autonomy and responsibility as part of learning skills and it does not include statements that show managerial responsibility. However this is not the case in the EQF and the MQF as they both take into consideration the management of people and projects. The MQF like the QF/EHEA expect the learner to demonstrate learning skills with a high level of autonomy.

With regards to Level 8, the MQF is distinguished from the other frameworks as it also includes managerial aspects in terms of responsibility for the leadership of specialised projects. This enhances the character of Level 8 as a professional level and not a level strictly restricted to academic fields. Unlike the managerial role associated with Level 7, at Level 8 the individual is responsible for projects which are specialised, thus using the expertise acquired in the field of specialisation.

14.) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?
+
15.) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualifications framework.
+
16.) Which enhancements of references of the NQF should be suggested?

The Maltese Qualifications Framework is an overarching framework and it will link to sectoral frameworks. The MQF makes no express reference to qualifications within sectors (especially ICT, construction, logistics and/or retail).

Malta's Qualifications Framework achieved the inclusion of qualifications across compulsory, vocational and academic sectors into a single framework. Malta is looking forward to work hand in hand with its stakeholders to finalise some very important sectoral qualifications frameworks such as the sports and performing arts frameworks, which frameworks will be based on the MQF but include the specificities of each and every sector.

It is important to point out that Malta has an awards system that fits the MQF and helps training providers design qualifications that respond to the needs of individuals, employers and the labour market and provides young learners with a holistic form of education.

Eight different awards have been designed to express the widest possible awards system in Malta's qualifications framework. These awards have been expressed within Malta's obligation as signatory of the Bologna Process (1999) and the Copenhagen Process (2002) as well as full Member of the European Union. The eight awards are:

1. Academic Higher Education Awards
Higher Vocational Education and Training (VET) Awards
2. Vocational Education and Training Awards
3. Continuous Professional Development Awards
4. Customised Awards
5. Work-Based Awards
6. School Awards
7. Higher and General Education Legacy Awards
8. VET Legacy Awards

It is expected therefore that all formal, informal and non-formal learning falls within one or more of these categories. The Higher Education Awards could be of an academic/research or vocational nature (Higher VET Awards) respecting the three Bologna cycles of Bachelor, Master's and Doctorate qualifications or the EQF level descriptors at levels 5 to 8. These levels when applied within Universities must reflect research and a wide knowledge-base within the sector whereas when offered within colleges must seek a balance between knowledge, skills and competences acquired through formal learning and work experiences. Each of these levels has been assigned specific workloads which must be successfully completed in order to claim such award.

17.) At the meeting in Stuttgart it was discussed that there are some missing distinctions between some levels within the employability grid (WP 2). It was pointed out that it might be useful to add additional action verbs that are integrated into the EQF descriptors such as those referring to "complexity". Therefore we are interested in how your country deals in the context of the NQF with differentiating these levels, especially according to the distinction of level 5 and 6 of the EQF.

Kindly refer to my answers above and to page 92 and 93 of the Maltese Referencing Report for a detailed description of Knowledge, Skills and Competences of Level 5 and 6 MQF.

6. Greece

1) Is the considered national qualification framework based on an explicit/implicit logic?
The Hellenic Qualifications Framework is based on an implicit logic.

2) If available: What is the relationship of this logic to the implicit logic of the EQF?
Although the descriptors of the knowledge, skills and competences in the levels in the Hellenic Qualifications Framework are more detailed than those in the EQF levels, the whole logic is based on the implicit logic of the EQF.

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?
The Hellenic Qualifications Framework has not been yet referenced to the EQF. The reference has been scheduled for 2012.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?
The general /main descriptors of the Hellenic QF follow the logic of the EQF descriptors.

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?
Experts working on the referencing of the qualifications acquired in VET to our NQF levels will certainly take into account the work objectives while creating the relevant descriptors.
Their work will be based on the existing job profiles and on a methodological guide for the reference of the qualifications acquired in the non-formal and informal learning. This is an on-going process, without any reportable results for the moment.

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
The same answer as above!

7) How could relationships between work objectives and required abilities be described?
The same answer as above!

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?
Implicit references to *autonomy* and *responsibility can* be discovered in the Hellenic QF.

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?
Implicit references to knowledge and skills can be discovered in the Hellenic QF.

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
Implicit descriptions of knowledge and skills in the Hellenic QF do not yet deliver clear references to competences.

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?
These references are suitable with regard to level.

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?
The same answer as to the questions 5.

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?
The same answer as to the questions 5.

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?
The levels and general descriptors of the Hellenic Qualifications Framework are not based on any kind of Swot Analysis. The Hellenic QF follows the implicit logic of the EQF.

15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?

The same answer as to the questions 5.

16) Which enhancements of references of the NQF should be suggested?

The same answer as to the questions 3.

17) At the meeting in Stuttgart it was discussed that there are some missing distinctions between some levels within the employability grid draft (WP 2). It was pointed out that it might be useful to add additional action verbs that are integrated into the EQF descriptors such as those referring to "complexity".
Therefore we are interested in how your country deals in the context of the NQF with differentiating these levels, especially according to the distinction of level 5 and 6 of the EQF.

The differentiation between level 5 and 6 will be indicated by experts working on the descriptors of the qualifications acquired in the VET, in cooperation with those defining the descriptors in the domain of HE.
The Greek work team of the project "NQF-SQF" will inform the experts mentioned above about the whole logic of the Employability Grid in order to offer a more modern approach to the Hellenic QF construction's process.

7. Netherlands

The NLQF is base on an implicit logic.

2) If available: What is the relationship of this logic to the implicit logic of the EQF?
The EQF has been 'translated' to the Dutch educational system. The general education and the vocational and higher education have been taken into account.

The NLQF has translated the EQF descriptors knowledge, skills and competences into 8 descriptors.

NLQF	EQF
Context	
Knowledge	knowledge
Applying knowledge	skills
Learning and development skills	
Information skills	
Communication skills	
Responsibility and autonomy	competence

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?
Each of the descriptors was described for all types of education within the formal educational system. The general secondary education and the vocational and higher professional and university education. The EQF descriptions were leading in the process of developing the NLQF.
The EQF terminology is incorporated in the descriptions. The levels of the vocational education have been taken into account on the highest level of abstraction. The descriptions thus have the same global descriptions as the EQF.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?
The NLQF descriptors had to fit both general and vocational or higher professional education and university education.
Therefore reference has been in general terms to a profession or a knowledge domain.
For instance the description of knowledge at level 1 NLQF and EQF:
NLQF level 1: has basic knowledge of simple facts and ideas related to a profession or a knowledge domain
EQF level 1: basic general knowledge

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?
The descriptors reference to work practice in general terms.

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
Abilities are described in five categories: problem solving abilities, learning and development abilities, information abilities, communicative abilities. These descriptors have a relation to work practice. Just in a general way. Descriptions are sometimes very explicit described in 'actions'.

7) How could relationships between work objectives and required abilities be described?
NLQF is a general framework. But it's possible to translate the general descriptors to a professional sector.

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?

NQF-SQF:

NQFs - logics, orientations, strengths and weaknesses

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Education and Culture D
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19/19

prepared by 3s research laboratory

The EQF descriptions are incorporated in the NLQF. So autonomy and responsibility are described in the levels. At some levels the Dutch descriptions are more explicit than the EQF descriptors.

level	NLQF context	NLQF Responsibility and Autonomy	EQF competence
1	A recognizable, stable living and work environment	Collaborate with peers, supervisors and clients. Bear under supervision responsibility for the results of simple tasks and study.	Work or study under supervision in a structured context
2	A recognizable, stable living and work environment	Collaborate with peers, supervisors and clients. Bear responsibility for the results of simple tasks and study.	Work or study under supervision with some autonomy
3	A recognizable, changing living and work environment, including international	Collaborates with peers, supervisors and clients. Bear responsibility for the results of a defined set of tasks and study. Bear shared responsibility for the result of the routine work of others.	Take responsibility for completion in work or study Adapt own behavior to circumstances in solving problems
4	A recognizable, changing living and work environment, including international	Collaborate with peers, supervisors and clients. Bear responsibility for the results of own activities, work and study. Bear shared responsibility for the result of work of others	Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise routine work of others, taking responsibility for the evaluation and improvement of work or study activities
5	An unknown, changing living and work environment, including international	Collaborate with peers, supervisors and clients. Bear responsibility for the results of own activities, work and study. Bear shared responsibility for the result of activities and work of others and for the steering of processes.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
6	An unknown, changing living and work environment, including international	Collaborate with peers, specialists and non- specialists, supervisors and clients. Bear responsibility for the results of own work and study and the result of work of others.	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts

		Bear shared responsibility for the steering of processes and the professional development of individuals and groups. Gathers and interprets relevant data for the purpose of expressing a view which is partly based on weighing relevant social professional, scientific or ethical aspects.	take responsibility for managing professional development of individuals and groups
7	An unknown, changing living and work environment, with a high degree of uncertainty, including international	Collaborate with specialists and non-specialists, peers, supervisors and clients. Is responsible for the results of own work and study and the result of work of others. Is responsible for the steering of complex processes and the professional development of individuals and groups. Formulate judgements based on incomplete or limited information and taking into account social, scientific and ethical responsibility that are associated with applying own knowledge and judgements.	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	An unknown, changing living and work environment, with a high degree of uncertainty, including international	Collaborate with peers, specialists and non- specialists, supervisors, clients and the broader scientific community and society as a whole. Is responsible for the results of own work and study and the result of work of others. Is responsible for the steering of complex processes and the professional development of individuals and groups. Design and develop with academic integrity a complex scientific research, implement and adjust it.	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Source website NLQF.nl: Documents Version for consultation February- March 2011

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?
The EQF description of knowledge and skills is explicitly incorporated in the descriptors.

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
The EQF terminology is incorporated in the Dutch descriptors. Context is described as a given situation that applies to all descriptors (knowledge, skills and responsibility and autonomy) Competences are closely related to knowledge and skills. Autonomy and responsibility are included in the descriptions of knowledge and skills. You could say that Autonomy and

responsibility (competence) explains the context of the work process. For a complete description of a level all elements (K,S&C) are important.

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?
See answer 10.

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?
The descriptors changing or not changing context, steered by others or steering others, and influencing or not influencing the context are part of the EQF descriptors and are integrated in the NLQF descriptors. See answer previous answers.

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?
The descriptions are only at a general level. There is no referencing to any sector. The EQF reference to work is translated as work practice and study is translated as 'domain of knowledge'.

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?
The NLQF is still a draft version and not formally approved.
The current version describes an entry level. This entry level is not linked to EQF. The level is below EQF level 1. It has been described with the NLQF descriptors.
At the moment the NLQF consists only of references to the formal education. Non formal education will follow later and only after a request for levelling.

15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?
The VET qualification system is taken into account in the development of the NLQF. Most of the VET qualifications are the sectoral qualifications. The levels of VET are levelled in the NLQF.
There is a debate about the weight of some of the level 4 qualifications, especially in the European context of levelling. The debate is about the question if those qualification are a level 4 or a level 5 qualification. It's a system discussion. Level 4 is VET, level 5 is shorter higher education, under another jurisdiction. In the Dutch system this is not really a problem, but in the European referencing process this becomes a problem, while it can mean that within the EQF qualifications the ranking is wrong, because they are scaled too low.

Previous Notes

Along your questionnaire we will mention NQF meaning NQF VET ONLY, seeing Spanish NQF is not completed. University levels are still in progress.

The NQF as far as VET only, has been recently published in Spain and formal and labour educations have been adapted to this framework and to its qualification descriptions. In relation to SQF, there is no SQF to date referred to NQF. This will be a sensitive issue that will be dealt at collective agreement and will take years at least at the private company realm. The reason of this issue resides in the fact that to link SQF´s to NQF could imply to reassess workers professional level which could eventually lead to salaries rise at large. Moreover SQF´s in general are described in ¨Professional Categories¨ NOT in Qualifications. These Professional Categories are pretty much related to Job positions than related to ¨competences¨. As NQF has been recently put in place (VET only) and just now educational system and non-formal learning (VET ruled by Ministry of Labour) has been adapted to it, few initiatives, if any, have been carrying out to relate SQF to NQF. As expected the natural beginning of this process should be found at public service area where governments put no resistance to the change as oppose to private sector. So no ¨private¨ initiatives where detected trying to link SQF¨ to NQF. The National Qualification Institute of Spain (INCUAL) likewise has no acknowledge about the existence of such initiatives in the territory.
Just one ¨PUBLIC¨ initiative where identified this is a collective agreement between public employees and Cantabria Government. This collective agreement was negotiated by labour unions and government and was published in February of 2010 with annual reviews foreseen. In this agreement each professional category of the public SQF is linked to an official qualification described in NQF (which in Spain is already related to EQF). No other Public initiative was detected as well. The relations describe here refer to this specific collective agreement with regards to NQF.

1) Is the considered national qualification framework based on an explicit/implicit logic?

It is clearly explicit in relation to what are the competences, knowledge and abilities required to perform certain qualifications levels. It is implicit in relation to responsibility, autonomy this qualification level may require.

2) If available: What is the relationship of this logic to the implicit logic of the EQF?

NQF (VET only) levels are directly referenced to EQF levels. The referencing process is not a disclosed methodology however as the NQF is described in detail on competences, knowledge and abilities the referencing took strongly into account these descriptors. Autonomy & Responsibility were implicit categories which were taking into account based on previous NQF qualifications descriptions and are implicitly present at 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 techical 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 tecniques and can be carried out independently. It includes responsibilities such as co-ordinataion and supervision of technical and specialized work. It requires the understanding of technical and scientific basics of activites 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 tecnical, scientifc, 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 plaaning 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) How has this relationship been considered when the national qualification framework was referenced to the EQF?
Same answer above.

4) Were work objectives / work processes taken into account in the descriptors of your NQF?
Yes.

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?

At the SQF the descriptions of Professional Profiles are undertaken by commissions comprised by representatives of companies and labour unions, although the methodology of this process is not formally stated, it is assume that the work objectives are the basis of the profile description. Moreover, the work objectives are clearly stated at the collective agreements documents in a form of a series of tasks that each professional profile has to be able to do.

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
In this case tasks assume the role of ´abilities´ and are described as a complementary information to explain the general competence required from this professional profile (which is stated) that in some way mirrors the work objective.

7) How could relationships between work objectives and required abilities be described?

The work objectives are clearly stated at the NQF as a Product & Results Description for each competence and in a form of a series of sequential tasks that each competence unit requires to be accomplished.

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?

Yes. Autonomy and Responsibility can implicitly be drawing from NQF levels.

Level 1: Competence in a reduced group of relatively simple work activites 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 techical 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 tecniques and can be carried out independently. It includes responsibilities such as co-ordinataion and supervision of technical and specialized work. It requires the understanding of technical and scientific basics of activites 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 tecnical, scientifc, 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 plaaning courses or ideas for products, processes or services. Very self sufficient. Frequent responsibility in delegating resources, analysis, diagnostic, design, planning, task completion and assessment.

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?
It is explicitly described in a form of ¨Professional Provisions¨ and ¨Tasks¨

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
        Yes Competences are explicitly described.

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?

They derive directly from each Competence.

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?

Sometimes the relation is explicit stated and sometimes the relation is implicit. In any way this relation could be depicted in case the structure of the SQF had to be related to other framework.

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?

        SQF is based on professional categories which are ranged in 3 Groups, each one embracing certain nr Levels. The groups are establishing explicitly according to Knowledge levels and implicitly responsibility level over other individuals. They are actually called Professional Qualification Groups.

Groups	Levels	Professional Profiles (examples)
1 (Higher Knowledge/Qualifications)	7	
	6	
	5	
2 (medium Knowledge/Qualifications)	4	
	3	Cultural Guide
		Sanitary Officer
		Communication Officer
		Wharehouse Officer
		Driver
	2	Kitchen Operator
		Roads Operator
		Forest Operator
1 (low Knowledge/Qualifications)	1	
		Services Assitant (cleaning)
		General Assistant
		Telephone Operator

Levels here are used to embrace specific Professional Profiles pretty much related to JOB positions. As oppose to EQF, Levels here are not related to higher degrees of knowledge but with specific kind of professionals profiles. Group 2 has 3 different levels, all of them have the same levels of knowledge (the one specified by group 2) however professionals profile of level 2 are different from level 3 in the same group.

For each Professional Profile the knowledge level is specified in terms of Title/Certificate required, the general competence (they are not mentioned in this term) is described, some profiles have also detailed tasks to be undertaken and responsibilities expected described.

To enter in one Group or another the criteria is much more related to internal promotion schemes which have implicit variables as experience level, responsibility, additional training / specializations, initiative, work complexity etc. However these variables are not explicitly categorized, described, measured and related to the levels officially in the document.

Some relation can be establish with the logic of EQF that in some way also considers knowledge as a descriptor to determine EQF levels. This could be a bridge to be used. Levels here have a different logic concept of EQF however you may find in some way or another competences, knowledge and skills, not necessarily all of them in all profiles neither complete, but could be also useful as a bridge to EQF (requiring in this case a redesign effort).

The context of work is described as far autonomy, responsibility, vertical-horizontal relationship, knowledge, working means / equipments and tasks. Most information is explicit although some may be found implicitly.

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?

Strengths: There some new collective agreements via labor unions, although simple and currently in draft stage, trying officially to link SQF (where employability grid is related to) to NQF

Weaknesses: SQF are defined through collective agreements which are a lengthy process so the pace companies enter into EQF realm, via this officially way, would be as lengthy as the agreements evolution are.
Other aspect is that SQF is trying to be linked to the NQF (reaching EQF as a consequence not as an end). In some way the EQF perspective in this process is lost by the actors involved.
There are controversies among companies, government and labour unions in relation to NQF structure (specifically levels) and updating process

Opportunities: EU demands of homogenising education frameworks and improve mobility added by the lack of workforce in many sectors in Europe may help companies to get on board on the qualification subject (SQF-NQF-EQF)

Threats: crises paralysed many collective agreements processes and the resuming of activities will depend pretty much of economic recovery pace. In this way all ideas of putting in practice links between SQF-NQF will be pending.

15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?

Strengths: There are already initiatives, although simple, trying officially to link SQF to NQF

Weaknesses: SQF are defined through collective agreements which are a lengthy process so the pace companies enter into EQF realm, via this officially way, would be as lengthy as the agreements evolution are.
Other aspect is that SQF is trying to be linked to the NQF (reaching EQF as a consequence not as an end). In some way the EQF perspective in this process is lost by the actors involved.
There are controversies among companies, government and labour unions in relation to NQF structure (specifically levels) and updating process

Opportunities: EU demands of homogenising education frameworks and improve mobility added by the lack of workforce in many sectors in Europe may help companies to get on board on the qualification subject (SQF-NQF-EQF)

Threats: crises paralysed many collective agreements processes and the resuming of activities will depend of economic recovery pace.In this way all ideas of putting in practice links between SQF-NQF will be pending.

If Autonomy & Responsibility could be explicitly described would facilitates other referencing processes at sectoral levels.

On the table below we give an overview of the relations at the present moment. We say ¨present moment¨ because so far ONLY VET NQF is finalized and related to EQF and it goes up to EQF level 5 only. EQF level 6 corresponds to levels on the University levels system, however a draft exists even though it is not officially published and assigned.

By the descriptions we may see that NQF level 3 corresponds to EQF level 5 and NQF level 4 corresponds to EQF level 6. The difference between both seems to be in the group of activities that must be developed where in level 6 are wider, involving different areas of knowledge and wider managing capabilities. Both levels seem to have autonomy and may imply supervision in some way or another so these descriptors couldn´t be used to establish differentiation. The main differentiation seems to be on the depth and wide of work complexity and knowledge both levels require.

Education System	Referencing	EQF Levels	EQF Levels Description	VET NQF Levels	VET NQF Levels Description
VET	related	2	basic factual knowledge of a field of work or study > basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools > work or study under supervision with some autonomy basic factual knowledge of a field of work or study > basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools > work or study under supervision with some autonomy	1	Competence in a reduced group of relatively simple work activities which correspond to standardised processes with only a limited theoretical knowledge and practical capacity necessary.

VET	related	4	factual and theoretical knowledge in broad contexts within a field of work or study > a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study > exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change > supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	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 that may be without supervision whithin the use of 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.
VET	related	5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge > a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems > exercise management and supervision in contexts of work or study activities where there is unpredictable change > review and develop performance of self and others	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.
University Levels	draft	6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles > advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study > manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts > take responsibility for	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 actions and to define or develop projects, processes, products or services.

			managing professional development of individuals and groups		
University Levels	draft	7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research > critical awareness of knowledgeissues in a field and at the interface between different fields > specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches> take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	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 actions or to create products, processes or services. Great personal autonomy level. Frequent responsibility in assigning resources, in undertaking analysis, diagnostic, design, planning, task completion and assessment.
University Levels	draft	8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields > the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice > demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained	Not apply	Not apply

			commitment to the development of new ideas or processes at the forefront of work or study contexts including research		

Eqf Levels not applied on VET NQF

Education System	Referencing	EQF Levels	EQF Levels Description	Non VET L
Formal Non Vet Education	related	3	knowledge of facts, principles, processes and general concepts, in a field of work or study > a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information > take responsibility for completion of tasks in work or study > adapt own behaviour to circumstances in solving problems	Bachill
Formal Non Vet Education	related	1	> basic general knowledge > basic skills required to carry out simple tasks > work or study under direct supervision in a structured context	Compulsory S Educati

1) Is the considered national qualification framework based on an explicit/implicit logic?

It follows the logic of the EQF concerning the 8 levels structure and the inclusion principle in vertical direction. On the horizontal level there are differences concerning the Qualification structure and the descriptors....
And it follows the logic of activity based learning (Handlungskompetenz)

2) If available: What is the relationship of this logic to the implicit logic of the EQF?

s.o.

3) How has this relationship been considered when the national qualification framework was referenced to the EQF?

It does not take a role in the definition of the descriptors. The descriptors are not compatible to the EQF

4) Were work objectives / work processes taken into account in the descriptors of your NQF?

Yes, partially implicitly, partially explicitly

5) If your NQF has references to qualifications within sectors (especially ICT, construction, logistics and/or retail): Were work objectives taken into account in the description of occupational profiles/qualifications?

There are no explicit references to sectors

6) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
 s. 5)

7) How could relationships between work objectives and required abilities be described?

In the NQF or in general? In general: 1. work objectives - in our understanding and from the perspective of the work analysis developed in the ITB - are not aims but objectives in the sense of "Arbeitsgegenstand". 2. Work objectives don´t determine either work processes or abilities because work processes are designed or created due to educational and pedagogical principles as well as the requirements of the corporations – the consideration of principles of educational sciences – especially a comprehensive concept of professional education – is the basis of the german dual system. Because of the optional character of work processes due to work objectives the relationship of these three parameters cannot be understood in a linear or deterministic way (Work objectives-work processes-abilities);

8) Can explicit or implicit references to *autonomy* and *responsibility* be discovered in your NQF?

Yes, but there are a number of additional so called soft skills in the DQR included in the category Personal competence= Social Competence and Self Competence not being addressed by competencies (autonomy and responsibility) in the EQF. In the latest version – March 2011 – independency plays an important role.

9) Can explicit or implicit references to *knowledge* and *skills* be discovered in your NQF?

Yes, explicit references (knowledge and skills are two analytic dimensions of "Fachkompetenz")

10) Do explicit or implicit descriptions of *knowledge* and *skills* in your NQF deliver clear references to *competences*, following the logic of the EQF?
No, the qualification concept of the german NQF differs from the EQF qualification concept distinguishing between K/S/C. Thus knowledge and skills don´t deliver references to competence, but are dimensions of Fachkompetenz. (Different understanding and interpretation of competence: The German NQF has implemented the qualification concept used in VET: comprehensive concept of professional action competence distinguishing between Fachkompetenz (Knowledge and skills) and Personal Competence (Social and Self Competence). Competence as such is insofar no steering knowledge and skills, neither can knowledge and skills be derived from competence.

11) Do these references appear in a way that *knowledge* and *skills* are derived from *competence,* or are they only suitable with regard to level?

Considering 10) knowledge and skills cannot be derived from competence, they are dimensions of Fachkompetenz (Competence in this logic cannot steer knowledge and skills respectively knowledge and skills cannot be derived from competence as the employability grid suggests - following the EQF qualification concept, where competence is an isolated category)

12) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far includes the description of work activities the relationship to the action of others and how far does this correspond to the level descriptions of the Employability Grid?

Yes, the description of work activities includes social competence (teamcompetence, leadership competence, communication-competence, learning competence, a.s.o). The correspondence to the level descriptions of the Employability grid is not clear..... (Has to be compared more detailed.....) But there are more soft skills being considered i.e. reflexivity, Learning competence..... (not only autonomy and responsibility). Just considering autonomy and responsibility in order to level qualifications might be a reduction. A valid levelling requires an explicit connection to the subject (Fachgebiet) otherwise a hairdresser in a higher position (top stylist or art director) might be levelled higher then an architect or an ingenieur. (In other words- autonomy has to be related to the subjects and the formal qualification: It has to be distinguished between (i.e. *autonomy* concerning strategic decisions in the automotive sector or concerning (project)management decisions ...or *autonomy* concerning the way you cut one´s hair) – because this is a difference that makes a difference !

13) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): How far is the context of work described and which categories are used to identify differing levels?

No sector relation relevant

14) Which strengths, weaknesses, opportunities and threats can be identified in the logic of your national qualification framework (taking the employability grid into account)?

Can the employability grid be a measure to evaluate the quality of frameworks? I think this is not possible because the underlying assumptions of the employability grid and the underlying assumptions of the German NQF are different. (see above)

Employability grid has in focus only the work relation and the competencies relevant for work relation. This is much "shorter" as the DQR approach is designed.

15) If your NQF has a strong reference to qualifications within sectors (especially ICT, construction, logistics and/or retail): Which strengths, weaknesses, opportunities and threats can be identified in the logic of the referencing to it of the national qualification framework?

Weakness of the NQF: A number of functional and extrafunctional competences gained empirically (by work process analysis i.e. in the Automotive Sector) are not addressed in the German NQF and the EQF. Ethical and moral aspects (Personal competence) are not considered in the EQF (note: I didn´t check this statement) Strenghts: A Qualification concept in the sense of comprehensive professional action competence (professional action skills: Fachkompetenz/subject related competence= Knowledge and skills)) and Personal Competence (Social Competence and Self Competence) due to the existing terminology in VET and insofar considering the peculiarity of the German educational system - in contrast to a fragmented qualification concept delivered by the EQF. This is a strength from the perspective of the German VET System and can be considered as a weakness from the perspective of the EQF and the Employability grid.

Second, the aspiration level of NQFs built on the principle of Beruflichkeit (as the german DQR) is higher then in the aspiration level of frameworks just reflecting market or firm requirements/demands (the underlying distinction in order to distinguish frameworks could be Employability versus Beruflichkeit (Principle of professionality)

Threats: No successful implementation of the EQF, lack of comparability of referenced competences ("Levelling by nivelling") resp. the quality of qualifications. Following the Strategy of Kopenhagen (Frameworks) will hamper the Lissabon Strategy targeting to establish a common European VET System.

A rhetorical question in our case as the German NQF is already in force since 22th of march 2011. But in general: First, the descriptors have to be more specific (resp. not that abstract), otherwise we will compare apple with pears.
Soft skills, as autonomy, have to be connected to the subjects of work. Without such a qualitative dimension it is difficult to level (and measure) autonomy. Second, it would be helpful to distinguish between autonomy and "Selbständigkeit" (Autonomie ist Selbsttätigkeit, whereas Selbständigkeit means working without help or without being controlled, it is mainly referred to professional or job routines- autonomy is more – .... strategic decisions, creating innovations, problemsolving/production of new or incremental knowledge – also relevant in some areas in the production sector not only in the academic field).

NQFs should consider the particularities of the National educational systems. Because of the diversity of educational systems in Europe the NQFs can only enable comparability of qualifications in a more or less formal way. Frameworks should follow the principle of "Beruflichkeit" not just the principle of employability (in the sense of pure market demands).

In my point of view the employability grid is to narrow and has in the focus the needs of the employer only. The interests of the subjects do not play a role. The interest of the labour market dominates the approach. Only with verbs this problem cannot be solved. A deeper study of the work process related approach is proposed because this approach has solved this problem already.

Complement (Hupfer): There is a clear distinction between the levels 5 and 6 in the German NQF (DQR). Concerning Knowledge and skills (both are analytical dimensions of "Fachkompetenz"/subject related competence) level 6 includes scientific knowledge and the application of scientific subjects as well as a critical understanding of the most relevant scientific theories and methods (no reference to science at level 5). Furthermore skills on level 6 include the ability to develop new solutions to solve complex problems in a scientific subject (due to the bachelor level of the Qualification Framework of German "Hochschulabschlüsse" (Fachhochschulen) and under frequent changing work requirements as well as the ability to judge or validate these solutions from different perspectives and measures.

In contrast to level 5 social competence (one analytic dimension of personal competence) on level 6 includes leadership abilities (to lead organisations and teams and to coach others) and the work within expert communities/teams. The term complexitiy is only used at level 6 (to solve complex subject related problems and to develop solutions with other experts).

In short there are four additional references at level 6 not mentioned at level 5:

1. Fachkompetenz (subject related competence):

Scientific knowledge and the application of scientific knowledge *and methods* (due to the bachelor level) – (under the category "Knowledge" as an analytic dimension of subject related competence)

Solution of new complex problems under *changing requierements* - (under the category "skills" as the second analytic dimension of subject related competence)

2. Personale Kompetenz/Personal Competence (distinguishing between social competence and independence as two analytic dimensions)

Working within *expert* teams (social competence)

Leading and *coaching* teams and single others. (social competence)

The *definition and design* of training and work processes, their reflection end evaluation (Selbständigkeit/independence)

Note: The term "autonomy" used in the employability grid and the EQF is not used in the DQR. The DQR only uses the term "independence". Due to that and from my point of view there is a distinct difference between autonomy (Autonomie) and independence (Selbständigkeit) that should be considered also in the employability grid.

A.1 NQF in Italy
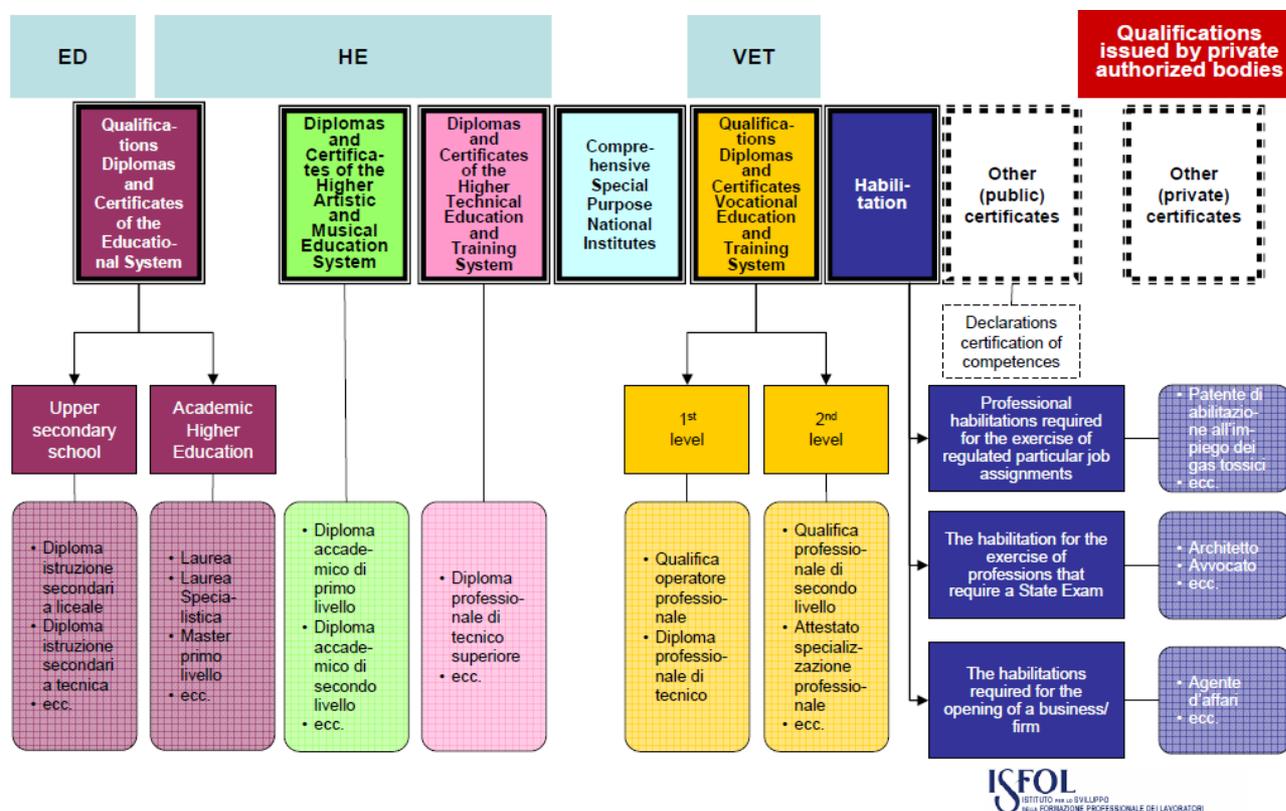
The Qualifications issued by the Italian System

The criteria used for the identification of the qualifications that will be linked to the EQF are the following:
- the affiliation to a regulated system/sub-system;
- the degree of dissemination required by both the individuals and the labour market;
- the availability/unavailability of the necessary information for the classification of the type of qualification in the EQF grid and
- the segmentation degree of the types of qualifications and of the involved bodies.

The indicators and descriptors for the identification of the qualifications that may be correlated to the EQF are the following:
- a reference to the adequate EQF level;
- the descriptors of the learning outcomes formulated in terms of knowledge, skills and
Competences and
- the quality criteria consistent with the ones indicated by the European Recommendation.
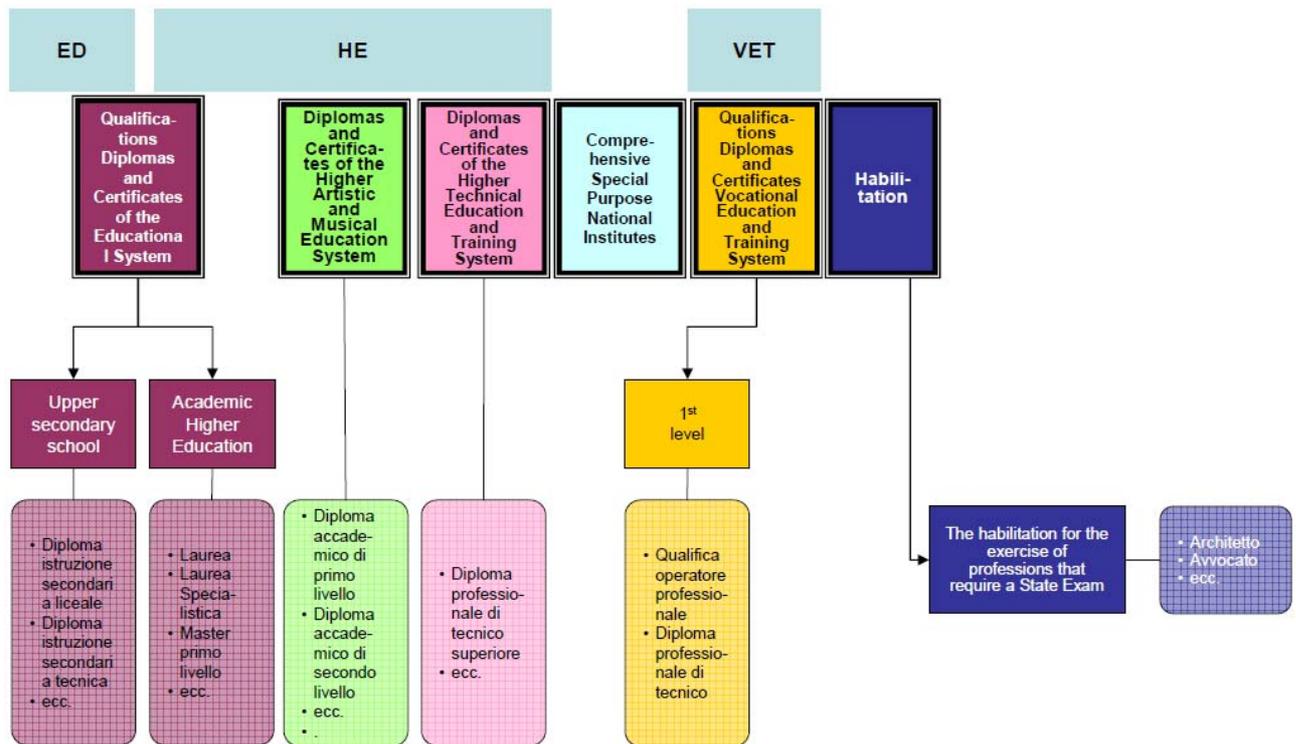
A hypothesis of the outline of the qualifications that may be correlated to the EQF

2nd degree upper secondary diplomas

There is no specific reference to an EQF level, but the qualification is naturally placed on the 4th level because it is preparatory for the higher education.

The Ministerial Decree of the 22nd of August, 2007 (regarding the compulsory education) introduces the concept of learning outcomes and defines the essential learning levels that every student has to acquire by the end of the 2 compulsory years' cycle. Also, the Ministerial Decree introduces the requirement for the new evaluation and certification models that should be consistent with the European documents, from which the Common Quality Assurance Framework is part of.

For the time being, the qualification that can be obtained at the end of the 5-year course of studies is described by the Specific Learning Objectives, made up of knowledge and skills.

The articulation of knowledge and skills is quite close to the statement of what the student must know, understand and/or know how to do.

The diplomas of the academic higher education

There is no specific reference to the EQF levels, but the Italian University system adopts the 3 cycles of the Bologna Process.

Therefore the Laurea is placed on the 6th level, the Laurea Magistrale on the 7th and the Dottorato di Ricerca on the 8th.

The Ministerial Decree of March the 16th 2007 states that "in order to define the educational organisation for the Laurea courses, the Universities have to specify the training objectives in terms of expected learning outcomes with reference to the descriptors' system adopted at a European level" (the Dublin Descriptors). The Universities comply with the indications on the quality of the courses endorsed by the Ministers in Bergen (2005).

The National Evaluation Agency for Universities and Research will take the ENQA (the European Network of Quality Assurance Agencies) document as reference.

In-depth examination on the correlation between the EQF and other Universities, Diplomas are in the pipelines: Diploma di specializzazione e Master di primo e secondo livello.

The diplomas of Higher Artistic and Musical Education

There is no specific reference to an EQF level, but the AFAM (Alta Formazione Artistica e Musicale) structure is very similar to that of the Universities. Therefore the Diploma accademico di 1°liv., the Diploma accademico di 2°liv. and the Diploma accademico di formazione alla ricerca are placed respectively on the 6°, 7°and 8°of the EQF levels.

prepared by 3s research laboratory

The AFAM qualifications are described in terms of training objectives that are understood as "a set of knowledge and abilities that characterize the professional and cultural profile that, when acquired, completes the course of studies". (DPR no. 212 of July the 8th 2005)

At the moment, it is not decided whether the AFAM adheres to the quality indications endorsed by the Ministers in Bergen (2005) as the Universities do.

In-depth examination on the correlation between the EQF and other HAMES Diplomas are in the pipelines: Diploma accademico di specializzazione e Diploma di perfezionamento o Master.

High technical professional diploma IFTS (no-academic)

There is no specific reference to an EQF level. Nevertheless, it is higher technical education and training. Therefore a first hypothesis is to place it on the 5th EQF level (right below the levels the university and AFAM degrees are placed on).

There are national standards for the IFTS training pathways that represent the descriptors for the learning outcomes in terms of competences and know how and which are equipped with the criteria for the evaluation of such outcomes. The analysis of these descriptors confirms that the IFTS learning outcomes are consistent with the 5th EQF level.

The IFTS training pathways are designed and managed by associated bodies that include vocational training centres/agencies accredited by the Italian Regions. The regional accreditation plans are consistent at least in part with the quality assurance criteria included in the Recommendation.

The diplomas issued by the Complementary Special Purpose National Institutes

The complementary special purpose national institutes refer to the non university and non "artistic and musical" higher education.

For each of these institutes there will be a special preliminary investigation as to identify: the type of certificates that are issued, whether a special reference to an EQF level is present, whether descriptors formulated in terms of learning outcomes are present and if

the quality assurance criteria consistent with the ones indicated by the Recommendation are also specified.

Qualifications, Diplomas and 1st Degree Certificates issued within the vocational education and training

There is no specific reference to an EQF level. The assignment of the adequate EQF level to these qualifications will be decided through an agreement between the State and the Regions. In fact, the Regions govern the "vocational education and training system" (art. 13 L. 40/2007) and ensure the basic levels of the performances as indicated by the State.

The National Table is in the process of completing a national standard system for the minimum standards and for the recognition and the certification of the competences. The standards that are being completed are described in terms of learning outcomes. They will

make up the base of these qualifications and will become a reference point for the assignment of the proper EQF level. These qualifications can be acquired in the training centres/agencies accredited by the regions. The regional accreditation plans are consistent at least in part with the quality assurance criteria included in the Recommendation.

The habilitations that require passing a State Exam

For some professions, the DPR no. 328 of June the 5th, 2001 links the requirements for the admission to the State Exam to the University educational organisations and creates, within the professional categories, a section A that is available for the individuals having a "Laurea Magistrale" degree and section B for those having a "Laurea" degree.

There is no explicit reference to the EQF levels, but the habilitation for section A can be placed at the 7°level of the EQF a s an equal to the Laurea Magistrale. In the same way the section B habilitation can be placed on the 6°level as is the Laurea degree. In fact, the habilitation is a further examination of the mastery of the knowledge and abilities acquired during the course of studies, and consolidated during the stage.

The habilitation is described in terms of professional activities from which it is possible to draw the learning outcomes which were attested and documented during the exam.

Specific references to approaches, methods and procedures for the quality assurance of the certification process are missing.

For the professions that require the habilitation through a State Exam and are not regulated by the DPR no. 328 of June the 5th, 2001, further verifications are being carried out.

1	
2	**Qualifica di operatore professionale (VET)**
3	**Diploma professionale di tecnico (VET)**
4	**Diploma di istruzione secondaria di secondo grado liceale (ED), Diploma di istruzione secondaria di secondo grado tecnica-professionale (ED)**
5	**Diploma professionale di tecnico superiore IFTS (HE non-university tertiary level)**
6	**Laurea (HE, 1°Cycle) , Abilitazioni DPR 328 (Sezione B), Master universitario di primo livello, Diploma accademico di primo livello AFAM (HE, 1°Cyc le), Diploma di perfezionamento o master AFAM**
7	**Laurea magistrale (HE, 2°Cycle) , Abilitazioni DPR 328 (Sezione A), Diploma accademico di secondo livello AFAM (HE, 2°Cycle), Master universitario di secondo livello**
8	**Dottorato di ricerca (HE, 3°Cycle) , Diploma accademico di formazione alla ricerca AFAM (HE, 3°Cycle), Specializzazione, Diploma accad emico di specializzazione AFAM**

IŜFOL ISTITUTO PER LO SVILUPPO DELLA FORMAZIONE PROFESSIONALE DEI LAVORATORI

The hypothesis for the classification of the Italian Qualifications that may be correlated to the EQF

The concept of Qualification

"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 (Recommendation 23rd April 2008).

The definition provided by the Recommendation is clear enough not to ingenerate confusion: "qualifications" are statements (formal outcomes) issued by authorized institutions (competent body) which certify specific "aquis" (learning outcomes) related to specific standards (given standards) on the basis of a (assessment and validation process).

Critical points:

"Qualification":

_ can be reached through different training pathways (in all countries) with different meanings;

_ it is variously translated and used in the countries and in their sub-systems (certification in France and Belgium, Qualifica, Diploma in Italy, Qualification in Spain etc.).

Suggestions:

_ there is a need to overcome traditional approaches;

_ it would require adaptation at national level;

_ it would require to develop and provide information about qualification to enable transparency and allow a better match with the European concept.

The concept of "learning outcomes" and descriptors

Statements of what a learner knows, understands and is able to do on completion of a learning process. Results are defined in terms of knowledge, skills and competences. (Recommendation 23rd April 2008)

It influences the way of designing qualifications. It reflects an innovative approach in the way of conceiving and describing learning. It influences the way to conceive assessment and validation processes.

The attention is not anymore on learning inputs typical of teaching process (contents, length of the learning experience, type of institution, etc.), but on the Learning Outcomes related to different learning process (formal, non formal and informal).

Critical points:

_ there are several ways in describing and validating learning outcomes according to the approaches adopted (analytic: Scotland, Wales and Poland for instance; holistic: France, Italy, Spain, etc.)

This is a challenge to a mutual understanding of the EQF concepts:

• There are distinctions in the adoption of EQF Levels and EQF descriptors which are broad, general and meaningful.

• Some countries need to use more specific descriptors at national level (e.g. France).

Suggestions:

_ to take into account all the differences and experiences among countries participating in the EQFNET project;

_ to bear in mind that there is not a single solution or approach, but many "understandings";

_ to develop LO approach in all different learning contexts (Formal, Non-formal, Informal) and sectors (subsystems);

_ stakeholders should be more involved in the LO implementation process to develop transparency and mutual recognition.

The concept of "assessment" and "validation"

"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. (EQF Recommendation 23rd April 2008)

"Validation of learning outcomes" [is] the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification. (ECVET Proposal for a Recommendation 9th April 2008)

"Assessment of learning outcomes": methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence. (ECVET Proposal for a Recommendation 9th April 2008)

The application is connected to LO acquired in all different contexts: Formal, Non-formal and Informal. The focus of validation is the result of the assessment process. The objective of the validation process aims at confirming that LO, achieved by a person and assessed in the assessment process, are those required for a qualification (or a part of it: ex. a unit).

Critical points:

_ the term "validation" has different uses and meanings and sometimes it is replaced with the term "certification" (France, Belgium and Italy, etc.);

_ the term "assessment" is more popular in some countries (e.g. Wales).

Suggestions:

_ as the activities of the validation process are present in all NQS, it is important to implement common methodologies to better understand the quality of this process.

The concept of "standard"

There is not a definition of standards, but the term is quoted in several European documents.

In the EQF Recommendation 23rd April 2008

• when defining "qualification"

«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 the ANNEX III

«quality assurance systems must include "clear and measurable objectives and **standards**»

The Recommendation stresses the importance of the validation processes: building qualification, approval NQS, learning, assessment, validation, recognition, certification) and the quality assurance of these processes.

Critical points:

_ it's important to stress the need of implementing a NQF and System (standards) to have a better reference to the EQF.

Suggestions:

_ to identify the more useful Models of standards to describe a qualification in terms of LO improving transparency and communication between countries.

In conclusion all these considerations may suggest the need of a "conceptual glossary", describing the key concepts (each country could define how they can be applied, in which specific context). So to implement the referencing to EQF levels and descriptors and, at the same time, to understand better the concept used at national level and, doing it, to improve mutual trust between countries.

Italy – NQF – EQF

The European guidelines ask Member States to re-center, in the perspective of lifelong learning, educational and work policies, in an integration optic that focus on the person and on the valorization of its resources and capacity.

In Italy these stresses must be answered in terms of:

- a national system for the competence description;

- a system of key competence for all citizens;
- a national qualification framework;
- a complete and consistent repertoire of skills, qualifications and professional;
- a national certification system of acquired competence.

The experience of there years may be useful to overcome the existent gaps:
_ we have to overcome the experimental phase and give people real perspectives of learning, ensuring them the possibility to access to different (parallel) opportunities, relying on the skills acquired everywhere;
_ we have to guide the education and training offer to the logic of learning, that aims to achieve results through ways, paths, experiences and different times, adapted to the individual characteristics.

The Boardroom sponsored by the MLPS in 2006, which includes MPI, MIUR, the Regions and Autonomous provinces and Social partners, aims to build the National system for professional minimum standards, accreditation and certification and training standards.

See also: *http://www.quadrodeititoli.it/Index.aspx?IDL=2*
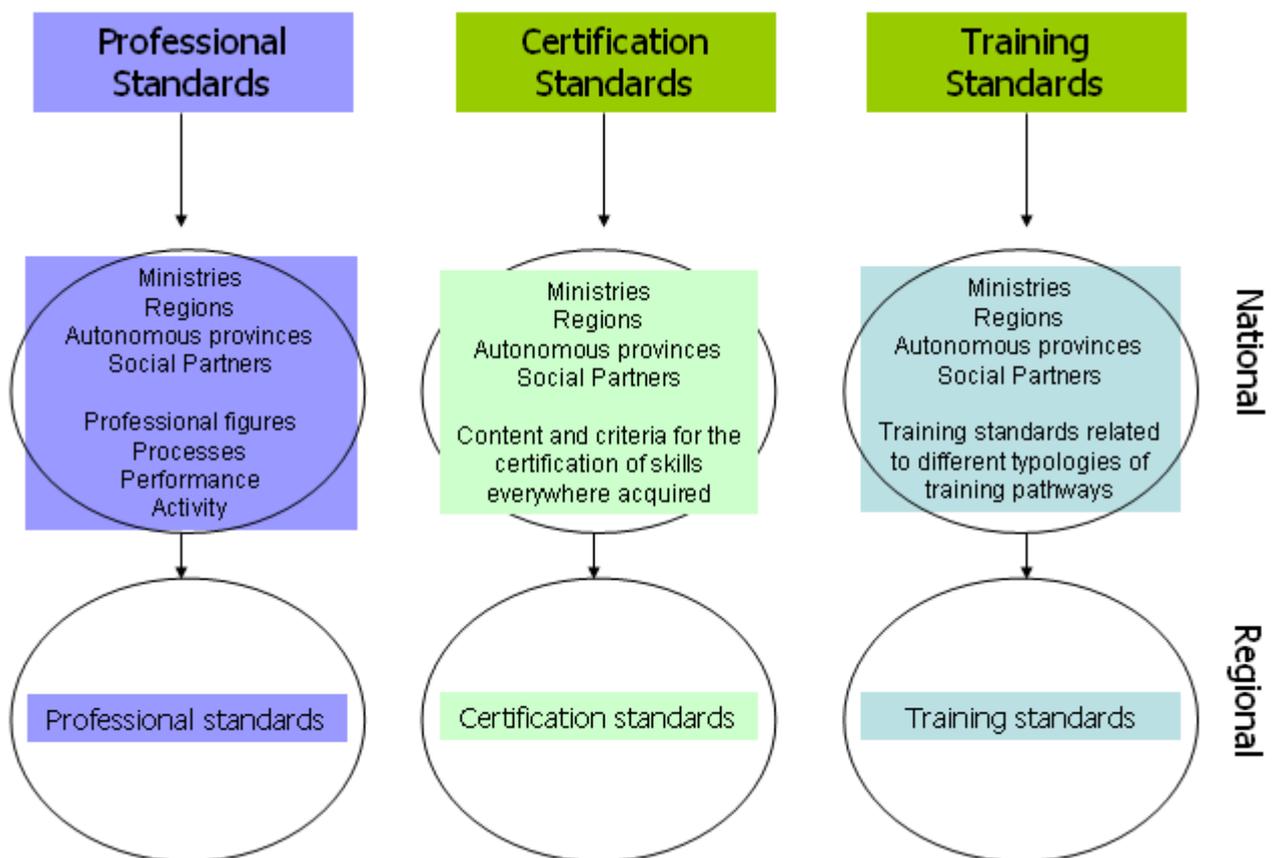
The development of the Italian National Qualification Framework

Aims:
_ go forward practices and experiences realized till now at national and regional level;
_ build a National System within the European Framework.

Steps towards EQF:
_ methodological approach in the NQF development to research standard methods to define and describe learning outcomes (LO);
_ conceptual approach to link the EQF key concepts (i.e. qualification, learning outcomes and validation) to the NQF modelling (COHERENCE).

The development of the NQF in Italy is running a new evolution phase due to:
_ the progress of the national reforms in the field of education, VET system and the labour market;

_ a stronger dialogue among institutions and competent bodies on the implementation of the System (coherent with the EQF);
_ the EQF Recommendation commitments;
_ a concrete impulse in the activities of the "National Table/Committee", launched in 2006 by the Ministry of Labour for the definition of the Italian NQS.
In this new phase criteria and priorities settled are:
_ to preserve specific characteristics of sub-systems and regional frameworks;
_ to overcome diversities and develop a common and shared language (focused on learning outcomes);
_ to guarantee transparency, legibility and quality procedures;
_ to take into consideration European issues and deadlines;
_ to develop cooperation with other national agencies in EU involved in the definition of their NQFs.

The "National Table/Committee" is promoted by the Italian Ministry of Labour and is composed by:
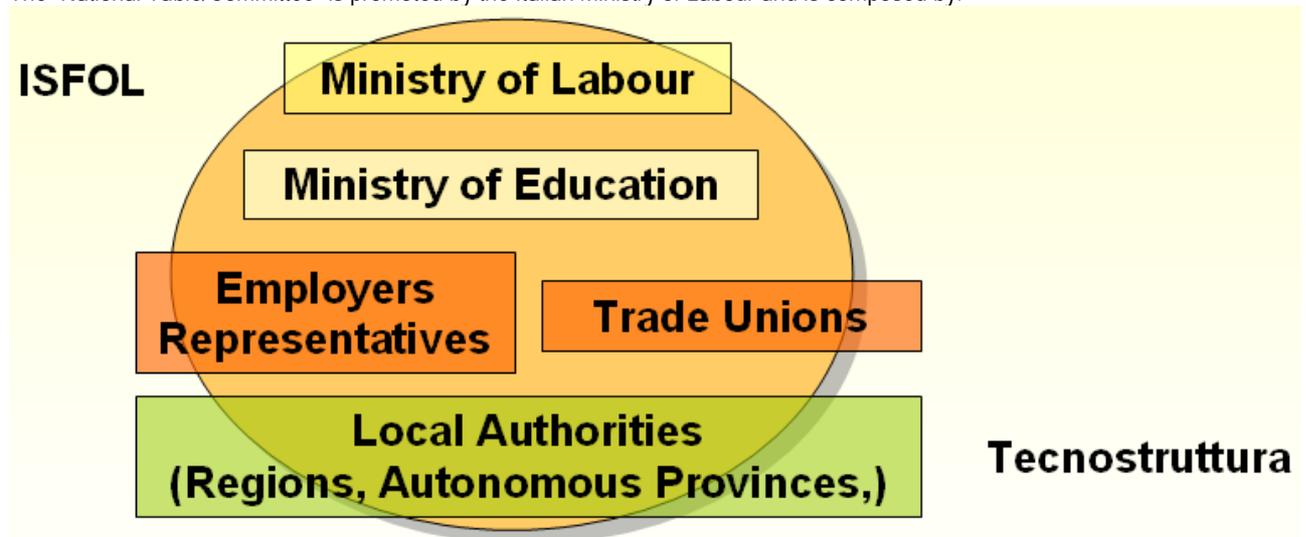
ISFOL at national level and Tecnostruttura at regional level, are the scientific and methodological bodies that support the Italian policy in this field.

Following the objectives of the Methodological Group:
_ to create common references among: Regional Systems of standards and certification; Social Partners issues; Education and VET systems;
_ to assure effective communication between educational, training and work systems;
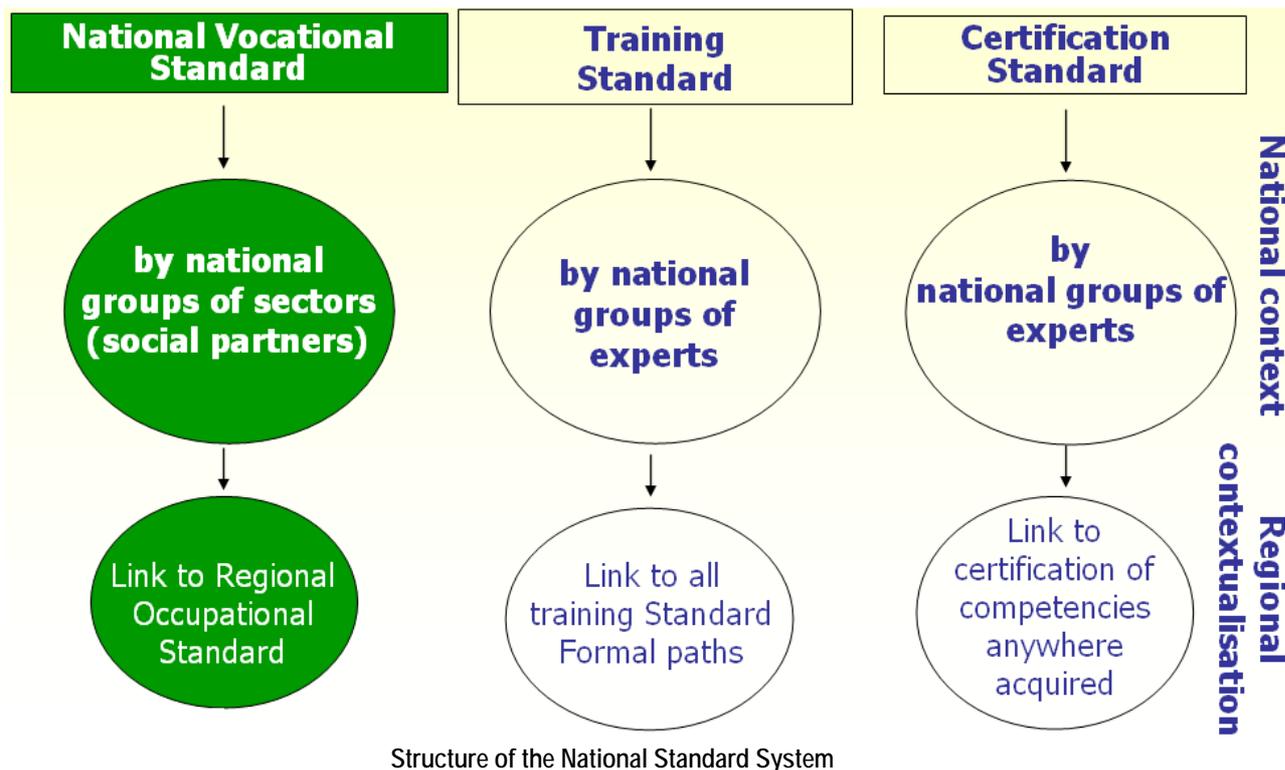_ to guarantee the proper link with the EQF;
_ to develop the concept of minimum standards (i.e. a set of minimum requirements characterizing a job/training profile);
_ to distinguish three processes for the definition and description of:
- Vocational (labour market related) standards
- Training module standards
- Certification and documentation standards

Structure of the National Standard System

National Vocational Standards: practical steps

    Step A: Inventory of national and regional best practices (regional standards and systems, certifications, etc.) and contributions from social partners (studies, researches, etc.)

    Step B: Definition and validation of the methods to define and describe standards (descriptors) and database of standards

    Step C: Testing of the methodology in specific sectors or professional families (TURISM and MECHANICAL)

    Step D: Guidelines and instruments for the working groups of sectors experts

    Step E: Production of occupational standards in the pilot sectors

Each step need to be validated by all the stakeholders involved in the "National Table/Committee".
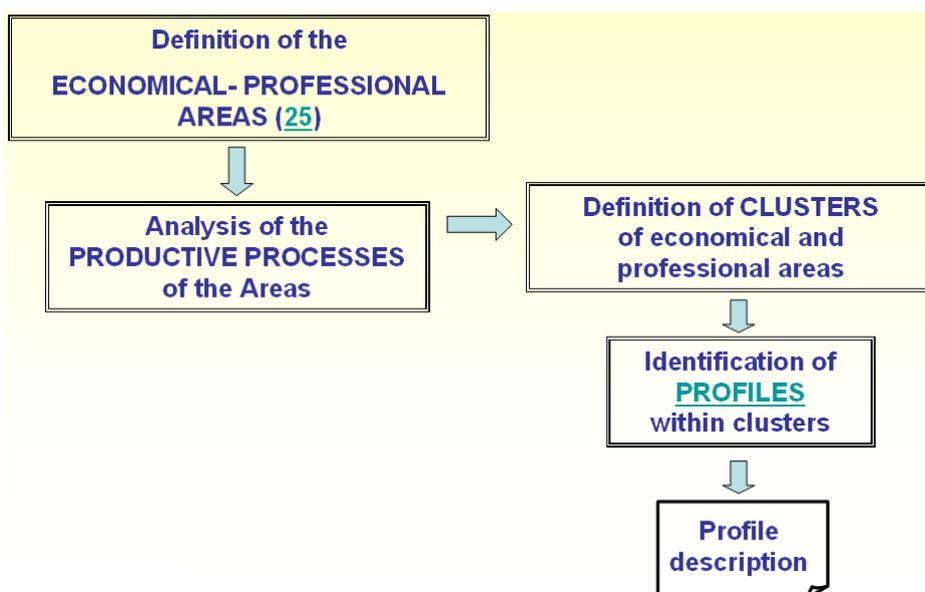

Synthesis of the methodological procedure

National Vocational - Professional Standards: Profile Descriptors

    a) Title of the national profile ("figura a banda larga")

    b) Description of the profile

c) Descriptors of the work related contexts
d) Level of complexity
e) Main activities
f) Units of competences based on LO (KSC)
g) Link to other national repertoires and statistic classifications systems
h) EQF level

Coherence with the EQF Key concepts
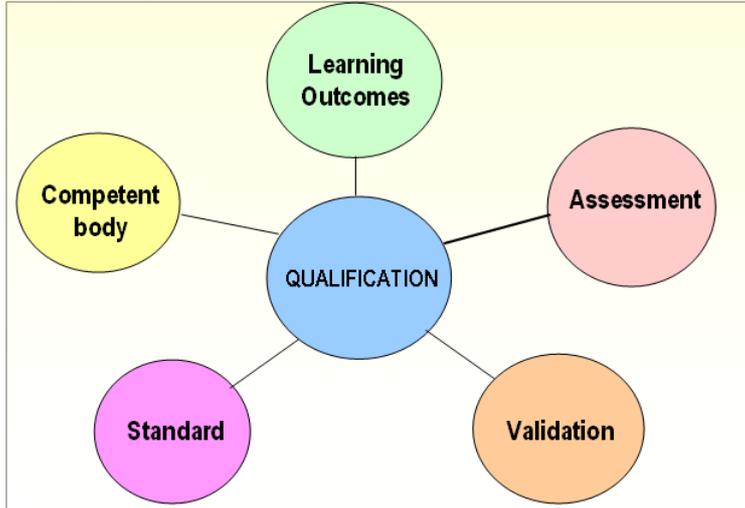
Qualification

The concept of "qualification" has several meanings and different uses in Italy:
_ it is the formal output of a learning and/or certification/validation process (titoli e qualifiche) such as: attestato di qualifica, diploma, laurea, etc…, delivered by a authorized institutions;
_ qualifica has always been used in the VET system, and its use in ED and HE needs an effort of adaptation;
_ it defines professions and levels (qualifica) in the national collective agreements;
_ it is independent from learning/training pathways, and can be reached through different pathways (school, university, VET and non-formal and informal contexts).

Learning Outcomes
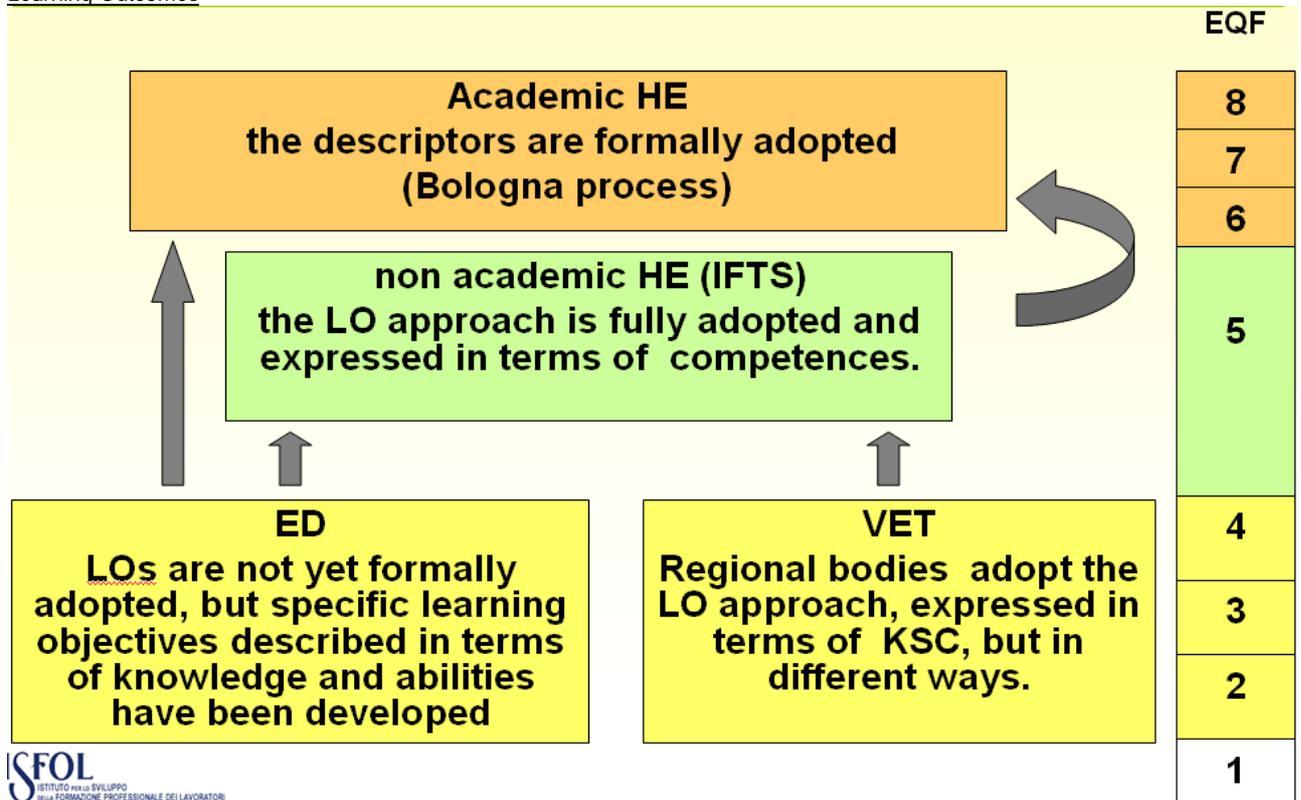
<u>Validation</u>
The concept only recently has entered the Italian culture. It is a process that:
_ incorporates the processes of both assessment ("valutazione") and certification;
_ refers mainly to qualifications acquired in Formal, Non-Formal and Informal contexts, assessed and recognized by authorized bodies with respects to predefined standards.
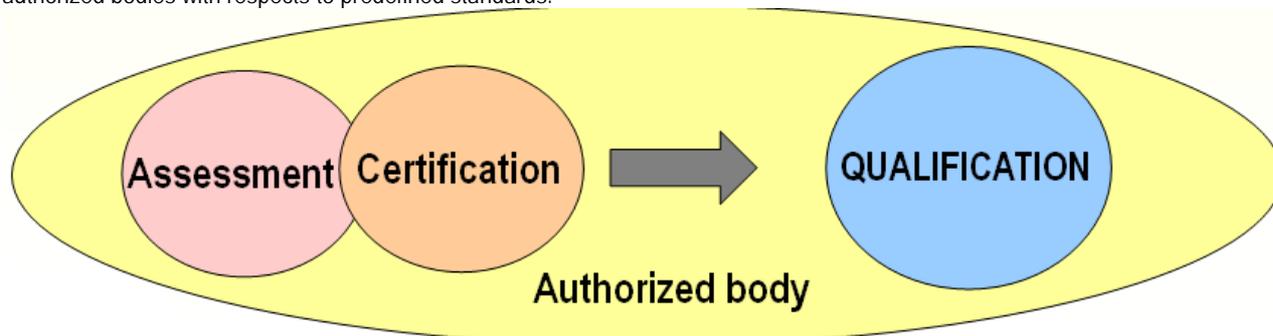
<u>Coherence</u>
Apart from different uses and difficulties, the Italian approach seems to be:
_ shifting from input to output of the learning process;
_ improving coherence with the EQF concepts in the sub-systems and especially in VET;
_ need to be supported by a homogeneous approach of a National Qualifications Framework.
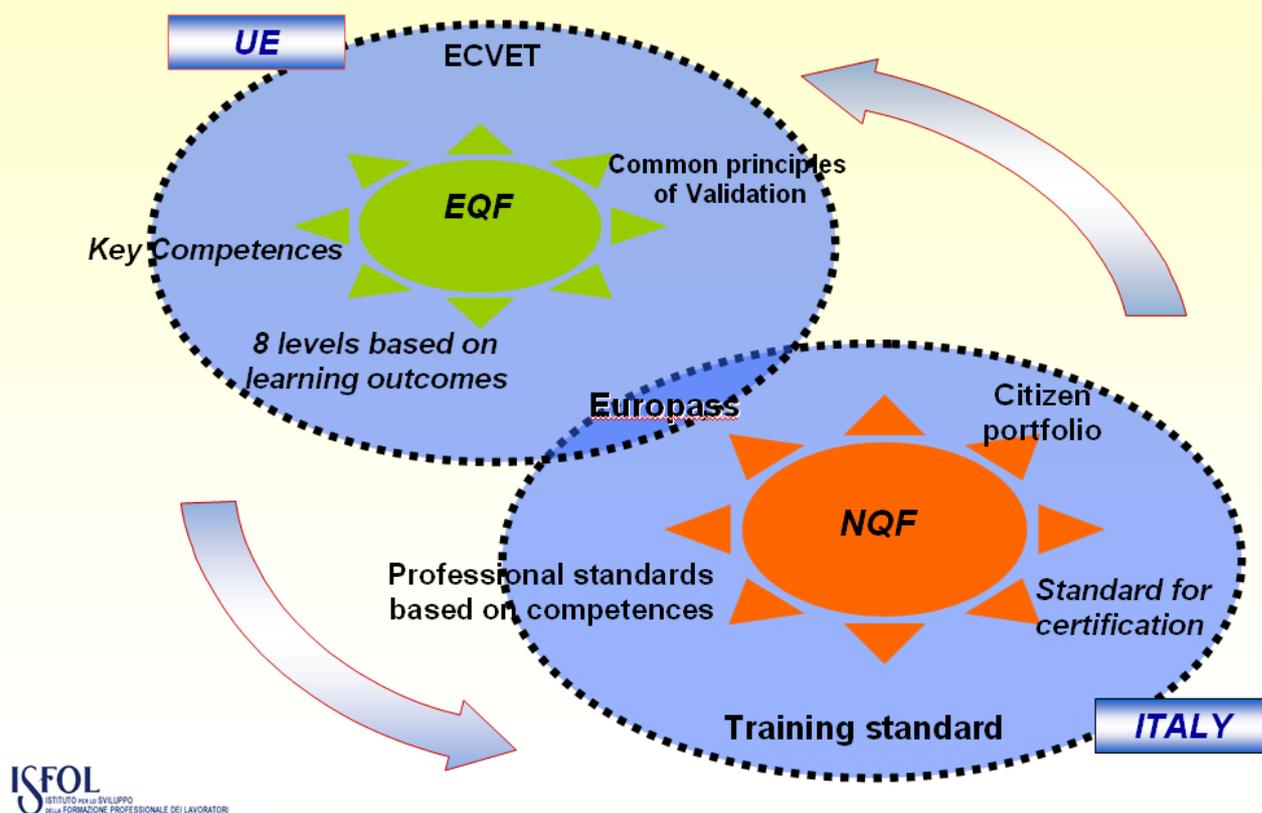
<u>A.2 Certification process in France</u>

A - Procedures and modalities of recognition of vocational certifications in France
   + documents in use

B – Best practices : Certification on demand : submission folders
                   1 – General case

2 – Sectoral qualification case

A - PROCEDURES AND MODALITIES OF RECOGNITION Of VOCATIONAL CERTIFICATIONS IN FRANCE

There are numerous certification systems in France, if we consider that certification stems from acts consisting of evaluating a person's acquired competence and knowledge as compared with a reference defining:

- The nature of the acquired competence and knowledge to be evaluated

- The evaluation criteria used to show possession of these acquired competence and knowledge,

- The methods used to make such evaluations

- The players competent to make such evaluations.

The legitimacy justifying the action of certification is very widespread among numerous authorities designated by the French State, the social partners, or institutions in charge of quality assurance systems, together with certain authorities that have conferred such rights on themselves.

The national register of public and private vocational certifications constitutes the single national framework that integrates the sub-systems of vocational certifications stemming from initial and ongoing training, together with certifications of higher education, provided that the certifications serve vocational purposes.

The CNCP (national committee for professional certification)

Set up under the French social modernization law n°2002-73 dated 17 January 2002, the national committee for professional certification is placed under the authority of the French minister in charge of vocational training. The committee is made up of 43 members: representatives of ministers, representatives of the regions, social partners, representatives of the consular chambers, and qualified persons.

The Commission establishes and updates the National Directory of the French vocational certifications (RNCP : repertoire national des certifications professionnelles).

Its mission is to:

- List the offer of vocational certifications (national register of vocational certifications),

- Inform people and companies about the certifications listed in the national register and the certifications recognized in the member states of the European Union,

- Check the coherence, complementarity and renewal of diplomas and qualification documents, together with their adaptation to evolution in qualifications and work organization,

- Issue a public notice prior to setting up and creating professional certifications entitled to be listed in the national register,

- Make public evaluations of the certificates covering professional qualifications,

- Issue recommendations for the attention of the institutions awarding diplomas, qualification documents for professional purposes or professional qualification certificates,

- Point out any full or partial correspondences between certifications listed in the national register, or between the latter and other certifications, mainly European certifications,

- Draw up a new nomenclature covering levels of certification in relation to jobs held.

- Under the authority of its chairperson, the CNCP relies on the work carried out by a specialized committee, a permanent secretariat and a network of regional correspondents.

- It contributes to work at an international level on transparency of qualifications and has been designated as national coordination point for the work on the European Qualifications Framework (EQF)

The RNCP –national register of professional certifications (Répertoire national des certifications professionnelles)

The purpose of the national register of vocational certifications is to provide people and companies with up-to-date information about diplomas and qualification documents for professional purposes, together with the qualification certificates shown in the lists drawn up by the national joint employment committees in the various professional branches. It helps to facilitate job access, management of human resources and professional mobility. The certifications listed in the register are recognized throughout France. The entries in the national register concern only the certification as such.

In practice, the RNCP can be used to consult descriptions of certifications: activities targeted sectors of activities, elements of competence acquired, modalities of access, levels, etc.

An up-to-date quantitative analysis of the register (number of data sheets that can be consulted online, number of data sheets undergoing validation, list per certifying authority, etc.) is placed at the users' disposal at regular intervals.
See http://www.cncp.gouv.fr

The RNCP integrates three categories of certifications:

a) Those produced by the French ministries in a framework that associates the social partners, and which are covered by an application order concerning their creation and are entitled to be entered in the register.

b) Those produced by training organizations, the vocational consular chambers and the ministries that have no CPC (consultative vocational committee) and are covered by an examination and an opinion (vote) from the CNCP, followed by a decision made by the minister in charge of vocational training. This opinion is set out in an application order published in the French Official Journal.

c) Those set up by the social partners under their own responsibility, but which are covered by an opinion (vote) from the CNCP: the vocational qualification certificates (CQP).

a) Certifications issued in the name of the French State

The certifications produced by the ministries and created in accordance with the recommendations made by consultative bodies bringing together the organizations representing employers and employees are entitled to be listed in the RNCP.

The diplomas and qualification documents for vocational purposes as issued by the French State and in its name are drawn up by consultative vocational committees. They are made up of representatives of the employers, employees, public authorities and qualified persons, and they are divided up into the main fields of economic activity.

The entitlement to registration concerning national diplomas of higher education stems from the fact that the French State guarantees them via the evaluation and approval procedures, which in turn are included in the contract concluded between each establishment and the French ministry for higher education and research.

b) and c) Registration on request:

The certifications registered on request follow a specific procedure (a set of public rules of procedure sets out in detail the operating and implementation methods for the registration criteria set out in the articles of the French education code) defined in an order. The CNCP can be asked to rule, either directly, or via a ministry, a regional prefect or a CPNE (for the CQPs):

DETAILS OF THE PROCEDURE :

Article L335-6 of the French Code of Education stipulates that diplomas and qualification documents for professional purposes can be registered, at the request of the authorities or organizations that have created them, subject to approval from the national committee of professional certification. The certificates of vocational qualification drawn up by one or more national joint employment committees can also be listed in the national register of vocational certifications, at the request of the organizations or bodies that have created them and subject to approval from the national committee of professional certification. The organization issuing the certification and seeking its registration forwards documentary backing for its application in the form of all the elements of information concerning the qualification sought and the access paths to obtain it. The organization also provides the elements at its disposal as to the specific characteristics of the certification issued and its complementarity with existing certifications. It also has to provide full guarantees as to the impartiality of the panel. Any failure to comply with this condition leads to immediate withdrawal of the registration.

Procedure for registration on demand in the national register of professional certifications

- Typology of the application: "general case" or "CQP" (certificate of qualification created by the sectors)

Note :
Before drawing up an application file, the certifying organization can contact the CNCP secretariat, at a national or regional level, to obtain further information about the registration procedure.

Procedure for organizations entitled to registration in the national register of professional certifications

Article L335-6 of the French Code of Education stipulates that diplomas and qualification documents for professional purposes issued in the name of the French State and created with the approval of consultative bodies in which organizations representative of employers and employees take part, are entitled to be listed in the national register of vocational certifications. Moreover, prior to their elaboration, the opportuneness of their creation is subject to public approval by the committee within three months. At the end of that period, approval is considered as granted.

The vocational qualification certificates (CQP), issued by one or several national committees of employment may also be registered in the national directory of professional certifications at request of bodies or agencies that have created them, and after the agreement of the CNCP.

The procedure for organizations entitled to registration

The ministries issuing certifications entitled to registration have direct access enabling them to feed the database of the register on a continuous basis. The descriptive summaries known as "register data sheets" are supplied by these ministries, as creation, modification or deletion of certifications is carried out. Since the register was implemented, these data sheets have been examined beforehand by the consultative bodies [Commission Professionnelle Consultative (CPC – Consultative Professional Committee), Conseil national de l'enseignement supérieur et de la recherche (CNESER –

National council of higher education and research), Commission du Titre d'Ingenieur (CTI – Engineering diploma committee), etc.] in charge of evaluation or creation of diplomas.

In this context, the CNCP provides the tool for online entry of the data sheets, and carries out, within an inter-ministerial framework, a mission to ensure coherence of the data sheets and legibility of the content for the information forwarded.

General case

For a diploma or a qualification document coming under the "general case", the application file for listing in the national register of vocational certifications must include the following:

- A description of the activities covered by an existing, identified trade, function or job, drawn up with the participation of the professional specialists concerned ;

- A description, for all candidates, of the corresponding competencies, aptitudes and knowledge attesting to a qualification, and necessary to carry out the trade, function or job in question ;

- A detailed description of the procedure for validating the experience acquired, as set up in compliance with the regulations in force ;

- The composition of the certification panel ;

- As the procedure for registration on request is an a posteriori evaluation procedure, all registration applications coming under the "general case" must include an account of the jobs held, and their levels, by at least three promotions of holders of the certification ;

- The organization must undertake to set up a system for following up on the holders of the qualification document or the diploma to check the relation between the jobs held and the job description.

The registration process is supported by a process of evaluation "a posteriori", the purpose of which is to ensure the quality of the registered certification by giving it a national recognition after the decision of the competent Minister. The process may be analyzed into six phases, as following: the referral, the instruction, the formulation of the opinion of the Commission, the decision of the competent minister, the publication of an order for registration in the "Journal Officiel" and the publication in the RNCP.

1. The referral,
Once completed by the certifying body, the application form is submitted to a referral authority for verification of administrative compliance. Depending on whether the certification is expressed at the regional or national level, such a referral is provided either by the regional prefect, or the relevant ministry or the CNCP.

2. The instruction
The case is assigned to a regional or national instructor. He examines the demand and makes a technical opinion in regard to the expectations of the Commission. When the regional instruction is finalized, it is regulatory completed by a review made by the Regional Coordinating Committee on Employment and Vocational Training (CCREFP).

3. The formulation of the opinion of the Commission,
The opinion of the CNCP results from a successive passage in a Commission of Experts and a Plenary Commission.
The first one is at parity of 2 colleges composed of 10 members, one representing the ministries, the other one the social partners. The second one is composed of 48members: representatives of ministries, representatives of regions, social partners, representatives of chambers and qualified persons.
The specialized Commission makes a technical advice, taking into account the following indicators:
- the certification engineering (including a process of validation of experience);

- the establishment of the procedure for the validation of experience, under the applicable regulations;

- the information on the occupational results, which require a professional and personal presentation concerning the last three promotions;

- the relevance of the certification regarding the needs of the labor market.

However, certificates of professional qualifications (CQP), created and issued by the professional sectors, receive a restricted procedure to examine the first two indicators.
The Plenary Commission relies on the work of the Commission of Experts to finalize a notification including the relevance of the registration of the certification, for a maximum duration of 5 years.

4. The decision of the competent minister
The proposition of the CNCP is submitted to the Minister responsible for Vocational Training. The registration in the RNCP of the certificates, diplomas or certificates of qualification referred to in Article335-6 of the Education Code, is given by ministerial order.

5. The publication in the "*Journal Officiel*"
The order classifies vocational diplomas and certifications by activities and level. Certificates of qualifications are classified separately by field of activity.

6. Publication in the RNCP
Après parution de l'arrêté au *Journal officiel*, la fiche descriptive de la certification ou « fiche RNCP » (voir en annexe 3 un exemple de fiche) est validée et publiée en ligne sur le portail Internet de la Commission.
After publication of the decree in the Official Journal, the description of certification or "plugRNCP" (see attached sheet for an example) isvalidated and published online at theCommission's Internet portal.

SCHEMA DE LA PROCEDURE D'ENREGISTREMENT AU RNCP
(Enregistrement sur demande)

Instruction régionale **Instruction nationale**

Information et orientation	Information des organismes sur la procédure Orientation de la demande d'enregistrement **Instructeur**
Rédaction du dossier	Constitution du dossier par l'organisme demandeur

Instruction régionale — Instruction nationale

Saisine de la CNCP	Préfet de région	• Ministère compétent pour le champ professionnel des activités concernées par la certification ou le ministère chargé de la formation professionnelle • CNCP avec copie au ministère compétent

Instruction	**L'instructeur :** - Analyse le dossier - Éventuellement sollicite l'avis d'experts, de services de l'État… - Rédige la fiche de synthèse du dossier

Avis	Comité de Coordination Régional de l'Emploi et de la Formation Professionnelle (CCREFP)*
Préparation des avis de la CNCP	Commission spécialisée (CS) de la CNCP
Avis	CNCP (plénière)
Décision	Ministre chargé de la formation professionnelle Inscription au Journal Officiel

* Une fois saisi, le CCREFP a trois mois pour rendre son avis (art. R335-19 du code de l'éducation, modifié par le décret n°2007-466 du 28 mars 2007).

EXAMPLE OF CERTIFICATE SUPPLEMENT
Source : Le Répertoire National des Certifications Professionnelles (RNCP)

BAC PRO : Baccalauréat professionnel Building technician: organisation and production of structural works

Résumé du référentiel d'emploi ou éléments de compétence acquis

The activities of holders of this diploma are based on the production of structural works such as structural brickwork, filling and distribution brickwork, reinforced concrete work, underground work (foundations, supports, networks), and finishing (sills, thresholds, rendering, flooring). Taking instructions from the company manager or an immediate superior, he (she) organises and performs all the works in his (her) profession, which may involve reading plans and drawing up the corresponding working documents. His (her) activity assumes a good technical understanding of the professional environment. He (she) often works with a team and is responsible for correct performance of the work with which he (she) is entrusted. In this connection, he (she) takes initiatives in relation to the work with which he (she) is entrusted. He (she) justifies his (her) procedures and may choose the tools and means that he (she) uses. He (she) is responsible for the materials and equipment, with which he (she) is entrusted. He (she) may work in the following sectors: construction (individual housing, various buildings, civil engineering works), general masonry works, or manufacturing of concrete elements for construction.
.

Secteurs d'activité ou types d'emplois accessibles par le détenteur de ce diplôme, ce titre ou ce certificat

Building companies (small, medium and large companies) local authorities
Team leader, bricklayer
Codes des fiches ROME les plus proches :

- **F1703** : Maçonnerie

(en cours de validation par le Pôle Emploi)

AUTORITE RESPONSABLE DE LA CERTIFICATION	QUALITE DU(ES) SIGNATAIRE(S) DE LA CERTIFICATION
MINISTERE DE L'EDUCATION NATIONALE	Recteur de l'académie, Recteur de l'académie

Niveau et/ou domaine d'activité

IV (Nomenclature de 1969)
Convention(s) :
Code(s) NSF :
232 Bâtiment : construction et couverture

LIENS AVEC D'AUTRES CERTIFICATIONS	ACCORDS EUROPEENS OU INTERNATIONAUX

Base légale

Référence du décret général :
Référence arrêté création (ou date 1er arrêté enregistrement) :
Référence du décret et/ou arrêté VAE :
Références autres :

Modalités d'accès à cette certification

Descriptif des composantes de la certification :
- Technical analysis of work - Mathematics and Physical Sciences - Practical physical science works - Preparation and organisation of work - Presentation of an activity file - Implementation - Specific and inspection activities - Modern European language - French - History - Geography - Artistic education, applied arts - Physical and sports education

Validité des composantes acquises : 5 an(s)

CONDITIONS D'INSCRIPTION A LA	OUI	NON	COMPOSITION DES JURYS

NQF-SQF:

NQFs - logics, orientations, strengths and weaknesses

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CERTIFICATION			
Après un parcours de formation sous statut d'élève ou d'étudiant	X		Le jury, présidé par un enseignant chercheur, est composé: - de professeurs appartenant à l'enseignement public et, sauf impossibilité d'au moins un professeur appartenant à l'enseignement privé sous contrat ou exerçant en centre de formation d'apprentis ou en section d'apprentissage; - pour un tiers au moins d'employeurs et de salariés membres de la profession intéressée par le diplôme
En contrat d'apprentissage	X		idem
Après un parcours de formation continue	X		idem
En contrat de professionnalisation	X		idem
Par candidature individuelle	X		idem
Par expérience dispositif VAE	X		idem

	Oui	Non
Accessible en Nouvelle Calédonie	X	
Accessible en Polynésie Française		X

Pour plus d'informations

Statistiques :

Autres sources d'information :
CNDP - - ONISEP - Légifrance pour les textes réglementaires

Lieu(x) de certification :

Lieu(x) de préparation à la certification déclarés par l'organisme certificateur :

Historique de la certification :

Certification précédente : Construction bâtiment gros œuvre

B - BEST PRACTISES

Certification on demand

➔ <u>THE CERTIFICATION FOLDER – SUBMISSION FORM</u>

This Deliverable contains:
— The official submission folder for RNCP registration used in France,
— An English translation of the items.

The English version is deliberately presented in a linear layout and non-identical to the French folder, which is specific to France and has no use as such in another country.

Part 1 – General case

Part 2 – Sectoral qualification

Certification ON DEMAND :

Part 1 - GENERAL CASE

SHEET 1
PRESENTATION OF THE APPLICATION

First application
Title of the certification:
Level:
Code (s) NSF[2] :
Authority (ies) issuing the certification:
Other recognition process in progress (if any):
Date of transmission of the request to the referral:
Date of first issue of certification:

Renewal
Certification History recorded in the RNCP[3]
Title of the certification:
Level:
Code (s) NSF:
Publishing Date in the "Official Journal":
N° of the previous CNCP[4] record:
Sheet Number in the RNCP:

Current demand
New title of the certification (if change):
Level:
Code (s) NSF:
Authority (ies) issuing the certification:
Other recognition process in progress (if any):
Date of transmission of the request to the referral:
Date of first issue of certification:

Contact person in charge of the application:
Name:
Surname:
Email:
Function:
Phone:
Fax:
Address:

File number assigned by the CNCP:

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[2] Nomenclature des Spécialités de Formation (Décret 94-522 du 21 juin 1994 - J.O. du 26 juin 1994) : Directory for training domains
[3] Répertoire National des Certifications Professionnelles : National directory of the vocational certification (under the responsibility of the CNCP)
[4] Commission Nationale de la Certification Professionnelle : National commission of the vocational certification (President nominated by the French Prime Minister)

NQF-SQF:

NQFs - logics, orientations, strengths and weaknesses

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SHEET 2
IDENTIFICATION OF (S) OF THE AUTHORITY (S) ISSUING CERTIFICATION

1) Full legal name (status)

Name (s) the authority (s) issuing the certification:

Address:

Phone: Fax:

Email: Website (if applicable):

Legal Status:

2) Represented by

Name:

Surname:

Email:

Function:

Phone:

Fax:

3) Activities of the authority issuing the certificate

Main activity:

Other activities:

4) Other certifications granted by the authority issuing the certificate

SHEET 3
NETWORKS

1) Who are the members of the network? What elements did they have in common?

2) What are the entries on the document attesting to the certification?

3) Has an agreement been established between the authorities issuing the certification?

If yes, specify dates of beginning and end of the convention.

If not, explain why no agreement is established.

4) What are the conditions for termination of the agreement in case of failure of a network member?

Attach a copy of the agreement containing the signatures of the parties.

SHEET 4
TARGETED PROFESSION, FUNCTIONS AND ACTIVITIES

1) Job and functions description

2) Description of activities

3) Closest ROME[5] template(s)

4) Most frequent implementation frames

A. Sector of activity and size of companies or employing services

B. Responsibility and autonomy that characterize the targeted positions

5) Regulation of activities (if applicable)

---

[5] Répertoire Opérationnel des Métiers et des Emplois : Operational directory of professions and jobs, issued by the French Ministry of Labour

NQF-SQF:
NQFs - logics, orientations, strengths and weaknesses

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SHEET 5
LINKS BETWEEN THE CONSTRUCTION OF THE CERTIFICATION AND THE TARGETED PROFESSIONAL FIELD

1) What are the reasons for the creation of certification?

2) Is this certification relevant today in view of the professional field?

A. Evolutions of the certification until its current form

B. How does the applying organization have taken into account the advice recommended by the CNCP at the last certification record?

3) Watch system established by the certification authority issuing the certification to adjust it to the evolution of the covered profession, functions and activities

A. Device description

B) Presentation of the "Improving Board"[6] (or equivalent)

- Composition (names and titles of members)

- Statutory duties

- Frequency of consultancy sessions

---

[6] Conseil de Perfectionnement

NQF-SQF:

*NQFs - logics, orientations,
strengths and weaknesses*

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ENGINEERING: ACTIVITY STANDARD AND CERTIFICATION STANDARD[7]

Grid to be fulfilled with following information:

Activities standard

- Activities and tasks

- Associated competences (learning outcomes) to the activities and tasks

Certification standard

- Competences to be evaluated/assessed

- Evaluation organization

- Evaluation criteria

Documents to be made available to the CNCP instructor in charge of evaluating the submission folder:
Evaluation grids, minutes, attendance sheet, minutes of jury deliberations ...

---

[7] « standard » in the meaning of « REFERENTIEL » with respect to the French regulation documents

1) Identification of existing certifications comparable to the same level

A. In France

B. Abroad

2) Total or partial equivalence established with other qualifications

A. In France

B. Abroad

SHEET 8
ACCESS TO CERTIFICATION

1) Geographic locations of the organizations preparing for certification

2) Prerequisites

3) Failure of an organization preparing for certification or of the authority issuing the certification

SHEET 9
RECOGNITION OF PRIOR LEARNING

1) Define the conditions of admissibility of the candidates

2) Describe the procedure of VAE[8]

3) With regard to the described competences (sheet 6), give some examples of evidence as guidelines for the jury.

4) In case of partial validation

A. Recommendations that will give the jury for additional checks

B. Validity period of the decisions

Keep available to the CNCP instructor's the VAE folder

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[8] Validation des Acquis de l'Expérience : Recognition of informal and non formal learning outcomes

NQF-SQF:

NQFs - logics, orientations, strengths and weaknesses

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SHEET 10
COMPOSITION OF THE JURY DELIVERING THE CERTIFICATION

1) Rules for selection of the members of the jury

Quality of the jury chairman and method of nomination

Number of people in the jury

Percentage of members external to the authority issuing the certificate

Specify the distribution of representatives of employees and employers as a percentage

2) Summary

ROUTES OF ACCESS /YES/NO/JURY COMPOSITION

- After a prior training course (with the status of pupil or student)

- Under Apprenticeship contract

- After a continuous training course

- Under "Professionnalization contract"[9]

- As individual candidate

- By Experience (VAE)
Date of establishment:

3) Paper presented to the laureates
Attach a copy of the document presented to the laureates

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[9] Part of French regulation in adult continuous training (New vocational training law of 2004)

FILE 11
INDIVIDUAL PATH OF THE CERTIFICATION HOLDERS[10]

Year of the issuance of certification (all pathways combined):
Updated information on the date of:

To inquire for holders of certification after training:
Starting date:
Release date:
Training site:

- Initials of the name and surname of the certification holders

- Origin of the candidates:
       - Diploma or training level
       - Work experience

- Job n….. months after getting the certification:
       - Function
       - Status
       - Company Name and sector of activity
       - Business Annual Gross Compensation

- Current position:
       - Function
       - Status
       - Company Name and sector of activity
       - Business Annual Gross Compensation

Include only those persons who have obtained certification

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[10] By the French law the applicant organization should have already certified 3 trained batches/promotions

NQF-SQF:

*NQFs - logics, orientations,
strengths and weaknesses*

*"This project has been funded with support from
the European Commission. This publication
reflects the views only of the author, and the
Commission cannot be held responsible for any
use which may be made of the information
contained therein."*

Education and Culture D
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1) Monitoring device of the certification holders

2) Using this device

A. Evolution of the placement of the holders certification on the last three promotions at least

B. Comprehensive analysis of the placements

      - Certification Year

      - Total number of certification holders

      - Number of the holders working in the targeted activities

      - Average annual gross earnings of the holders working in the targeted activities

C. Commentary

3) Distribution of the certification holders per access path

      - Year of Training

      - Training under the status of pupil or student (including apprenticeship contract)

      - Continuous training (including "professionalization contract")

      - Individual candidates

      - VAE

      - Total number of certifications

SHEET 13
SUMMARY DESCRIPTION OF THE CERTIFICATION (RNCP EUROPASS CERTIFICATE SUPPLEMENT TEMPLATE)

Title (part 1)

Certification Authority (Part 2)

Quality (es) of the signatory (ies) of the certification (part 3)

Level and / or field of activity (part 4)
Level:
NSF Code:

Job standard summary or items of acquired competences (part 5)
List of activities covered by the diploma, title or certificate
Evaluated competences or capabilities

Sectors of activity or types of jobs available by the holder of the diploma, title or certificate (part 6)
Sectors of activity
Types of jobs available
ROME sheets code (the closest one - 5 maximum):
Regulation of activities

Procedures for obtaining this certification (part 7)
- Description of the certification components:
- The benefit of the acquired components can be kept n.... years.

Criteria for applying the certification /Yes/No/Indicate the juries' composition
- After a prior training course (with the status of pupil or student)
- Under Apprenticeship contract
- After a continuous training course   11
- Under "Professionnalization contract"
- As individual candidate
- By Experience (VAE)
Date of establishment:

Links with other qualifications (part 8):

European or international agreements (part 9)

Legal basis (part 10):
Reference of the creation regulation (or date of the first recording):
Other references:

For further information (part 11):
Statistics:
Other information sources:
Location(s) of certification:
Location (s) of certification preparation asserted (s) by the certifying body:
History:

Link list of sources (part 12):
Website of the issuing certification authority:

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[11] Part of French regulation in adult continuous training (New vocational training law of 2004)

NQF-SQF: 66/66
NQFs - logics, orientations,   *prepared by 3s research laboratory*
strengths and weaknesses

Part 2 - Sectoral qualification : CQP

SHEET 1
PRESENTATION OF THE APPLICATION

First application
Title of the CQP:
Code (s) NSF[12]:
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Authority issuing the CQP:
Date of transmission of the request to the referral:
Date of first issue of the CQP:

Renewal
CQP History recorded in the RNCP[13]
Title of the CQP:
Code (s) NSF:
Publishing Date in the "Official Journal":
N° of the previous CNCP[14] record:
Sheet Number in the RNCP:

Current demand
New title of the CQP (if change):
Code (s) NSF:
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Authority (ies) issuing the certification:
Date of transmission of the request to the referral:
Date of first issue of certification:

Contact person in charge of the application:
Name:
Surname:
Email:
Function:
Phone:
Fax:
Address:

File number assigned by the CNCP:

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[12] Nomenclature des Spécialités de Formation (Décret 94-522 du 21 juin 1994 - J.O. du 26 juin 1994) : Directory for training domains
[13] Répertoire National des Certifications Professionnelles : National directory of the vocational certification (under the responsibility of the CNCP)
[14] Commission Nationale de la Certification Professionnelle : National commission of the vocational certification (President nominated by the French Prime Minister)

IDENTIFICATION OF (S) OF THE AUTHORITY (S) ISSUING CQP

1) Full legal name (status)

Name (s) the authority (s) issuing the CQP (par délégation de la CPNE):

Acronym used:

Address:

Phone: Fax:

Email: Website (if applicable):

Legal Status:

2) Represented by

Name:

Surname:

Email:

Function:

Phone:

Fax:

3) If necessary, designation of the responsible body, in the instance, in charge of the CQP (and acronym used)

4) Other certifications granted by the authority issuing the CQP

1) Agreements or texts of the Conventions defining the deviceindustry

2) Creation date of the CQP and possibly reference text

3) Description of the construction of CQP implemented in the professional branch

Attach a copy of the agreement containing the signatures of the parties.

SHEET 4
PROFESSION, FUNCTIONS AND ACTIVITIES TARGETED WITH THE QUALIFICATION

1) Job and functions linked to the qualification

2) Description of the qualification

3) Closest ROME[15] template(s)

4) Most frequent implementation frames

A. Sector of activity and size of companies or employing services

B. Responsibility and autonomy that characterize the targeted positions

5) Regulation of activities (if applicable)

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[15] Répertoire Opérationnel des Métiers et des Emplois : Operational directory of professions and jobs, issued by the French Ministry of Labour

Sheet 5
ACTIVITIES « RÉFÉRENTIEL » AND CERTIFICATION « RÉFÉRENTIEL »:

Complete sheet 5, choosing to fulfill either table in point 1, or tables in point 2

1) Activities « référentiel » and certification « référentiel » in one table

ACTIVITIES REFERENTIEL		CERTIFICATION REFERENTIEL		
ACTIVITIES TARGETED BY THE QUALIFICATION	COMPETENCES ASSOCIATED TO THE TARGETED ACTIVITIES IN THE QUALIFICATION	SKILLS / COMPETENCES WHICH WILL BE VALIDATED	ASSESSMENT MODALITIES	ASSESSMENT CRITERIA

▤ Documents to keep available for the CNCP
Evaluation grids, minutes, attendance sheets, minutes of the deliberations of juries…

2) Activities « référentiel » and certification « référentiel » in 2 tables

ACTIVITY REFERENTIEL	
ACTIVITIES TARGETED BY THE QUALIFICATION	COMPETENCES/SKILLS ASSOCIATED TO THE ACTIVITIES TARGETED BY THE QUALIFICATION

CERTIFICATION REFERENTIEL		
COMPETENCES/SKILLS TO BE ASSESSED	ASSESSMENT MODALITIES	ASSESSMENT CRITERIA

SHEET 6
ACCESS TO CERTIFICATION

1) Pathways

	YES	NO
After a continuous trainingue		
In " contrat de professionnalisation"		
Individual candidacy		
By experience *Date of implementation :*		

Attention : CQP are not accessible through initial training nor apprenticeship !

2) Is there a system of accreditation established by the professional sector/branch to prepare for the CQP?

3) Eventually, special conditions of access to certification

SHEET 7
VAE (VALIDATION OF EXPERIENCE)

1) Define the conditions of admissibility of the candidates

2) Describe the procedure of VAE[16]

3) With regard to the described competences (sheet 5), give some examples of evidence for the jury.

4) In case of partial validation

A. Recommendations that will give the jury for additional checks

B. Validity period of the decisions

Keep available to the CNCP instructor's the VAE folder

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[16] Validation des Acquis de l'Expérience : Recognition of informal and non formal learning outcomes

SHEET 8
COMPOSITION OF THE JURY DELIVERING THE CQP
remark : you have to inform the CNCP in case of any modification of the jury members

1) Rules for selection of the members of the jury

Quality of the jury chairman and method of nomination

Number of people in the jury

Percentage of members external to the authority issuing the CQP

Specify the distribution of representatives of employees and employers as a percentage

2) Paper presented to the laureates
Attach a copy of the document presented to the laureates

SHEET 7
INTELLIGENCE SYSTEM and JOINTS WITH OTHER QUALIFICATIONS

1) Is there any device to follow the evolution of occupations and qualifications in the branch?

A. Description of the system (observatory, contracts of prospective studies ...)

B. Indication of consultation bodies for the construction or development of CQP

C. Is there any follow up device for the CQP holders?

2) In the case when this CQP has already been implemented

A. Precise the evolutions of the CQP from its creation until its current form

B. What is the distribution of the holders considering the access pathways?

Numbers	Continuous training including « professionnalisation » contracts	Individual candidates	VAE	Total number certificates (CQP)
Accumulated since:...				
Date of the last promotion : ……………………				
Annual average				

C. Global analysis

3) How were the advices given by the CNCP during the last registration taken into account

4) Identification of existing similar certifications

5) Total or partial equivalence established with other certifications

SHEET 10
SUMMARY DESCRIPTION OF THE CERTIFICATION (RNCP EUROPASS CERTIFICATE SUPPLEMENT TEMPLATE)

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Quality (es) of the signatory (ies) of the certification (part 3)

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Sectors of activity
Types of jobs available
ROME sheets code (the closest one - 5 maximum):
Regulation of activities

Procedures for obtaining this certification (part 7)

- Description of the certification components: - The benefit of the acquired components can be kept n.... years.			
Criteria for applying the certification	Yes	No	Indicate the juries' composition
- After a prior training course (with the status of pupil or student)			
- Under Apprenticeship contract			
- After a continuous training course			
- Under "Professionnalization contract"[17]			
- As individual candidate			
- By Experience (VAE) Date of establishment:			

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[17] Part of French regulation in adult continuous training (New vocational training law of 2004)

Links with other qualifications (part 8):

European or international agreements (part 9)

Legal basis (part 10):
Reference of the creation regulation (or date of the first recording):
Other references:

For further information (part 11):
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Other information sources:
Location(s) of certification:
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History:

Link list of sources (part 12):
Website of the issuing certification authority: