

ENVOL

Recognition of Transversal and Professional competences of the first qualification levels of EQF

IO2: Development of a common positioning Model



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## 0 – INTRODUCTION

The Envol project aims to:

- provide an overview of the approaches and methodologies implemented at national levels for the recognition and validation of non-formal and/or informal learning outcomes for low-skilled groups at EQF levels 1 and 2;
- to describe and analyse examples of good practice in developing the positioning, the recognition of non-formal and informal learning outcomes at EQF levels 1 and 2;
- to identify common transnational issues and make recommendations to policy makers.

The general objective of this project will therefore aim to strengthen existing mechanisms for the valorisation, recognition and validation of learning outcomes in order to enable the positioning of training offers and learning outcomes for low-skilled groups in national qualification frameworks (in connection with the EQF) at level 1,2 via the development of a system recognised by the competent authorities enabling learners to receive recognition and positioning of their learning outcomes within non-formal and informal training systems.

In IO1 it was possible to have an overview of the different qualification systems in the countries involved in the consortium. The EQF allows to define common key terms and global profiles, but the different National frameworks and qualifications structure, as well as the different procedures used in each country, lead to a huge challenge in achieving the target set for this IO2.

The main goal for this Output, is "to Identify common characteristics between the case studies in order to deduce a model for positioning non-formal/informal learning outcomes on the basis of identified good practices: development of a model for positioning formative and summative evaluations of partner countries at levels 1 and 2 of the qualifications framework"

To meet this challenge, we will start to clarify and specify the Need for the recognition of level 1 and 2, chapter 1, allowing to start to define our main target groups and end users, and to description and presentation of the results of the workshops developed in each country with a cross between the profiles and descriptors of the EQF and NQF within levels 1 and 2, in chapter 2.

This two chapters, that integrate Part I of the IO, will help partners to define the basis of the common characteristics and needs and reach the development of a common model in Part II.

## Keep in mind

### key terms defined in IO1

**Learning Outcomes - LO:** *The set of knowledge, skills and/or competences<sup>1</sup> that an individual has acquired and/or is able to demonstrate as a result of a formal, non-formal or informal learning process* **OR** *A statement of what the learner knows, understands and is able to achieve at the end of an education and training process; these learning outcomes are defined in the form of knowledge, skills and competences.*

**Unit of Learning Outcome - LOU:** *Component of a qualification, consisting of a coherent set of outcomes (ECVET) knowledge, skills and competences, that can be assessed and validated;* **OR** *Set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. a unit can be the smallest part of a qualification that can be assessed, transferred and, possibly, certified. it can be specific to a single qualification or common to several qualifications.*

**Competence:** *Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development),* **OR** *Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.*

**Attitude:** *The ability to carry out tasks and solve problems of lesser or greater degrees of complexity and involving various levels of autonomy and responsibility.*

**Knowledge:** *The body of facts, principles, theories and practices related to a field of study or work.*

**Skills:** *Ability to apply knowledge and use know-how to complete tasks and solve problems.*

A few **key words** that are easy to understand for learners at levels 1 and 2

Knowledge description: Know, list, section, save, name, mention...

Skills Description: Explain, show, produce, apply, use, create, work, prepare, demonstrate

## PART I THE NEED FOR THE RECOGNITION OF LEVEL 1 AND 2

This first part integrates two chapters. The first one aims to highlight the context and objectives of the project, and identified the needs and target groups targeted in each country. The second chapter will describe and present the results of the workshops developed in each country in IO1 with a cross between the profiles and descriptors of the EQF and NQF within levels 1 and 2.

This analyses will be the basis not only for the developed of the second part of this IO, but also to star to identify the end users of this products, basic structure as a starting point for the remaining products of the project: a User's guide for the positioning model (IO3) and a Guide of policy recommendations to enable the implementation of the recognition and validation of non-formal/informal learning outcomes at EQF levels 1 and 2 (IO4).

### 1 - RECOGNITION OF LEVEL 1 AND 2 COMPETENCIES - CONTEXTUALIZATION AND NEED ACCORDING TO THE CONTEXT OF EACH COUNTRY

Almost 61 million people, more than a quarter of the EU population aged 25-64, left education and training with no more than a lower secondary education qualification. The OECD Adult Skills Survey, which tested levels of literacy, numeracy and problem-solving skills in technology-rich environments, indicates that similar proportions of adults aged 16-65 reached the lowest level of competence in 20 Member States. This 'low-skill challenge' needs to be addressed urgently, as the risks of skills shortages and mismatches need to be anticipated in the context of rapidly changing and increasingly demanding European labour markets.

Low-skilled adults are less likely to find a job or participate in learning, although these are key elements for their social inclusion and democratic participation. It is therefore crucial for their individual well-being as well as for the good of society that they have access to adequate opportunities to upgrade their skills, in particular through tailored awareness-raising measures targeting those furthest from the labour market or education and training.

The Commission's proposal for a Recommendation on a skills guarantee was subsequently adopted as a Council Recommendation of 19 December 2016 on "Re-qualification pathways: New opportunities for adults". It recommends Member States to "provide adults with low levels of skills, knowledge and competences, (...) with access to pathways for further learning which give them the opportunity, according to their individual needs, to acquire a minimum level of literacy, numeracy and digital competences and/or a broader set of skills, knowledge and competences, useful in the labour market and in society (...) by progressing towards a

qualification at EQF level 3 or 4 according to national situations". This is why it is fundamental to identify the low levels of qualification in individuals in order to enable them to progress towards levels 3 and 4 of the European Qualifications Framework (EQF).

The challenge of the validation of non-formal learning is ambitious: in addition to potentially targeting all ages and all groups of learners and being part of the general objective of lifelong learning, it seeks in particular to favour groups in difficulty who are socio-culturally more distant from it, namely "the socio-economically disadvantaged or the low-skilled" by enabling them to (re)enter the labour market.

The Council Recommendation of 20 December 2012 even goes so far as to recommend a "skills assessment" for the unemployed or "about to be unemployed". Through this objective, the valorisation of non-formal learning thus also appears as a tool for social equity. Recognising the competences, aptitudes or potential of these people, acquired in contexts other than the traditional formal and school context, often a sign of rejection or intellectual and/or social complexes for them, appears in fact as a tool for valorisation and motivation.

It is a means not only of giving them better access to employment (or better job and salary prospects) but also of connecting them to learning in all its forms. The two perspectives are in fact linked. Indeed, many of the validations of prior learning are part of training for a qualification, as certification is rarely obtained directly without further training. There is a link between employability and pedagogical perspectives: validation promotes shorter learning paths by removing obstacles arising from the absence or inadequacy of qualifications, lack of time or lack of means to finance a full return to education. In this respect, it is also likely to be of interest to employers by encouraging their employees to spend less time on training outside the workplace.

A quite view from the Eurostat data regarding the Employment rates by educational attainment level allows us to confirm that the labour market still values and needs employees with low levels of qualifications, as the percentage of adults (20 to 64 years old) that haven't gone further the level 2 according to the International Standard Classification of Education (ISCED)<sup>1</sup> and employed have been increasing since 2015.

<sup>1</sup> The educational attainment level is coded according to the International Standard Classification of Education (ISCED). Data until 2013 are classified according to ISCED 1997 and data as from 2014 according to ISCED 2011.

- Less than primary, primary and lower secondary education (ISCED levels 0-2)

-Upper secondary and post-secondary non-tertiary education (ISCED levels 3 and 4)

-Tertiary education (ISCED levels 5-8) (ISCED 1997: levels 5 and 6)

The indicator is based on the EU Labour Force Survey (LFS), covering the population living in private households.

Figure 1: Employment rate by educational attainment level: Less than primary, primary and lower secondary education (levels 0-2)

TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019			
<b>GEO (Labels)</b>														
European Union - 27 countries (from 2020)	53,9	53,1	52,5	51,6	50,7	51,0	b	51,7	52,5	53,9	55,0	55,7		
Belgium	47,7	48,4	47,3	b	47,1	46,8	46,6	b	45,6	45,6	45,9	b	45,6	46,3
Spain	53,7	52,5	51,5	48,3	47,2	48,2	b	50,6	52,9	54,6	56,6	57,8		
Italy	50,7	49,9	50,1	50,0	48,8	48,7	b	49,4	50,3	51,0	51,7	52,1		
Portugal	68,6	67,6	65,2	b	62,2	60,8	62,2	b	63,5	64,7	67,7	69,6	69,8	

Time frequency Annual

Unit of measure Percentage

Sex Total

Age class From 20 to 64 years

International Standard Classification of Education (ISCED 2011)

b break in time series

Source: Eurostat

If we have a different perspective and try to have a view for the unemployment behaviour, we can also verify that the unemployment has increased in all countries and within adults with all different educations level but in fact the increase had a greater impact on the higher qualification levels.

Figure 2: Unemployment rate by sex, age and educational attainment level (%)

TIME	2018-Q3			2019-Q3			2020-Q3			rising unemployment from 2018 to 2020 by level		
	level 0-2	level 3-4	level 5-8	level 0-2	level 3-4	level 5-8	level 0-2	level 3-4	level 5-8	level 0-2	level 3-4	level 5-8
<b>GEO (Labels)</b>												
European Union - 27 countries (from 2020)	13,3	6,	4,6	12,6	5,6	4,4	14,1	6,8	5,2	6%	13%	13%
Belgium	11,9	5,9	3,8	10,5	5,4	3,5	13,9	6,4	4,2	17%	8%	11%
Spain	21,1	14,5	8,8	19,8	14,3	8,8	22,5	17,	11,1	7%	17%	26%
Italy	12,9	8,6	5,8	12,6	8,3	5,8	13,1	9,7	6,6	2%	13%	14%
Portugal	6,8	8,3	5,3	6,5	6,3	5,7	7,6	9,4	6,7	12%	13%	26%

Time frequency Quarterly

Unit of measure Percentage

Sex Total

Age class From 15 to 74 years

Source: Eurostat, adaptation by Envolv

If we also consider the Eurostat long-term population projections, we can observe a reduction in the number of working-age people (from 15 to 64 years old) in the EU by 15.7 million over the forecast horizon of 2016-2060; this is expected to reduce labour supply by 195.6 million until 2060. This decline in the workforce will affect growth and per capita income, with a resulting decline in potential economic growth. As Europe has been facing a serious refugee crisis since 2015, and despite the numerous uncertainties regarding the European Union and member states' strategies to tackle immigration problems and related issues, hundreds of thousands of refugees have continued to flee war and other conflicts or economic problems in their countries and find refuge in European countries. The reception and integration of refugees

represents a situation of social mobility characterized by a great diversity of cultural backgrounds, both with regards to Europe and the groups themselves, thus enhancing the difficulties of social and labour integration. The recognition of non-formal and informal learning outcomes at EQF levels 1 and 2 could also be an important tool to integrate this target groups within the qualification pathways design in Europe.

## 1.1 - BELGIUM

In Belgium, for the French-speaking part, the French-speaking Framework of Qualifications allows to understand the level of competences acquired during a training course. Based on the model of the European Qualifications Framework, it has 8 levels on which the credentials and qualifications of public sector vocational education and training in French-speaking Belgium can be positioned. Quantitative studies have shown that low-skilled adults have difficulties in engaging in a training system that enables them to improve their chances of socio-professional integration.

Quantitative studies have highlighted that adult holding a low level of qualifications experience difficulties in engaging in a training system allowing them to improve their chances of socio-professional insertion.

Consequently, it is a fact that in the region of Wallonia, in 2018, a total of 13% of adults between 18 and 24 years of age "neither followed an education or training programme and were unemployed" (IWEPS, 2017)<sup>2</sup> and fell into the category of NEETS. As the IWEPS figures show, half of this public group do not hold a secondary education degree.

Of course, this issue is not only prevalent in the region of Wallonia, which is why the European Union is targeting, in the framework of its "Education and Training 2020" strategy, a participation of 15% in education and training systems for adults between 25 and 64 years of age<sup>3</sup> (IWEPS, 2018).

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<sup>2</sup> <https://www.iweps.be/indicateur-statistique/structure-dactivite-jeunes-ages-de-18-a-24-ans/>

<sup>3</sup> <https://www.iweps.be/indicateur-statistique/education-formation-adultes-25-64-ans/>

Figure 3: Rate of participation of 25-64 year olds in education and training (IWEPS, 2002-2018)

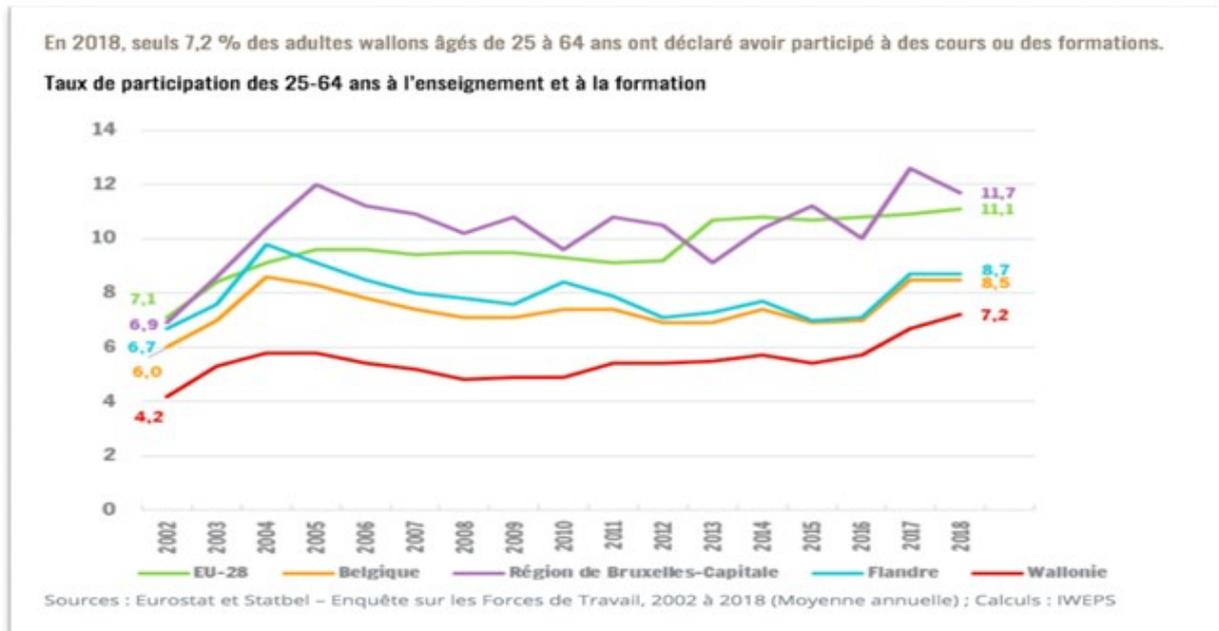


Figure 3 shows that the region of Wallonia is below the national average. We can also note that the Brussels-Capital region has a rate of participation greater than the rest of the country.

In French-speaking Belgium it can be observed that few skills certificate or Qualification Profile are positioned at levels 1 and 2 of the French-speaking qualification framework.

Developing the recognition of learning outcomes at these low levels could help to increase public participation in training courses in order to strengthen their qualification levels as part of a “Upskilling pathway”.

In Wallonia, vocational training for jobseekers is mainly provided by the public sector. Yet, private providers can be engaged to broaden and diversify the offer of trainings. With a view to addressing the higher unemployment rate of low skilled people and enhance their social inclusion, the Public Service of Wallonia accredited 157 training centres (CISPs) to provide orientation, guidance and training. The CISPs use a specific non-formal pedagogical approach to help low-skilled people develop different competences: basic skills, technical skills from level 1 to level 4 of the EQF. However, the lack of a CISPs' quality assurance system prevents the assessment and recognition of competences gained through these training courses. Therefore, CISPs' learning outcomes are not systematically recognised by the other public training centres. This prevents participants from building on the skills acquired at CISP and embarking on upskilling pathways that would foster their employment opportunities as well

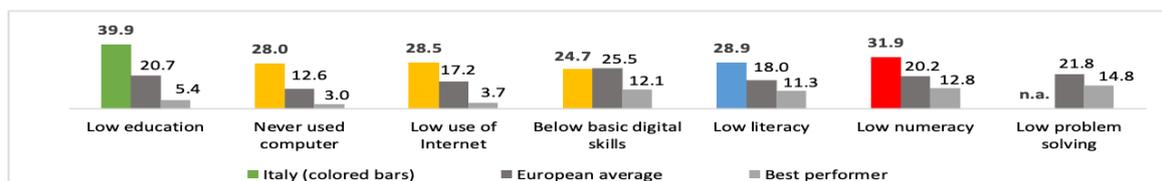
as their earnings and working conditions. In fact, adults who have acquired semi-professional skills through the CISPs and want to achieve a higher qualification level have to be re-trained by public providers of recognised training courses.

Some CISPs have set up cooperation agreements with public sector institutions to facilitate validation for their students. In some cases, this requires personal coaching and support to sit official validation tests. In others, CISP trainees have to participate in training again to obtain certification. However, these examples are few, not always ideal and not easily applicable to all CISPs.

## 1.2 -ITALY

The share of adults with low educational attainment levels and low cognitive skills (literacy and numeracy) in Italy is higher than the EU 28+ unweighted average.

Figure 4: Incidence of low skills among adults aged 25-64 by type of skills (%)



Note: European average: unweighted average of EU28+ countries for which data are available. n.a. data not available. Best performer countries (those with reliable data) with the lowest share of low-skilled adult population aged 25-64. Best performer: Low education (LT), Never used computer (NL), Low use of Internet (FI), Below basic digital skills (LU), Low literacy (FI), Low numeracy (CZ), Low problem solving in technology-rich environments (NO)

(Source. Cedefop country fact sheet Italy. Adult population with potential for upskilling and reskilling)

According to CEDEFOP's analysis, from 17.5 to 19.5 million adults in Italy have a potential for upskilling and reskilling (corresponding to a range between 53% and 59.3% of the total adult population). They are identified as adults with either:

- low education;
- low digital skills (higher estimate) or never used computer (lower estimate);
- low literacy and/or low numeracy;
- as well as medium-high educated (ISCED2011 level 3 2-year+ to level 8) at risk of skill loss, working in elementary occupations- ISCO08 level 9).

These data are consistent with those of educational qualification in Italy. In 2019, according with ISTAT statistics, 29,5% of the population has only the lower secondary degree (at the

moment less than level 2 EQF); 16% has only attended primary school and a total of 4,6% are illiterate and/or without any qualification.

Furthermore, 13,5% of young people leave school before graduating (this percentage is still higher than the EU objective of 10% - even if lower than in the past: actually in 2004 it was 23%) so that nowadays 25,6% of the population between 25 and 34 years old, has never attended an upper secondary school or has not finished it (the EU average is 16,4%). The early school leavers come predominantly from the Italian South Regions in which the percentage reaches the 20% while in the North Regions is around 10%. Among people with low education level, there are:

\_more man than women (22% of women have only the lower secondary degree compared to 29,1% of men);

\_about 2 million of young people (15-29 years old) are not in Employment or in Education or Training (NEET); 33% of them come from extra-UE countries while 26% from UE countries and 21% are Italian;

\_the majority of the 5,2 million of foreign people (8,7% of the total population) don't have any degree both because they attended only primary or at least lower secondary school or because the degree they achieved in their native country is not recognized in Italy;

\_disabled people; actually 17,1% of disabled women and 9,8% of disabled man do not have any degree;

Low education has a high negative impact on socio-economical condition of the population and on the opportunities to enter the labour market and remain inside especially in case of crisis (see paragraph 1 and the Italian employment rate of disabled people that is 36% for men and 27% of women).

In Italy, professional training courses, internships, guidance and competence recognition services are the main ways to help these people improve their condition, that is give them the chance to enter the labour market at least with a fixed-term contract, apprenticeship or other ways of first job placement, foreseen by the Italian labour laws.

However, people with low basic education that often means low literacy, low numeracy, low or absence of digital skill etc. can hardly profitably attend a training course at 3rd EQF level due to the range and depth of knowledge and abilities and to the level of autonomy requested. At the same time, they hardly can spend in the labour market previously acquired competences if the minimum recognized level is the 3rd one, thus considering that they could have covered only generic and unskilled job roles.

Nevertheless, in many job areas, there are purely executive roles (characterized by close supervision, very limited decisional autonomy and a restricted range of knowledge's and abilities) that correspond to levels of competences below the 3rd one.

Consequently, the recognition of level 2 and possibly of level 1 competences is very important both for people and the enterprises. Actually, this recognition system might give the former the chance to have their competence recognized (after attending a 2nd EQF level training course or spending previous job experiences) and the latter the opportunity to recruit staff whose competences can be well defined into the European Framework.

At the moment, in Italy, a redefinition of the referencing of NQF to EQF is on process. Some novelties are being discussed between Ministry of Education and Regions/Autonomous provinces (in charge of VET policies in the decentralised Italian system), including:

- a shift of EQF Level 2 from the Compulsory Education Certificate (5 years of primary school + 3 years of lower secondary school + 2 years of upper secondary education) to the completion of the First Cycle of Education (5 years of primary school + 3 years of lower secondary school); the Compulsory Education Certificate, instead, would be positioned at EQF level 3 (anymore at EQF2);
- the introduction of vocational qualifications on completion of the first cycle of education (primary + lower secondary education); those vocational qualifications will be positioned at EQF 2.

These changes can leave space to Regional Administrations to better structure a range of vocational qualifications at EQF Level 2, compared to the past, which could certify learning outcomes of learners who were not able to reach EQF level 3 exiting compulsory education or facing a recognition process of prior learning.

### 1.3 - PORTUGAL

Portugal has a developed structure regarding the NQF, with education and professional frameworks developed and integrating. The frameworks developed for the training path and the certification path (through the Recognition, Validation and Certification of Competences) and integrated facilitating the tailored training pathways that lead to raising the qualification level of adults (better combining RVCC with adult education and training).

The population of low-skilled adults aged between 25 and 64 years represents a considerably higher proportion considerably higher than the EU average (52% compared to 22,5%). The participation rate in education and training of low-skilled adults in Portugal is broadly in line with the EU average, while the employment rate of low-skilled adults is considerably higher. The

investment in adult's education, namely the RVCC system has a very important measure to allow to increase the adult's qualifications levels.

Figure 5: Total employed population and by level of education

Years	Education level					
	Total	none	ISCED 1	ISCED 2	ISCED 3 - 4	ISCED 5 - 8
2000	100,0	9,3	55,3	14,2	11,9	9,3
2005	100,0	6,0	48,9	17,4	14,3	13,4
2010	100,0	4,2	40,9	20,4	17,9	16,7
2015	100,0	1,9	27,4	20,8	24,9	24,9
2020	100,0	1,1	20,5	19,2	29,1	30,1

**Employed population: total and by complete educational level**

Source: PORDATA

Adaptation by ENVOL

If we analyse the distribution of the active population by education levels, we see that around 40% did not go beyond level 2 of professional qualification.

Figure 6: How many people, aged 15 and over, with no education or with basic, secondary or higher education, are employed and unemployed?

Years	Level of education				
	Total	none	(ISCED 1 e 2)	(ISCED 3 e 4)	(ISCED 5 a 8)
2000	100,0	9,1	69,7	11,9	9,3
2005	100,0	5,8	66,6	14,4	13,2
2010	100,0	4,1	61,9	18,0	16,1
2015	100,0	1,9	48,7	25,3	24,0
2020	100,0	1,1	39,5	29,6	29,8

**Active population: total and by completed level of education**

Source: PORDATA

Adaptation by ENVOL

Notwithstanding the levels of schooling, the Education, Training and Certification Centre of SCML develops its adult activity targeting a more vulnerable population in which the levels of schooling are very low and are mostly associated to long terms unemployment. Considering the experience of intervention of this Centre, but also of several entities that develop their activity in this field, the main goal of the upskilling of the adult's qualification is to allow a sustainable integration in the labour market.

At this level, there are adults who are not able to go beyond level 1 or 2 of the EQF. The professional integration of these adults is a complex but possible process, and the training

process is directed to the development and consolidation of Unit of Competence corresponding to these qualification levels and in professional areas that have job profiles adjustable to their respective levels of autonomy. These evidence may show as the importance to maintain and eventually reinforce the recognition of professional skills at the lowest levels of the EQF.

The training path available by the different training providers in the system is very diversified and it is possible to observe the maintenance and even diversification of specific training paths targeting adults with low level of qualification (below level 2) and that integrate several UFCD of level 2 qualification available in Portugal National Qualification System. However, and in the absence of a level 1 qualification, these competences, although developed and recognised in terms of the national system itself, do not present any differentiation when accessing the labour market as they are not associated with any level 1 professional qualification diploma.

The data regarding the education level of the unemployed registered at employment and vocation training centres in Portugal show us that 55,3% of the individuals in this situation on the year 2020 didn't had more than the Level 2 of qualification, and 21% lower than the Level 1.

The Upskilling pathways defined should not exclude the necessary paths, for qualification or certification, to the adults with low Level of education, and promote flexible and adjustable paths in order to enable them to progress towards levels 3 and 4 of the European Qualifications Framework (EQF), or to achieve a suitable Level of professional qualification or development of the specific skills adjustable for the needs of the labour market.

Figure 7: Unemployed registered at employment and vocational training centres (annual average):  
total and by complete education level

How many people without education or with basic, secondary or higher education are registered with the IEFP looking for a job?  
Individual - Thousands

Years	Level of education						
	Total	None	Basic			Secondary (ISCED 3)	Higher degree (ISCED 5 a 8)
			1st cycle (no EQF correspondence - ISCED 1)	2nd cycle (Level 1 EQF - ISCED 1)	3rd cycle (Level 2 EQF - ISCED 2)		
2015	527,3	5,7%	21,0%	15,6%	19,8%	24,0%	13,8%
2016	491,6	5,9%	19,9%	15,5%	19,8%	24,9%	14,1%
2017	407,1	6,4%	19,5%	15,1%	19,4%	25,4%	14,2%
2018	332,7	7,0%	18,6%	14,6%	19,4%	26,1%	14,3%
2019	291,5	7,3%	17,4%	14,3%	19,5%	27,1%	14,4%
2020	360,0	6,8%	14,3%	13,9%	20,3%	31,0%	13,7%

Unemployed registered at employment and vocational training centres (annual average): total and by complete education level

Data Source: IEFP/MTSSS-METD

Source: PORDATA worked by Envol

According to INE's Survey on the Identification of Qualification Needs in Companies of 31 July 2020, a report promoted for the first time in collaboration with ANQEP, Direção-Geral de Estatísticas da Educação e Ciência (DGEEC), it is in fact possible to see that around 18% of the workers expected to be hired in the next 2 years do not have any specific qualification and 49,9% without a higher degree diploma (minimum level 6 EQF). This represents around 68% of the intention of recruitment from the Portuguese companies in the years 2021 and 2022.

Figure 8: Identification of Qualification Needs in Companies, 2020- Number of workers that companies plan to recruit in the next 2 years, by qualification type

Agregation	no specific qualification		without higher education (level 6 EQF)		Higher education (from level 6 EQF)		Total of workers
	workers		workers		workers		
	Nº	%	Nº	%	Nº	%	Nº
Total	61 910	17,9	172 518	49,9	111 156	32,2	345 584

Fonte: INE, Inquérito à Identificação das Necessidades de Qualificações nas Empresas, adaptation by ENVOL

## 1.4 - SPAIN

It is a widespread conclusion in all EU member countries that, the higher level of training corresponds to **a higher occupancy rate and lower unemployment rate**, as well as a higher **wage level**.

In Spain, data published by the National Statistical Institute (INE) indicate that:

1. The highest unemployment rates are recorded in groups with basic training.
2. The highest activity rates are recorded in people who have completed higher secondary education and have trained in science, mechanics and electronics, manufacturing and construction, agriculture, and health and social services.

It is also **noted that the time it takes for job seekers to find work is inversely proportional to their level of training**. In the case of young people, although unemployment is affecting all levels equally, lack or deficiency in training is one of the causes of unemployment and is at the lowest levels of education (N1/2) that the highest number of unemployed people is concentrated.

Studies also confirm that young people without qualifications are the group of the population who less willing to carry out lifelong learning and lifelong learning activities, even though those activities will improve their position in the work market.

According to the 2020 State Labour Market Report (with 2019 data), the standing unemployed worker continues to show a very defined profile taking into considerations the sector, level of education and sex:

1. **In the services sector:** it accumulates the 70.01% of the total standing.
2. **Level of Primary or uncredited studies:** 40.48 % (N1) and 67.82 % if Compulsory Secondary Education (N2-N3 is included).
3. **Women:**58.01% of the total standing.
4. **Age** between 45 and 54 years: 26.05 % of standing plaintiffs.
5. **Demand age:** in tranches from zero to six months old contract.
- 6.

Figure 9 - UNEMPLOYED BY EDUCATIONAL LEVEL AND GENDER					
TRAINING LEVEL	TOTAL UNEMPLOYED	% TOTAL	% VAR. 2019/18	GENDER	
				MEN	WOMEN
Primary education/ non-accredited	1.280.574	40,48	-1,26	590.040	690.534
Compulsory secondary education	864.984	27,34	-2,43	370.400	494.584
Bachillerato	273.097	8,63	-1,13	111.686	161.411
Intermediate vocational training	229.566	7,26	-0,4	81.296	148.270
High vocational training	206.476	6,53	0,52	75.312	131.164
University	308.663	9,76	0,69	99.595	209.068
Undetermined	245	0,01	15,57	67	178
<b>TOTAL</b>	<b>3.163.605</b>	<b>100</b>	<b>-1,21</b>	<b>1.328.396</b>	<b>1.835.209</b>

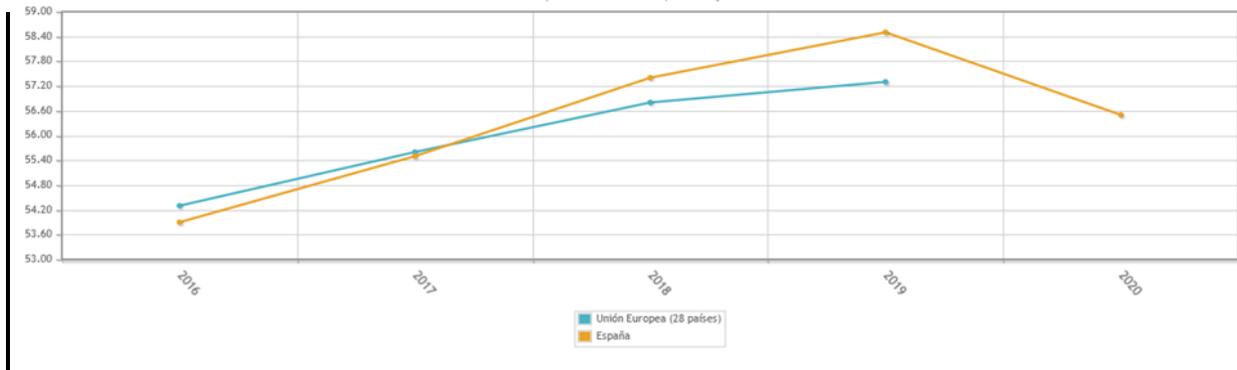
**\*Source: Observatory of occupations of the ministry of labour. 31/12/2019**

Briefly, considering the state as a whole, the profile of the jobseeker standing stills: women with a level of education that does not exceed Compulsory Secondary Education (N2), an age equal to or more than 45 years, who applies for employment in the services sector and with a professional experience not exceeding six months. Although in all age groups there is an imbalance between men and women, with women being the most stopped, it is 16 to 24 years the group in which they are most equal.

By training levels, in 2019 as in the previous year, the level of Primary or Uncredited Studies (N1) is the largest with 40.48% of the total unemployed people (it decreases a bit compared to 2018). Secondly, compulsory secondary education appears in the list (N2-N3) with 27.34% of the total.

**Figure 10 - EMPLOYMENT RATES OF THE POPULATION AGED 25-64 IN THE EU, BY GENDER,COUNTRY, EDUCATIONAL ATTAINMENT AND PERIOD.**

FIRST STAGE OF SECONDARY EDUCATION OR LOWER



\* Source: Eurostat. 29/4/2020

### **Labour Market Overview:**

In the Spanish labour market and there are risks such as the **great temporaryity of employment**, the high **public deficit** (with the danger of triggering the risk premium) and uncertainty **in the economic policy of** the government.

Improved employment conditions has resulted in a growth in domestic demand, although it does not appear to be sustained because there is a **trend in family savings**, conditioned by the uncertainty of the economic situation.

The increase in **the Interprofessional Minimum Wage** has sought to promote the family economy and household consumption, but the impact of this increase is not yet well known because of its short time margin. In addition, there are sectors that have greater difficulty in impacting the increase in the minimum wage on their products, such as agriculture and the textile industry.

Investment has slowed in companies, as the best results achieved have been aimed at healing their debts. Some reforms need to be addressed to improve the productive fabric and define the regulatory regulation that affects industries such as automobiles, with a great weight in the Spanish economy and exports.

The higher the level of qualification and skills are, the higher is the level of productivity. The lack of training of employed people in terms of the incorporation of technology, negatively influences the results. It is important to implement adequate incentives to increase and fix the human capital of companies, as this influences the improvement of results.

Adjustment in the labour market is essential, it is necessary to adapt to the needs it poses. The training model should allow the new requirements and competencies required by the market

to be continuously incorporated. This requires a flexible training system that can include these needs in its various programs.

Dual training is proposed as a very complete system, although its implementation is not being widespread throughout the territory. This requires a great deal of commitment, involvement and coordination on the part of all agents. It is not easy to implement this training due to the small size of the companies and the cost that this entails, which involves looking for alternatives, such as support from tutors external to the companies themselves, that carry out the design and monitoring of training tasks in companies.

This requires collaboration with **companies and training centers where** these new skills are required, as they are the main source of knowledge about them.

Spain continues suffering from a significant gap between the level of unemployment and the number of uncounted vacancies; there are vacant positions with difficulty in coverage, **mainly due to lack of technical skills, experience and** motivation. Not only are digital skills lacking, there is also a shortfall in language skills, higher levels of English proficiency, but also of other languages; or financial knowledge.

**The training is not in line with the demand of the productive fabric, and competitiveness remains at low levels in the world ranking.**

**Less qualified employees have a tendency to lose their jobs and above all have greater instability, as well as worse working conditions** (this situation is not uniform in The Spanish territory).

There is also **a structural** unemployment focused on groups of workers over the age of forty-five and on long-term ones. This group has great difficulty in joining the world of work. Strategies are needed to achieve its insertion, which goes through its requalification since access is easier for the most qualified. This is joined by a certain number of vacancies that are not filled and difficult to fill them. Increasing digitization is likely influencing the mismatch **between the profiles needed** and the available workforce. This is joined by the increasing automation of processes, especially in the field of industry, which tends to reduce mainly employment with less qualifications.

Spain continues to increase the weight of the services sector. Activities around trade, especially wholesalers, such as logistics and land transport, continue to grow, as well as hospitality. However, banking services are clearly declining and retail is increasing very slightly.

The most relevant and common industry throughout the territory is food, which continues with a positive evolution, as well as that of the manufacture of metal products. However, automotive resents, along with activities linked to it.

Construction has slowed its growth and this lower dynamism impacts not only employment but financial stability.

The Figure 11 shows the sections of activity best positioned in the job market based on showing a positive trend in job creation.

<b>Figure 11 - ACTIVITY SECTIONS AND ECONOMIC ACTIVITIES WITH BETTER PROPECTS</b>	
<b>ACTIVITY SECTION</b>	<b>NATIONAL CLASSIFICATION OF ECONOMIC ACTIVITIES</b>
I. Hotels and restaurants	55. Accommodation services
	56. Food and beverage services
M. Professional, scientific and technical activities	62. Programming, consultancy and other computer-related activities
	69. Legal and accountancy activities
	71. Technical architectural and engineering services, technical testing
	73. Advertising and market research
N. Administrative and support service activities	74. Other professional, scientific and technical activities
	81. Building services and engineering activities
P. Education	82. Office administrative and support service activities
	85. Education
Q. Health care and social work activities	86. Health activities
	87. Care in health care establishments
	88. Social work activities without accommodation
R. Arts, entertainment and recreation	93. Sporting, recreational and entertainment activities
S. Other services	96. Other personal services

## 2 - WORKSHOPS DEVELOPED IN IO1 CONCLUSIONS

All the 4 countries in this consortium are involved in the European Qualification Framework (EQF), but have different National Qualification Frameworks and structure regarding the providers of the professional qualification (supply) namely in the lower levels.

From the descriptors integrated in the EQF regarding level 1 and 2 In IO1 all the partners developed “workshops” involving different expertise in each country/partners, aiming to identify some conclusions and tracks regarding their experience on training and certification

of professional areas in the lows levels of qualification available in each country, and the descriptors for level 1 and 2 of the EQF. The conclusions achieve in each country, and presented in this chapter, will be the starting point to achieve a common model answering the question: Is it possible and necessary to create level 1 vocational courses?

## 2.1 BELGIUM

As explain in IO1, the positioning of the qualifications in Belgium is in progress, today they are only 9 qualifications at level 2 of the French speaking area of the NQF (CFC) and none at level 1.

The first step of the working group was to identify the correspondence between the diploma levels of formal education and the skills certificates or qualifications awarded in the framework of vocational training for adults.

Figure 12: Correspondence between Qualifications level of the French speaking area and EQF

CFC levels	Qualifications	EQF levels
5	Skills certificate for adult education [Certificat de compétences acquises en formation de formateur(trice) professionnel(le) d'adultes]  Professional degree (for business manager) [Diplôme de chef d'entreprise agent(e) commercial(e)]  Professional degree (for police inspectors) [Diplôme de formation de base d'aspirant(e) inspecteur(trice) de police]	5
4	Upper secondary technical education certificate (*) (Certificat de qualification de technicien)  Certificate of apprenticeship offered by regional providers (**) [Certificat d'apprentissage]  Skills certificate (***) (Certificat de compétences)	4
3	Upper secondary vocational or artistic education leaving certificate (****) [Certificat de compétences acquises en formation]	3
2	Lower secondary education - Technical performance assistant [Auxiliaire technique de spectacle]	2
1		1

(\*) For example: Certificat de qualification de technicien.ne chimiste; Certificat de qualification de technicien(ne) en décoration et aménagement d'espaces.

(\*\*) For example: Certificat d'apprentissage d'infographiste; Certificat d'apprentissage d'opticien(ne) lunetier(ière).

(\*\*\*) For example: Certificat de compétences acquises en formation d'agent(e) en comptabilité; Certificat de compétences acquises en formation d'aide-comptable.

(\*\*\*\*) For example: Certificat de compétences acquises en formation de coffreur(euse) ferrailleur(euse).

Source: Fédération Wallonie-Bruxelles and Wallonie COCOF (2018).  
<http://www.cfc.cfwb.be/cfc/certifications/>

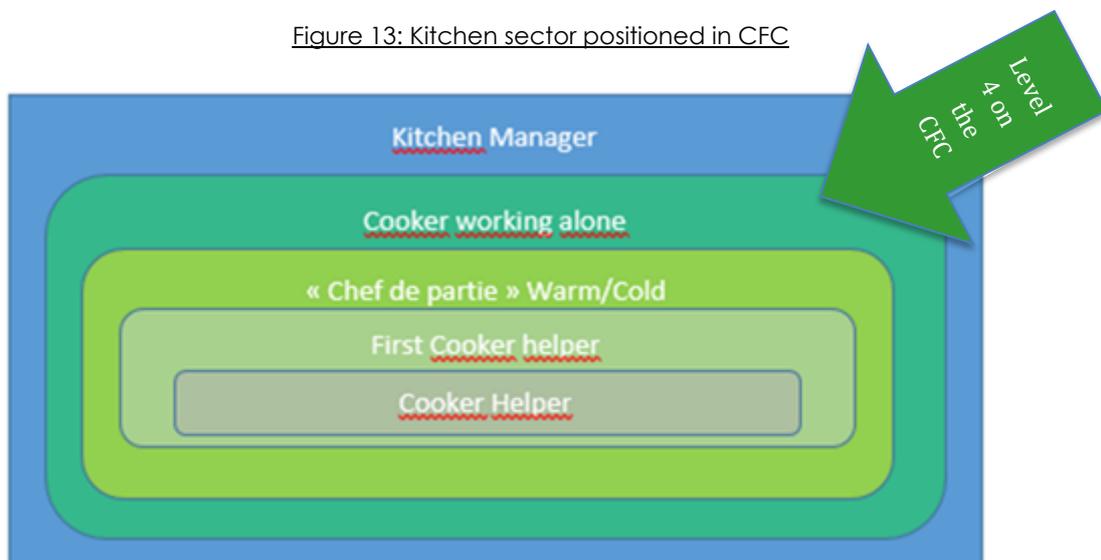
The second step was to identify, in the catering sector, what type of formal recognition existed and at what level of qualification they were positioned.

In the framework of the project we will look at the trades at the lower qualification levels of the kitchen sector (HORECA).

At present, the Service Francophone des Métiers et des Qualifications, the official body that determines the job and training profiles for training and education, has not developed all the restauration trades and in particular the profiles and levels of Cook helper and Assistant Cook helper (see figure below).

Only the cooker working alone is positioned at level 4 of the CFC (Belgian NQF):

Figure 13: Kitchen sector positioned in CFC



The work of the working group was to define if the Cook helper and Assistant Cook helper could be positioned on the respective level 2 and level 1 of the Belgian NQF (CFC).

Based on the NQF descriptors, the information related to the next chapter (see 3.1 Belgium: The positioning methodologies for the CFC (NQF for French speaking part of Belgium) ) and the occupation standard that the CISP sector has developed for the Cook helper, the working group estimates the position related to the Restaurant trades as follows:

Figure 14: Belgian workshops conclusions – positioning kitchen sector qualifications

Unsolicited occupations Profiles in the SFMQ	Occupation Definition	CFC Descriptors
<p>Cook helper (Commis de cuisine)</p> <p><b>No SFMQ PROFILES and NOT PLACED ON NQF</b></p> <p><b>A non official "CISP" occupation profile is exciting</b></p> <p><b>The Working group estimate that it could be positioned at LEVEL 2 of the CFC</b></p>	<p>It depends on the 1st kitchen assistant, the chef de partie or the cook.</p> <p>He/she works under the supervision of a supervisor (either for hot preparations, cold preparations or desserts).</p> <p>He carries out the preparations according to the cook's instructions.</p> <p>He/she receives progressive training, following the instructions of the 1<sup>st</sup> Cook helper, the head of the party and/or the cook.</p>	<p>Basic knowledge, know-how, behavioural know-how within a specific field of work or study enabling the performance of a set of tasks with no requirement to choose the methodology/tools/equipment, in the application of simple and standard process.</p> <p>Acting under supervision in known and defined situations relating to a specific field of work or study, with a degree of responsibility limited to the execution tasks.</p>
<p>Assistant Cook helper (Assistant Commis de cuisine)</p> <p><b>No SFMQ PROFILES and NOT PLACED ON NQF</b></p> <p><b>No existing occupation profile , only sectoral function profile</b></p> <p><b>The Working group estimate that it could be positioned at LEVEL 1 of the CFC</b></p>	<p>He is in charge of washing the dishwashing equipment (kitchen equipment), dishes, glassware (glassmaker's officer).</p> <p>He also sometimes cleans the premises or helps to peel vegetables and fruits, sometimes to cut them.</p> <p>He assembles simple desserts</p> <p>He prepares and assembles starters (raw vegetables, charcuterie, etc.).</p> <p>He prepares salads and sandwiches under supervision.</p>	<p>Basic knowledge, know-how, behavioural know-how not referenced to a specific field of work or study, enabling the performance of simple and repetitive tasks in the reproduction of simple process.</p> <p>Acting under direct supervision with a structured and define context that is part of a non-specific work environment and/or field of study</p>

## 2.2 ITALY

The Italian work team considered that HORECA sector is a suitable pilot sector to deal with this analysis as an example case because there are professional roles that are not yet covered by the proper professional qualification in the regional repertoire of professional qualifications.

We explored, in fact the professional roles in the HORECA sector for two groups of Working Areas: Kitchen and Restaurant Service.

The work team was composed by the project coordinator, the director of the training area in Civiform (who is also a collaborator of the Friuli Venezia Giulia Region for the development of the certification system of competences), trainers from the catering sector (cook and waiter profiles), a tutor and an international project developer.

Below, the results of this analysis.

### Course: QBA Cook\*

**Profile:** Cook

**NQF level:** 3

**EQF level:** 3

**General profile:** The COOK is the one who deals with the production of a complete menu following the indications in more or less complex recipes, managing the phases of preparation, cooking and preparation of dishes. In particular, he/she is able to carry out activities related to the choice, dosing and processing of raw materials for the preparation of semi-finished products, the storage of semi-finished products for future use, the cooking of food using the most appropriate techniques in relation to the dish to be prepared, the division of food into portions and the garnishing of serving dishes for an aesthetically pleasing presentation of food to the customer.

**Proposed EQF/NQF Level:** Level 3 is appropriate because the professional has sufficient autonomy with respect to the process, albeit with coordination/supervision of a chef (EQF4) in more structured restaurants.

**Analyzed Units of LO:** The Chef includes one RPQ at the EQF4 level, developed as Partial ("ORDER PROCESSING MANAGEMENT") and six RPQs at the EQF3 level, five of which are complete ("SPACE, EQUIPMENT AND MATERIALS SETUP; "PREPARATION OF RAW MATERIALS", "PREPARATION OF SEMI-FINISHED PRODUCTS"; "COOKING OF FOOD"; "STORAGE OF SERVING DISHES AND TRAYS") and one partial ("ARTISAN PRODUCTION OF FRESH PASTRY").

**Proposed EQF/NQF level:** The EQF3 Cook should acquire a range of predominantly concrete knowledge, with conceptual elements aimed at making logical connections. At this level, the occupational figure denotes interpretive skills. Skills involve the application of knowledge, methods, materials and tools to achieve intended outcomes, including activation skills that

facilitate adaptation to changing situations (COGNITION, COLLABORATION AND RESULT ORIENTATION), as represented by the GUIDING VERBS "UNDERSTAND" and "REALIZE". The context of application of the Cook role is structured, with changing situations that require identification of the most appropriate ways to achieve the expected outcome in a compliant manner.

**Course:** QA Waiter\*

**Profile:** Waiter and bar service worker      **NQF Level:** 3    **EQF Level:** 3

**General Profile:** The waiter is the operator who provides, within the catering facilities, the preparation, delivery and distribution in the restaurant and bar of meals and drinks, responding to the various needs of customers and checking the satisfaction. His main activities consist in the preparation of the room (cleaning of tables and counters, mise en place of the tables, preparation of the service line), in the reception of the customer (accommodation at the table, explanation of the menu and collection of orders), in customer service (presentation of food and beverages, management of the elements of the setting and operations of collection). The bar waiter then deals in particular with the management of stocks and the preparation of snacks and drinks; the room waiter instead also deals in particular with the preparation of the room and the execution of small jobs in the presence of the customer.

**Proposed EQF/NQF Level:** Level 3 is adequate because the professional figure has sufficient autonomy with respect to the process, even if with coordination/supervision of a maître (EQF4) in more structured restaurants

**Analyzed Units of LO:** The Waiter and Bar includes six RPQs at EQF3 level, all of which are fully developed: SETTING UP SPACE, EQUIPMENT, AND MATERIALS; DINING ROOM SET UP; RELATING TO CUSTOMERS IN FOOD SERVICES; PREPARING BEVERAGES AND ICE CREAM SUNDAES; PREPARING SNACKS AND QUICK DISHES; FOOD AND BEVERAGE SERVICE.

**Proposed EQF/NQF Level:** 3, See Cook.

**QA Course Cook Assistant\***

**Profile:** Cook Assistant NQF Level: 3 EQF Level: 3

**General Profile:** The COOK ASSISTANT is an executive figure who provides support to the chef during the various stages of preparing meals to be served to customers. He/she is particularly concerned with the preparation of raw materials (vegetables, fruit, meat, fish), the preparation of semi-finished products (bases, binders, sauces, fresh pasta and dumplings, kitchen appliances, etc.), the preparation of simple dishes and the standard setting up of plates and serving trays. Also he/she manages the cleaning and sanitizing of rooms and equipment, the storage of raw materials in the warehouse and the storage of semi-finished products in cold storage, complying with the provisions of the self-control system for food safety and hygiene.

**Proposed EQF/NQF Level:** The appropriate level is 2 because he/she is an EXECUTIVE figure who performs a RESTRICTIVE number of SIMPLE activities, under the SUPERVISION of the Cook, ensuring CONFORMITY of RESULT in a structured work context with a limited number of diverse situations. Does not have sufficient level of autonomy with respect to the process.

**Analyzed Units of LO:** The profile described in the FVG Regional Directory identifies Units of Learning Outcomes:

- PREPARATION OF SPACES, EQUIPMENT AND MATERIALS, EQF3, Comprehensive
- PREPARATION OF RAW MATERIALS, EQF3, Partial
- PREPARATION OF SEMI-FINISHED PRODUCTS, EQF3, Full
- FOOD COOKING, EQF3, Partial
- DISHES AND TRAYS SET UP, EQF 3, Partial
- ARTISAN PRODUCTION OF FRESH PASTRY, EQF3, Partial

**Proposed EQF/NQF Level:** The Working Group considered that the figure of Cook's Assistant positioned at EQF2 should achieve the EQF3 units of learning outcomes "SETTING SPACES, EQUIPMENT AND MATERIALS" and "PREPARATION OF SEMILARED PRODUCTS" only partially (as already provided for the units of learning outcomes, always at the EQF3 level, COOKING OF FOOD, PREPARATION OF DISHES AND SERVING TRAYS, PREPARATION OF RAW MATERIALS) while it is not necessary that he/she reaches even in a partial way the unit of learning outcomes ARTISAN PRODUCTION OF FRESH PASTRY, EQF3. With respect to the description of knowledge and skills, the Assistant Cook EQF2 should reach a subset of knowledge, compared to the Cook EQF3, limited to concrete knowledge, basic, moderate in magnitude, aimed at performing simple tasks, and cognitive and relational skills typical of MEMORY (e.g. remembering the directions of the Cook; remembering operational procedures) and PARTICIPATION (e.g. working within a kitchen brigade). In particular, these two skills are consistent with the guiding verbs associated with Level 2 of the NQF, which are REMEMBER and PERFORM. The context of application of the Help Cook role is structured and involves a limited number of diverse situations.

**Course: Basic bar and restaurant service techniques\*\* + internship**

**Profile:** For the Commis de rang or "Waiter - assistant", in FVG there are training courses at EQF level 2, but there is not yet a specific qualification, which does exist, for example, in Piedmont.

**NQF level:** Does not exist

**EQF level:** Does not exist

**General Profile:** The WAITER -ASSISTANT is the executive figure that guarantees the support to the waiter in the preparation, supplying and service of meals and beverages in accommodation facilities. The waiter-assistant works under the guidance of the waiter and

his/her main tasks consist in the preparation of the dining room, tidying up and cleaning the dining room, preparing the tables and setting up the "panadora" (service station). The figure of the waiter-assistant collaborates in the standard mise en place and in the replacement of food and consumables during the realization of buffets. He also brings the bread basket and drinks to the table. At the end of the service, he clears the tables of the dining room and of the buffets as well as takes care of the standard operations in the office.

**Proposed EQF/NQF Level:** EQF Level 2 is identified as the appropriate level for this figure who works in a WORK or STUDY situation under the SUPERVISION of a superior and with a certain DEGREE OF AUTONOMY with respect to his/her own DUTIES and RESPONSIBILITY with respect to his/her own results but not with respect to the process.

**Analyzed units of LO:**

- SET UP OF SPACES, EQUIPMENT AND MATERIALS, EQF3, Partial
- DINING ROOM SET UP, EQF3, Partial
- FOOD AND BEVERAGE SERVICE, EQF3, Partial

**Proposed EQF/NQF Level:** This position is characterized by RECURRENT tasks, problems, and coping approaches, requiring APPLICATION of SIMPLE TOOLS AND RULES, corresponding to an EQF2 Level. The work context in which he/she operates is DETERMINED AND STRUCTURED, with a limited number of diverse situations to manage.

**Course: Basic cooking techniques \*\* + internship**

**Profile:** Assistant Cook / Kitchen Assistant

**NQF level:** 3 / does not exist EQF level: 3 / does not exist

**General Profile:** For the Assistant Cook, see above. The "Garçon de cuisine" or kitchen boy performs tasks restricted to room preparation, vegetable cleaning and portering, performing the tasks under the supervision of the cook.

**Proposed EQF/NQF Level:** 2 (the output profile depends on the internship experience): both the Assistant Cook and the Kitchen Boy carry out executive tasks, but, although under the supervision of the cook, they ensure the achievement of the required result within the kitchen brigade and therefore have a certain autonomy with respect to the result.

**Analyzed units of LO:** For the Assistant Cook, see above. For the Garçon de cuisine":

- PREPARATION OF SPACES, EQUIPMENT AND MATERIALS, EQF3, Partial
- PREPARATION OF RAW MATERIALS, EQF3, Partial

### Proposed EQF/NQF Level:

For the Cook Assistant, see above. For the "Garçon de cuisine", although the tasks are very simple, the practical and, above all, cognitive skills required, the operational context and the degree of autonomy are similar to those of the Cook Assistant and, therefore, this figure has also been placed at level 2. Also, because in Italy level 1 is not associated with professional qualifications.

\*For QA courses a flexible way of using the SST and QPR system is possible: Example 1 - micro-qualification (for complete QPR - example 1, IO1, chapter 4.2.2, page 83) + Certificate of partial results for incomplete QPR (example 2, IO1, chapter 4.2.2, page 84).

\*\*In case the course is interrupted before the foreseen complementary step (internship), which the course "Basic cooking techniques" is preparatory of, the certificate of learning outcomes actually acquired is the certification tool that can be used - see example 2, IO1, chapter 4.2.2, page 84. In the case of particularly fragile subjects, the certificate may include an achievement with a level of autonomy lower than the level expected for the profile - see example 3, IO1, chapter 4.2.2, p. 84-85.

## 2.3 PORTUGAL

As mention in IO1, there is no Professional Certification for level 1 in Portugal, but it is possible to develop professional training paths for level 1, and with some training unit of level 2 framework, but without the correspondent Certification.

In the working meetings held so far, the teams used the analysis of case studies to answer the question, i.e. is it possible and necessary to define level 1 vocational courses? The cases under examination concern trainees who attended level 2 technological courses for cooks and were unable to deliver the expected learning outcomes at the end.

Aware that in the referencing exercise to the European Qualifications Framework it was decided to exclude from the "National Qualifications System the access to a professional qualification from the level of learning associated with level 1 of qualification" due to the "growing demand regarding the competences required by the different professions and their contexts of exercise", keeping this level referenced to the level of education that was already a prerequisite for obtaining it, it was considered that the cases under analysis could be the engine for an analysis of this position.

In a first phase, the theoretical framework was carried out, for the purpose of the presentation of the National Qualifications Framework and its referencing to the European Qualifications Framework and the reading of the NQF through the Interpretative Guide (Rocha, 2014), an essential working tool for the planning and design of training provision.

From a brainstorming exercise, we tried to identify the functions of those who, in the kitchen, contribute to supporting the cook, i.e. functions that may correspond to level 1 professionals, crossing this information with the characteristics of the case studies. Later, the collected information was analysed in the light of the document Portuguese Classification of Occupations of 2010.

The summary table of the data collected is presented below:

Who supports the cook?	What are their tasks and functions?
<u>3rd level cook</u>	Help with preparation, cleaning, receipt of goods, stock organisation.
<u>2nd level cook</u>	Prepares simple dishes, garnishes. Can cook more complex dishes with guidance. Substitutes for the first-line cook when he/she is absent.
<u>Meal preparation assistant</u>	Includes the tasks and functions of the fast food preparer and kitchen helper.
<u>Preparer of Quick Meals</u>	Prepare simple or pre-cooked meals and drinks. Wash, cut, weigh and mix food for cooking. Operate equipment for cooking. Reheat pre-cooked food. Clean food preparation areas and utensils. Taking down orders, serving meals and drinks. Maintain work areas within sanitary, health and safety standards. Check that cooked meals meet quality requirements.
<u>Kitchen helper (cupbearer)</u>	Wash, cut and clean food from chef's or cook's instructions. Prepare garnishes for dishes. Cleaning the kitchen and meal preparation and serving areas. Washing and cleaning glassware, crockery and cutlery. Unpack, check and store ingredients in refrigerators and cabinets.

At this stage, it was concluded that there are professions in the hotel and restaurant area that do not have a direct correspondence with a vocational course, finding, at this point, the opening for the creation of level 1 courses or for the reformulation of the referential of the level 2 cook course.

Next, using the same brainstorming strategy and based on the indicators of complexity/depth of knowledge and skills, autonomy and responsibility, we tried to identify what the trainees were not able to demonstrate at level 2.

On this point the following indications were collected: the cases under analysis with regard to cognitive dimensions<sup>4</sup> are positioned in the dimension of remembering/remembering and sometimes with difficulty. Practical skills have a restricted range and therefore fall short of what is expected in the benchmark achievements. Autonomy is considered to be limited and

<sup>4</sup> Appendix 1

responsibility of low level, which has to be shared. As far as context is concerned, the cases under analysis showed a need for a stable and structured framework.

Afterwards and considering the conclusions reached, the working team was challenged to analyse the general description of the level 2 cook profile against the level 1 and 2 descriptors, to analyse the expected achievements of two units of the reference system following the same strategy and using the Check-list<sup>5</sup> working tool and to present a proposal with the identification of a training offer for level 1 in the hotel and restaurant area illustrated with the design of a unit of the reference system, using the working tools available in the Methodological Guidebook (Lameira, 2015).

## 2.4 SPAIN

As already seen in the last part of the IO1 results, in Spain NFQ level 1 enclosed the first two levels of EFQ and for this reason, we have two different paths to follow to integrate level 1 and level 2 in Spain, the professional qualification of competence and the basic vocational training “formación básica” that can only be studied by young people who are not already 18 years old but older than 14 years old. The first path gives the chance to adult people to reach the level 1 of the EFQ instead the basic vocational training enables young people to reach the level 2 of the EFQ. But, what does it happen if an adult with a lot of experience and with no formal education want to reach the same level described before? In Spain, it's also possible because the Public administration provides people the possibilities to present their professional experience and no formal courses in a public announcement in which people who are interested in recognising their value could participate. Generally, this proceeding is controlled and carried out by a public authority and based upon a regional law in which evidences and the proceeding is already planned.

From 2006 the Spanish VET system was organized as a series of unit of competence in order to cope with the needs of the job market and the administrative proceeding before described. In this way, many workers have validated their professional experience not only at a low level but also to higher level corresponding to vocational and education training or higher diploma. Inside these regional laws that are called by regional public authorities, I have found out how to reference the Spanish NFQ to the EFQ.

Most of the countries used those 3 main level descriptors to create their own NQF.

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<sup>5</sup> Appendix 2

Figure 15: Level descriptor elements

Level descriptor elements		
Knowledge	Skills	Responsibility and autonomy
In the context of EQF, knowledge is described as: <ul style="list-style-type: none"> <li>• theoretical and/or</li> <li>• factual</li> </ul>	In the context of EQF, skills are described as: <ul style="list-style-type: none"> <li>• cognitive (involving the use of logical, intuitive and creative thinking)</li> <li>• practical (involving manual dexterity and the use of methods, materials, tools and instruments)</li> </ul>	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

Source: Council of the European Union, 2017.

Following these instructions, the specific descriptors at level 1 and 2 are:

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	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

2

EN

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In the following table, find out the cross-linking between the EFQ and Spanish NFQ at level 1:

PROFESSIONAL QUALIFICATION: AUXILIARY ACTIVITIES IN NURSERY, GARDENS AND GARDENING CENTERS. UC 0520<sup>6</sup>

Knowledge	Skills	Responsibility and autonomy
<p>1. <b>Preparing the ground</b></p> <p>Soil texture: concept, soil classification, basic methods of determining textures. Amendments: types, features and application. Credits: types, features and application. Substrates: types, characteristics, preparation and mixtures. Field preparation: Techniques, Tools and media used in preparation. Occupational risk prevention and environmental protection standards.</p>	<p>1. Relate the fundamental types of soils, amendments and fertilizers, as well as the various types of substrates, to the preparation of the land using the required means and complying <b>with the applicable regulations.</b></p> <p>2. Prepare soil and substrate mixtures for plant production with the required tools and tools, following instructions and <b>complying with applicable regulations</b></p>	<p><b>CRI.1</b> The land is conditioned by cleaning, despising it with the tools required for further work, <b>following instructions.</b></p>

<sup>6</sup> In conclusion the workshop developed by the Spanish partner shows as, even though in Spain level 1 and 2 of the EFQ is equal to level 1 in the NFQ, the descriptors for the professional of competence qualification (level 1 of the EFQ) and the basic initial training (formación básica) (level 2 of the EFQ) are aligned with the knowledge, skill and autonomy and responsibility descriptor of the EFQ. In this sense, adult applicants who wants to achieve the second level of the EFQ, needs to comply with the other unit of competence required by the basic initial training qualification.

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	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

2

EN

Official Journal of the European Union

For the initial vocational training the cross-reference linking between EFQ level 2 and Spanish NFQ:

FP BÁSICA: INITIAL VOCATIONAL TRAINING IN: 1. AGRO—GARDENING AND FLORAL COMPOSITION. UC 3053 CORRESPONDING TO UC 0520 AT LEVEL 1

Knowledge	Skills	Responsibility and autonomy
Land preparation: Facilities that make up a nursery. Space distribution : Soil texture: concept, soil classification, basic methods of determining textures. Application of amendments: types, features and application. <ul style="list-style-type: none"> <li>Preparation of substrates: types, characteristics, preparation and mixtures.</li> <li>Field preparation techniques.</li> <li>Clears and cleans the soil and the tools and/or machinery to be used.</li> <li>Handling of tools and small soil preparation machinery.</li> <li>Safety standards for the handling of fertilisers. Soil and environmental conservation through good agricultural practices.</li> <li>Use of personal protective equipment.</li> </ul>	Recognition of soil types and preparation techniques.  Prepares the ground of a nursery, relating the type of amendment and fertilizers to the characteristics of the soil	<b>Fulfil the tasks of your level with autonomy and responsibility</b> , using criteria of quality and efficiency in the assigned work and <b>performing it individually or as a member of a team.</b>

## PART II

### DEVELOPMENT OF A COMMON POSITIONING MODEL FOR THE RECOGNITION, VALIDATION AND CERTIFICATION OF TRANSVERSAL AND PROFESSIONAL SKILLS

This second part integrates two chapters. The first one aims to summarize each country positioning model for the recognition, validation and certification of transversal and professional skills, and its relation with the EQF allowing to identify the main similarities and differences between the 4 countries involved in the projects. Based on the development of Part I, namely the contextualization and needs in each country, and the comparisons identified in the first's chapters of this second part, it will be presented the main objectives of the Common Model, namely the target groups, end users and goals and that will be further developed in IO3.

The second chapter will present the main structure of a Common Positioning Model for the recognition, validation and certification of transversal and professional skills.

### 3 - THE COMPARISON AND IDENTIFICATION OF THE SIMILARITIES AS A WORKING BASIS FOR THE DEFINITION OF THE COMMON MODEL

#### 3.1 BELGIUM

The need for shared reference systems for qualifying education in the FWB (French speaking region of Belgium) and for the regional public vocational training operators had previously been highlighted by the "Conseil de l'Education et de la Formation" in 1997 in an Advice on the validation of competences which inspired the formation of the "Consortium de Validation Des Compétences" in 2003. This need was reasserted in 1999 in an Advice aiming to redeploy the CCPQ. This was finally given practical expression in a cooperation agreement in 2009, under which the "Service Francophone des Métiers et des Qualifications" was created. The production of these shared reference systems broadly follows the diagram below:

Social Partners	SFMQ "Chambre des métiers" –COREF Chamber for Occupation	SFMQ "Chambre Enseignement Formation"- COPROFOR Chamber for Education and Training	Education and Training Operators	Education and Training Operators	Social Partners
Sectorial Profile	Occupation Profiles	Traning Profiles + Assesment Profile + Equipment Profiles	Certification Profile	Standards + Certificates	Using of the certificates

The French-speaking service for occupations and qualifications (SFMQ is a structure that groups together various education and training operators. The service is governed by a cooperation agreement concluded in 2009 between the FWB, Wallonia and the COCOF (French speaking regions).

For education, firstly, it includes mainstream and special qualifying secondary education and Education for Social Promotion and secondly, for vocational training it includes the public employment services: the FOREM, Bruxelles Formation, the IFAPME, the SFPME and representatives of the CISPs, private non-profit operators, both Walloon and from Brussels.

The SFMQ replaces the CCPQ (Community Commission for Professions and Qualifications), which was tasked with defining the qualification profiles for qualifying secondary education only. The new service produces common profiles for all of the above-mentioned operators, divided into learning outcome units.

The SFMQ comprises two separate principal chambers:

- The chamber for occupations, manned by representatives of the social partners and public employment services, which defines Occupation Profiles
- The chamber for education and training, made up of representatives of the operators, which sets out Training Profiles from the Occupation Profiles, broken down into learning outcome units.

The occupation profiles are drawn up by the social partners in the presence of representatives of the public employment services within the Occupations Chamber. An occupation profile consists of an occupation reference system (setting out the activities relating to the occupation) and a vocational competences reference system. Each occupation fits into an occupations tree structure inspired by ROME (Répertoire Opérationnel des Métiers – FRANCE).

The education and vocational training operators, grouped together within the Education and Training Chamber, use the occupation profiles to define training profiles which are organised into learning outcome units. Assessment and equipment profiles are also produced by the Education and Training Chamber. The mapping of the training profiles to the occupation profiles is verified by the Occupation Chamber.

Whether concerned with education, training or validation, the operators certify all or some of the learning outcome units on the basis of a certification profile, whose compliance with the training profile has been verified by the SFMQ. It is used as the basis for reference systems or programmes defining in operational terms the learning activities and the normative learning outcome assessment methods or, for the CVDC, the validation reference system.

The positioning methodologies for the CFC (NQF for French speaking part of Belgium)

Two positioning methodologies can be applied:

- a methodology by "blocks"

This methodology is applied when a set of qualifications characterised by a generic diploma meet, ex ante, criteria that determine their positioning. In this event, the appropriateness of the positioning, and the degree to which the learning outcomes match the generic descriptors of the corresponding CFC level, are guaranteed by the qualification preparation and accreditation procedure and by the definitive equivalence established between the descriptive elements specific to the qualification blocks and the generic descriptors of the CFC. For example, higher education qualifications are positioned at level 5 for the BES (Certificate of Higher Education), 6 for Bachelor's degrees, 7 for Master's degrees and 8 for doctoral degrees, because the qualification preparation procedure guarantees that they meet the generic requirements corresponding to the different kind of diplomas; these requirements are covered by the generic descriptors of the CFC. This methodology applies both to existing qualifications and new qualifications.

- a "qualification by qualification" methodology

Where a level is not defined a priori by belonging to a "block", qualifications will be examined on a case-by-case basis and the following verified:

- the appropriateness of positioning the qualification: the qualification must contain a significant and coherent set of learning outcomes consistent with the missions of the operator; the learning outcomes must be assessed and they must be subject to a quality assurance system that is compliant with the principles set for the CFC;
- the alignment between the learning outcomes of the qualification and the generic descriptors of the corresponding CFC level.

The choice of level, whether or not it is prescribed by legal provisions, can be justified by comparing:

- either the learning outcomes of the qualification directly...
- or the generic elements characteristic of a set of qualifications...

... with the generic descriptors of the CFC, clearly and in summary form explaining their correspondence to the level selected, by examining the seven questions underlying the descriptors.

The elements used in the description of knowledge and skills answer the following questions:

- What? (What type of knowledge and skills?)

- For what purpose? (What type of activity do they open the way to?)
- About what? (To obtain what type of result?)
- In what perspective? (In what type of situation, to what degree of complexity?)

The elements used in the description of the context, autonomy and responsibility answer these questions:

- With what degree of autonomy?
- In what situations? (With what degree of complexity?)
- With what responsibility?

Combining the gradations of these seven elements permits the eight levels to be distinguished. In order to facilitate this task, the descriptors table can be reorganised so as to place explicit emphasis on the seven questions, grouped into three categories:

Figure 16: The positioning methodologies for the CFC

1		2			3		
What?	To do what?	About what?	To what end/in what context?	With what degree of autonomy	In what situation?	With what responsibility?	
Knowledge, Know-how, behavioural know-how	to permit		in the context of	Acting			
<b>1</b>	Not referenced to a specific field of work or study	the performance of tasks	simple and repetitive	the reproduction of simple processes	under direct supervision	in a structured and defined context within a non-specific working environment and/or field of study	
<b>2</b>	basic knowledge, know-how, behavioural know-how in a specific field of work or study	the performance of a set of tasks	with no requirement to choose the methods/tools/equipment	the application of simple and standard processes.	under supervision	in known and defined situations relating to a specific field of work or study	with a degree of responsibility limited to the execution of tasks
<b>3</b>	General knowledge, know-how, behavioural know-how within a specific field		involving the choice of methods/tools/equipment	the application of complex processes.	with a degree of autonomy limited to the choices presented	and deployed in situations characteristic of a field of work or study in which a limited number of factors vary.	with a degree of responsibility limited to the choices presented

	of work or study						
4		the seeking out and selecting of relevant information	with the aim of mobilising and integrating knowledge/methods/practices	solving concrete problems where the indications are clear and where there are a finite and limited number of possible solutions	with a limited margin of initiative	in situations characteristic of a field of work or study in which a large number of predictable factors are likely to change	with full responsibility for one's work
5	Specialised knowledge, know-how, behavioural know-how within a specific field of work or study	the analysis, completion and articulation of information on the basis of the knowledge/methods/practices in one's specialised field	with the aim of reorganising it and devising appropriate solutions	solving abstract problems, where the indications are not clear and where multiple solutions are possible	with a wide margin of initiative	in situations characteristic of a field of work or study in which changes are unpredictable	
6	In-depth knowledge, know-how, behavioural know-how within a specific field of work or study	the demonstration of understanding and critical use of the knowledge/methods/practices in his or her specialised field as well as the various dimensions and constraints of the situation	with the aim of formulating and/or implementing relevant (or new) solutions	solving complex problems or situations	with autonomy		with full responsibility
7	Highly specialised knowledge, know-how, behavioural know-how within a specific field of work or study	the demonstration of mastery and critical thinking in relation to the knowledge/methods/practices within his or her specialised field and at the interface with other specialised fields	with the aim of formulating and/or implementing innovative solutions	developing knowledge, plans (or procedures).		in new situations in a field of work or study and/or at the interface with several fields	
8	The most advanced knowledge, know-how, behavioural know-how within a specific field of work or study, or at the interface with several fields	the demonstration of recognised expertise in relation to the knowledge/methods/practices within his or her specialised field and at the interface with other specialised fields	with the aim of, in a novel and significant way, extending or redefining existing knowledge (and procedures)	in research and/or innovation		in the most advanced situations, at the forefront of a field of work or study and/or at the interface with several fields	

As mentioned in the framework of IO1, in Belgium, the processes of Validation of competences are part of the CDVC.

The Consortium de Validation des Compétences – the Skills Validation Consortium – which was created by the cooperation agreement of 24 July 2003 and which has been active in practice since 2005, groups together 5 public education and vocational training operators (the EPS, the FOREM, Bruxelles Formation, the IFAPME and the SFPME) whose aim is to award skills credentials by the validation of prior learning on behalf of the three executives of the FWB, Wallonia and the COCOF.

The validation tests consist in reconstructed professional scenarios. They are held in the accredited validation centres organised (directly or in partnership) by one of the five operators participating in the scheme. The centres are subject to quality control. The assessment rules are defined by validation reference systems. These are drawn up by reference system committees made up of representatives of the five education and training operators, representatives of sector funds and representatives of employers, workers and public employment services.

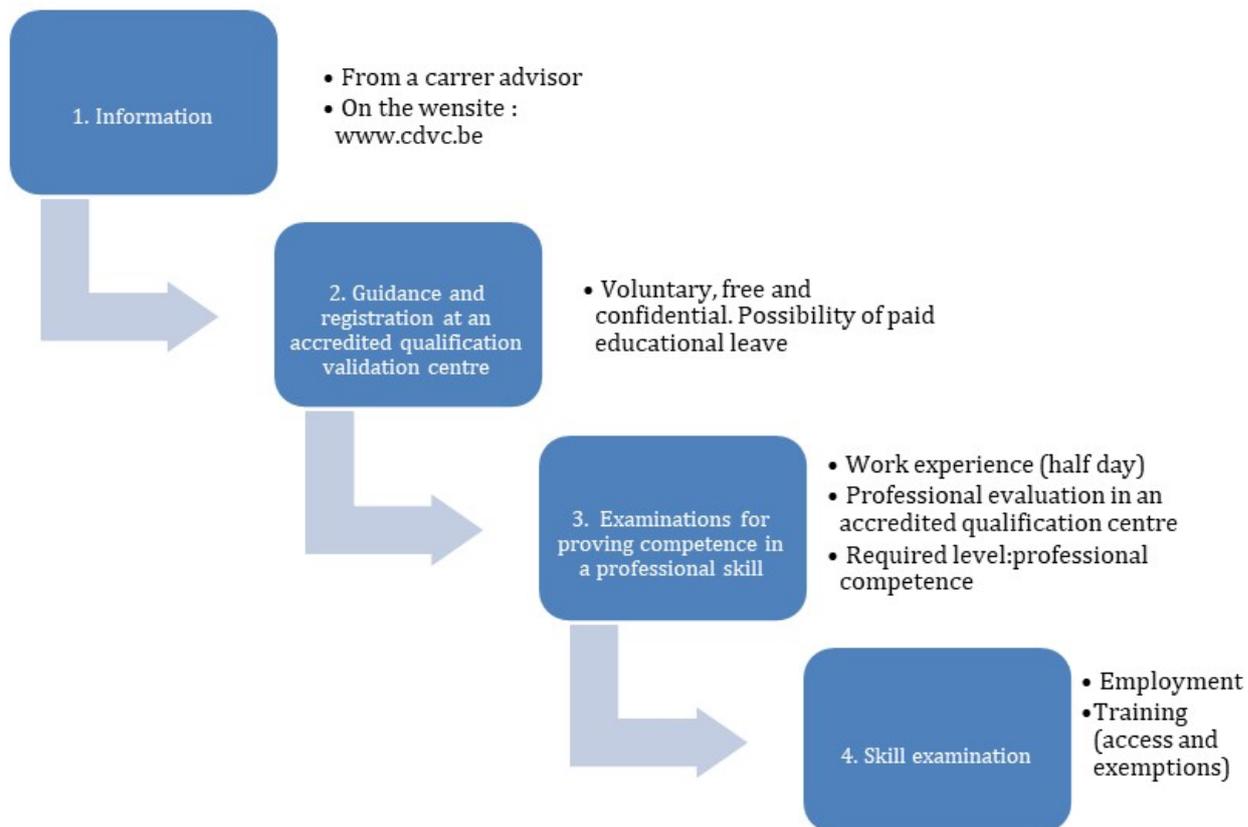
The accreditation of the centres, the assessment of the scheme and the orientations for the development of the scheme fall under the responsibility of the Consultative and Accreditation Committee made up of the social partners and public employment service representatives. A management committee composed of representatives of the 5 operators leads the consortium.

4 steps to acquiring a skill certificate:

Who is it for? For those aged 18 and over

Aim? To obtain official proof of professional skills

Figure 17: How to obtain official proof of professional skills - Flowchart



### 3.2 ITALY

The National Reference Framework of Regional Qualifications is the result of intervention research work conducted by INAPP (formerly ISFOL) since 2013, with the Technical Group chaired by the Ministry of Labour and Social Policy and composed of representatives of the Ministry of Education, University and Research and the Regions and Autonomous Provinces of Trento and Bolzano, with the technical support of Tecnostruttura delle Regioni. It represents the unitary reference for the correlation and equivalence of the Regional Qualifications and their progressive standardization, as well as for the identification, validation and certification of qualifications and competences also in terms of training credits in a European key.

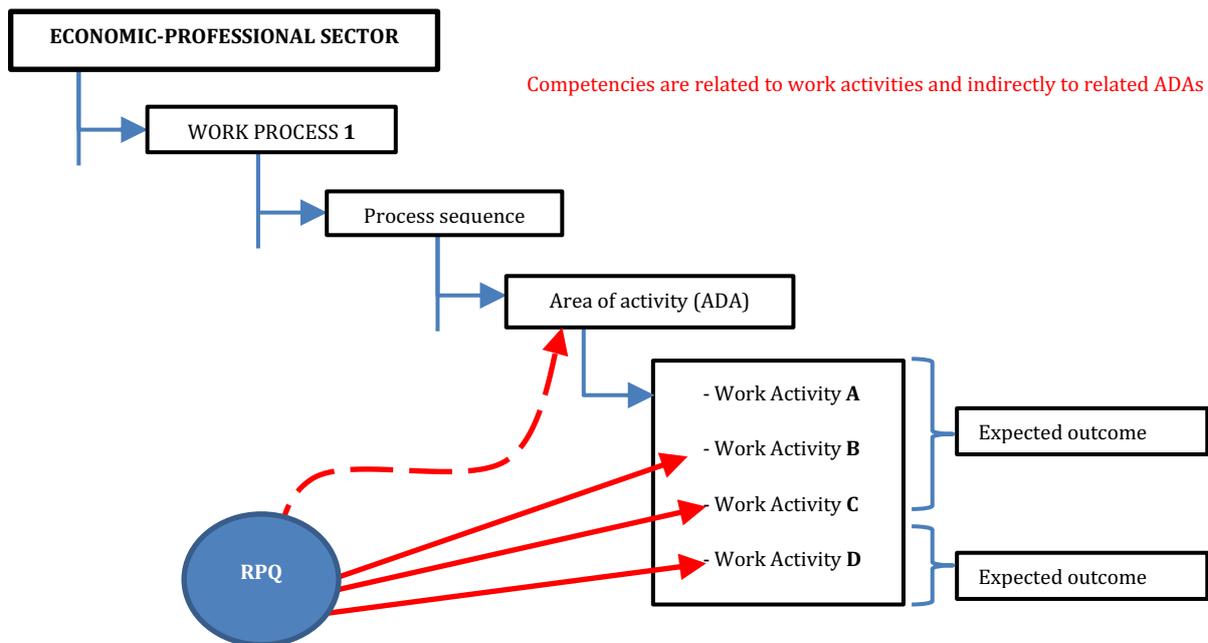
The institution of the National Framework of regional qualifications has allowed the implementation of the **Atlas of work and qualifications**<sup>7</sup>.

<sup>7</sup> Example cases from the Italian Atlas of Work in Appendix 3

The Atlas of Work and has a conceptual infrastructure designed to **24 economic-professional sectors** ("SEP") and describes the contents of the job in a **process** perspective, that is then subdivided into **Process Sequences** and then **Areas of Activities** and related **Work Activities**.

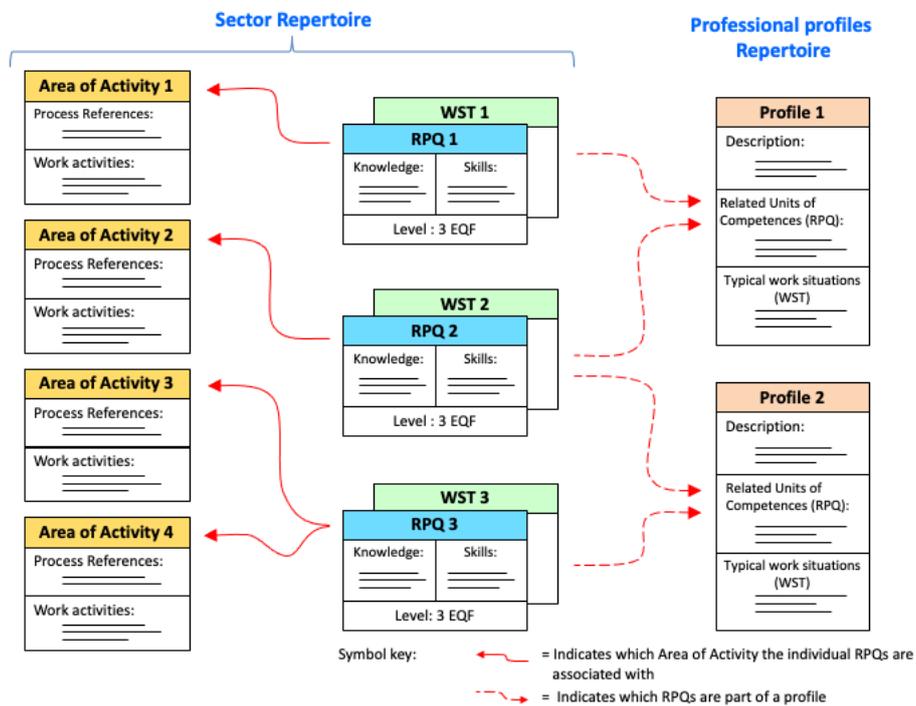
This has allowed the allocation of the individual qualifications, contained in the regional repertoires, in the ADA, creating the premises for their possible comparability.

Figure 18: - Flowchart explaining the structure of the National Framework of Regional Qualifications to support the comparison of competences from the different regional repertoires



In the Regional System of Friuli Venezia Giulia, ADA are related to RPQ in the following way:

Figure 19: Relation between Areas of Activities (ADA) and Regional Professional Qualificator (RPQ) in Regional System of Friuli Venezia Giulia



A Regional Professional profile (RPP) consists of a set of competences (RPQ), that can be required to achieve in a Complete or Partial way. Each competence (RPQ) is referred to the EQF level according to the national descriptors for the NQF as from Decree published on 8 January 2018.

RPQ code	RPQ title	EQF	Degree of development:
			Partial/Complete

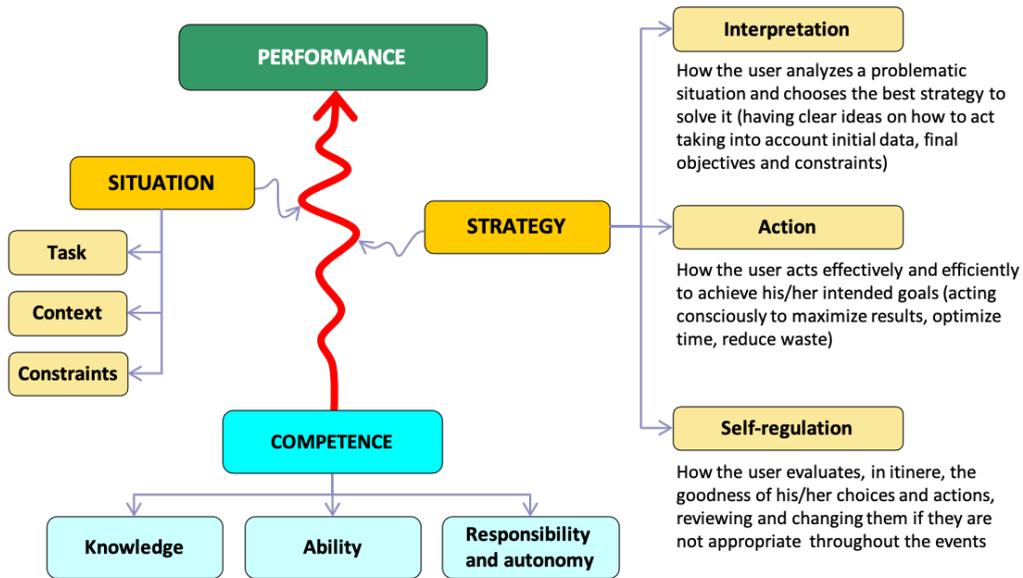
The EQF level of the whole Qualification is proposed by the Region with a criterium of "prevalence", i.e. the most frequent EQF level of the RPQs composing the Qualification.

The tool used to define the expected results is Work Situation Typology (WSP) associated with each Regional Professional Qualification (QPR) constituting the Regional Professional Profile of reference.

The definition of Work Situation Typology (WSP) used as a reference in the Repertoire is the following: "Scheme of classification of the executive complexity of a competence (RPQ), through a set of work situations of increasing difficulty, identified on the basis of the elements



Figure 21: Diagram showing how to evaluate a competence



As mentioned in the framework of IO1, in Italy (with specific reference to the Friuli Venezia Giulia), the processes of Recognition, Validation and Certification involves the following actors:

**Candidate** - Person who has acquired significant formal, non-formal and informal experience in specific technical and professional competencies and who seeks to be officially recognized.

**EIC - Expert for the identification of competences:** Person able to interview the candidate and review his/her experience in order to identify the potential competences to be certified. He/She works at the Regional Guidance Centre of the Friuli Venezia Giulia.

**EPV - Expert of the evaluation method:** Person with competences related to the process of competences evaluation. He works in a training centre accredited to the certification of competences.

**EC - Content expert:** Person with specific competences related to the individual competences of the candidate to be assessed. He/she works in a training centre or in a company.

**Regional Commission** – Subject entitled to issue the certification of competences. He belongs in the Friuli Venezia Giulia Region.

**COR** - Regional Guidance Centre

The process for the recognition, validation and certification of prior competences is the following:

#### STEP 1 - ACCESS TO THE SERVICE

Actors involved in the phase: Candidate, Guidance Service Operator

Location: Regional Guidance Centre

The Guidance Service Operator informs the Candidate about the characteristics of the service, the procedures to follow and the costs.

If the Candidate proves to be interested, the Service Agreement is signed. The Guidance Service Operator schedules the appointments for Phase 2 of the service.  
Output: Service agreement stating rights and duties of the Candidate

#### STEP 2 - IDENTIFICATION OF COMPETENCES:

Actors involved in the phase: Candidate, Expert for the identification of competences

Location: Regional Guidance Centre

The Expert for the identification of competences reviews the candidate's experiences on the basis of the story and documentation provided. The Expert for the identification of competences identifies in the Repertoire the competences that can potentially be certified. If the skills identified correspond to those required by a Professional Profile, the Expert for the identification of competences informs the Candidate of the possibility of obtaining the relevant Professional Qualification. The Expert for the identification of competences suggests to the candidate what further evidences to collect in support of the competences identified and schedules the appointments for Phase 3.

Output: A. Transparency document (DDT) containing the list of experiences, list of competences to be certified and attachments related to evidences. It is compiled by Expert for the identification of competences and signed by the Candidate. It's a first party declaration.<sup>9</sup>

#### PHASE 3 – COMPETENCES EVALUATION

Actors involved in the phase: Candidate, Evaluation Method Expert, Content Expert

Location: Vocational Training Centre (VET)

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<sup>9</sup> Example of Transparency document (DDT) in Appendix 6

EPV+EC analyse the Transparency Document and organise the evaluation process on SINGLE competences, defining on the basis of the WST (Work Situational Typologies) the possible questions, tests, evaluation criteria and success thresholds. If the evidence on the single competence results:

- a. adequate => competence recognised
- b. inadequate => competence NOT recognised
- c. uncertain => the candidate is submitted to an EXPLANATORY INTERVIEW (Pierre Vermersch's method<sup>10</sup>). If the result is:
  - i. adequate = competence recognised
  - ii. inadequate = competence NOT recognised
  - iii. uncertain = the candidate is submitted to a PRACTICAL TEST. If the result is:
    - 1) adequate = competence recognised
    - 2) inadequate = competence NOT recognised

Output: Validation document (DDV<sup>11</sup>) which contains a list of recognised competencies and any reasons for non-recognised competencies. It is compiled by EPV. It is a second party declaration.

Example: A person has accessed the RVCC system to have his/her competences assessed and valorized. He/She declares he/she has experience in an informal context of daily life, for example as a volunteer in a canteen for a country-fair.

The VET Center recognised as an entitled body for the RVCC system organise a team composed by the Evaluation Method Expert and a Content Expert for the competence evaluation.

They examine the Transparency document (DDT) issued by the Regional Guidance Centre and organise an evaluation session based on each **WST** corresponding to the tasks highlighted in the Evidence Dossier and DDT.

The use of WST makes easy to demonstrate the performance level of the candidate and it's the starting point to detect the knowledge, skills and context that support the performance that he/has demonstrated he/she is able to act, and, therefore, his/her competence.

Each cell in the WST represents individual tasks that the subject must demonstrate to be able to perform. This evaluation of each cell in the WST can be examined both with an interview or

<sup>10</sup> See Appendix 7

<sup>11</sup> Example of the Validation document DDV in Appendix 8

practical tests and this matches the analysis of the knowledge and abilities with the capacity to put them into practice (as the definition of competence means).

All these elements proof the level achieved.

#### PHASE 4 - CERTIFICATION OF COMPETENCE

Actors involved in the phase: Regional Commission, Candidate, possibly (Evaluation Method Expert) + EC (Content Expert)

Location: Competence certification service of the Friuli Venezia Giulia Region

The Commission analyses the candidate's competence Validation Document (DDV). Depending on the content of the DDV may:

- a. if the list of recognised competences corresponds to those required by a job profile, the Regional Commission, with the support of EPV+EC, will organise a practical test in which the candidate is asked to demonstrate that he/she can integrate the different skills to carry out the work typical of the profile.
  - i. If the result of the test is positive, the corresponding EQF level Professional Qualification will be awarded
- b. otherwise, if the set of competences does not correspond to a professional profile or if the practical test is not passed, it shall issue the certificate of certification of the individual competences recognised

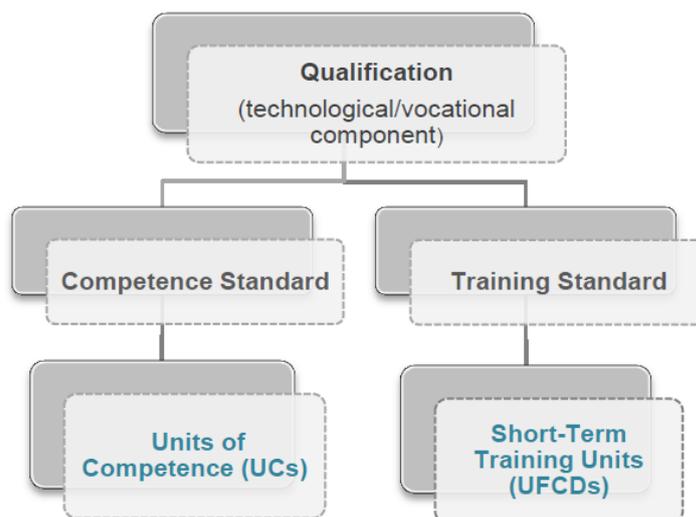
Output: Certificate of Professional Qualification or Certificate of Competence. It is filled out by the Regional Commission.

### 3.3 PORTUGAL

In 2015, ANQEP published the Methodological Guidebook - Concept of Qualifications Based on Learning Outcomes. The main objective of this guidebook is to provide the different National Qualification System (NQS) stakeholders with the necessary methodological guidance to design new qualifications and review existing qualifications, having, as a principle, their design based on learning outcomes (Lameira et al, 2015). Based on the guidelines provided in this document and in the NQF Interpretative Guide, the professionals can define the two competence standards necessary for a technological (vocational) qualification, the

competence standard<sup>12</sup> and the training standard<sup>13</sup>, to be integrated in the National Catalogue of Qualifications (CNQ).

Figure 21: Qualification Standards



Source: Methodological Guidebook - Concept of Qualifications Based on Learning Outcomes (2015)

After the initial phase of identifying the “objective of the sectors and/or subsectors of activity or professional areas under analysis, several functions, subfunctions and activities, are identified, the breakdown process of which ending with the identification of Competence Unit (UC)<sup>14</sup> that, once combined, shape the corresponding qualifications (Lameira, 2015, pg.15)

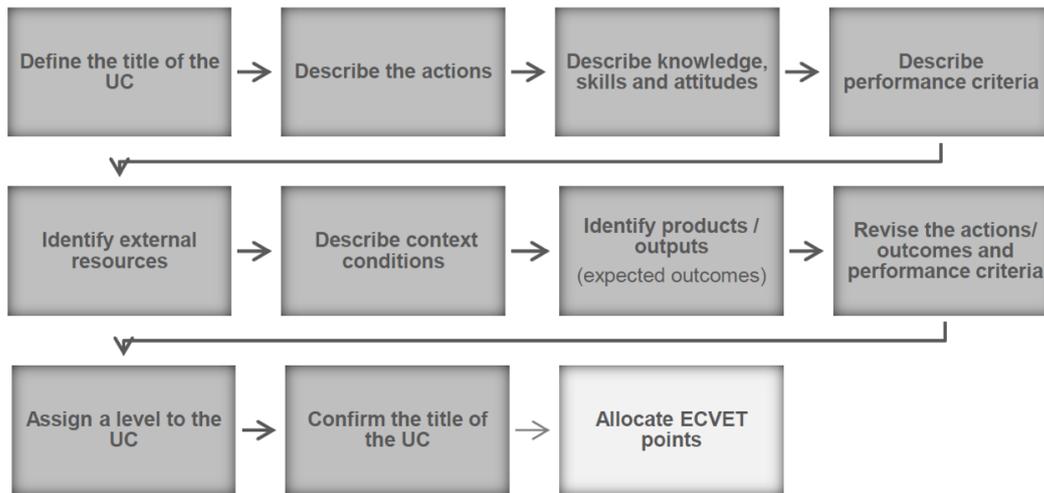
To design a Unit of Competence, the steps recommended in the Methodological Guide should be followed according to the model presented:

Figure 22: Design phases of a Unit of Competence

<sup>12</sup> The competence standard is the “set of competences required to obtain a qualification” (Decree-Law no. 396/2007, of 31 December), i.e., it integrates the set of UCs which aim to respond to the main activities associated with a professional/professionals

<sup>13</sup> The training standard comprises the “set of information which guides the planning and organisation of the training, depending on the professional profile or on the respective competence standard, referenced to the National Catalogue of Qualifications” (Decree-Law no. 396/2007, of 31 December).

<sup>14</sup> UC consists of a coherent combination of learning outcomes, subject to evaluation and autonomous validation. Learning outcomes consist of knowledge, skills and attitudes that are mobilised in actions through which the individual shows / demonstrates mastery of the acquired competence, in accordance with certain performance criteria and context conditions.



Source: Methodological Guidebook - Concept of Qualifications Based on Learning Outcomes (2015)

The description of each phase can be found in the Methodological Guide

In the decision regarding the allocation of a level it is necessary:

- To compare each UC with the expected level descriptor, simultaneously making a comparison with the level descriptor immediately above it and that immediately below it;
- To determine the predominant level of a given UC comparing the actions (corresponding knowledge, skills and attitudes) and the performance criteria of the UC with the descriptors;
- To give relevance to the domain(s) which have the greatest impact in an action, assuming that the domain(s) may have a greater importance at the time of deciding on the allocation of the level;
- To attribute the level of qualification which is predominant in the UC;
- To find additional evidence of a level or to redesign the UC so that it reflects one single level, if there is difficulty in its allocation.

To decide on the allocation of a level to the UC the following questions must be asked:

- What appears to be the prevailing qualification level when the UC is compared with the expected level descriptor?
- What is the level inferred from the analysis of each action? Is it necessary to revise each action and corresponding knowledge, skills and attitudes to better reflect the corresponding level?

- What is the level inferred from the analysis of each of the performance criteria? Is it necessary to revise each of the performance criteria to better reflect the corresponding level?
- Is there a gap between the prevailing qualification level of the Unit and the level inferred from the analysis of the actions and the performance criteria? If so, is it necessary to make a revision?

The e-book "*Guia Interpretativo do Quadro Nacional de Qualificações*" (ANQEP, 2014) a pathway to allocate a level is suggested, by presenting a number of support instruments as, for example, the check-list presented in chapter 2

As mentioned in the framework of IO1, in Portugal, the processes of Recognition, Validation and Certification are part of the Qualifica Programme and take place in the Qualifica Centres, under the responsibility of ANQEP.

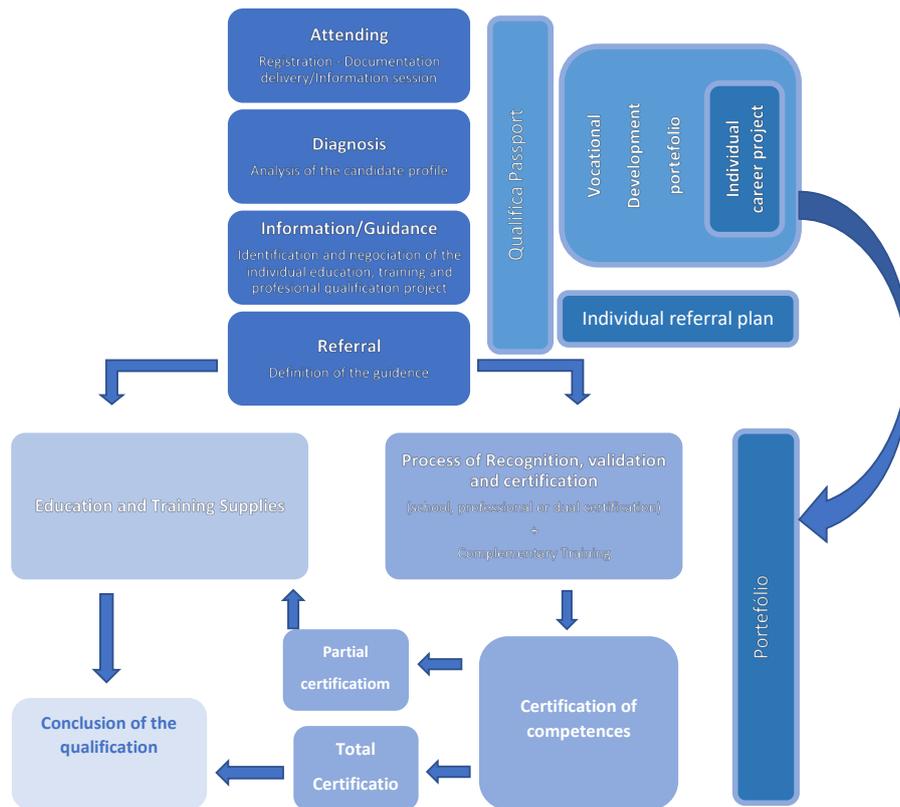
The Qualifica Centres are essential structures in the adult qualification strategy, as they start from the valorisation of the learning developed in informal, non-formal and formal contexts and guide adults towards qualification offers, enhancing the possibilities of developing competences.

In this structure, specialised teams act with a deep knowledge of the structures, instruments and modalities of vocational education and training belonging to the National System of Qualifications<sup>15</sup>:

The pathway in a Qualifica Centre contemplates the following stages and instruments:

Figure 23: Stages and instruments in a Qualifica Centre

<sup>15</sup> <https://www.dgert.gov.pt/sistema-nacinal-de-qualificacoes-sng>



Adapted from Guia Metodológico – Orientação ao Longo da Vida nos Centro Qualifica

Considering the various phases of action and the need to position the candidates in a qualification level, we can consider that, in general, this happens in two moments. The first one in the initial intervention stage, i.e. in the diagnosis, information and guidance stage, because it is in this stage that the information about the life experience, the motivations, needs and expectations is collected, which are fundamental for the characterisation of the candidate's personal and professional profile and for an adequate routing for the increase of their qualifications.

In order to carry out their work, the specialised technicians have at their disposal the National Catalogue of Qualifications and a set of methodological guidelines available in the Methodological Guide for Lifelong Guidance (LG) as well as a set of activities, based on the OLV reference tool. In this context, the Qualifica Passport<sup>16</sup> appears, a technological tool to support information and guidance for adults regarding qualification paths.

<sup>16</sup> The Qualifica Passport is a (digital) instrument for guidance and individual registration of qualifications and competences, which allows not only to register the qualifications obtained by the adult throughout his/her life, but also to simulate possible qualification paths and to organise the qualification pathway carried out or to be carried out, according to the qualifications that the individual can obtain and the school and professional progression that can be achieved, identifying the missing competences, in order to enable the construction of training paths that are more suitable to the needs of each individual, among the different possible paths: <https://www.qualifica.gov.pt/#/>

When the team opts to refer the candidate for a vocational RVCC process, the candidate is informed about the nature and purpose of the modality. Before finalising the referral, it is fundamental to assess whether the candidate should also develop a school-based RVCC process.

In the RVCC process, the candidate is oriented by the Technician for Guidance, Recognition and Validation of Competences (Técnico de Orientação, reconhecimento, validação e certificação de competências (TORVCC)) and by the tutor who will proceed to the identification, valorisation and recognition of competences developed throughout life, in formal, non-formal and informal contexts, through the development of specific activities and the application of a set of appropriate assessment tools, through which the candidate evidences the learning previously achieved, namely through the construction of a reflective and documental portfolio.

In the processes of recognition, validation and certification of professional skills, the portfolio aggregates documents and other supporting elements aimed at evidencing skills and proving the execution of professional achievements, and may also have a reflective dimension depending on the candidate's profile, in order to allow their validation against the reference of professional skills.

The documents that compose the candidate's portfolio are confronted with the RVCC vocational benchmark that will be the basis of the assessment process.

The TORVC conducts the analysis using a more global approach, namely the balance of competences methodology and the autobiographical approach. The tutor, as a technician in the professional area where the RVCC process is developed, conducts a more specific approach focused on the units of competences of the reference system associated with the vocational pathway in question.

In this sense, the construction of the Portfolio begins with the RVC professional, who works with the candidate to identify the learning experiences he has acquired throughout his life, namely through the information provided by the diagnostics and referral technician and through the Vocational and Training Course File, which is a structuring document that supports the process of compiling elements/evidence and of highlighting the competences he possesses and which are considered significant for the vocational RVCC process.

It is up to the RVC tutor to continue the work of enriching and highlighting the competences by mobilizing, for this purpose, the assessment instruments included in the "assessment kit": Self-assessment grid, Portfolio analysis sheet, Technical interview guide, Workplace performance observation grid and exercises to be developed in a simulated practice context, in order to generate new evidences or to deepen others.

As far as the balance of competencies is concerned, it is important to characterise it as a method for analysing knowledge, capacities, competences and other personal characteristics. It is a dynamic and participative process, which allows the candidate to get to know him/herself better, to discover his/her personal and professional potential and, in turn, to establish a life and career project.

The balance of competences is based on the realization of self-knowledge activities, namely in the construction of a reflective autobiographical narrative, constituting a diagnostic device and, simultaneously, of evaluation, whose purpose is to signal indications and evidence of competences that can be validated and certified in the light of a benchmark of key competences (in the case of school RVCC processes) or of a benchmark of professional RVCC (in the case of vocational RVCC processes).

### 3.4 SPAIN

In Spain the positioning model to recognise, validate and certificate professional skills is established by the R.D. 1224/2009 of July, the 17<sup>th</sup>. The rules for the counselling stage and evaluation stage are the following:

#### **Article 15. First phase. Counselling**

1. The advice will be mandatory and will be individualized or collective, depending on the characteristics of the call and the needs of the persons applying. It may be carried out in person or through telematic means, when so established by the Administrations responsible for the call.
2. The advisor, when deemed necessary, will summon the applicant to participate in the procedure to help him, where appropriate, self-assess his/her competence, complete his/her personal and/or formative history or present evidence to justify it. This request for advice may also be made individually.
3. The adviser, taking into account the documentation provided, shall make a guidance report on the desirability of the applicant accessing the evaluation phase and on the professional competences he considers to be sufficiently justified.
4. If the report referred to in the previous paragraph is positive, all the documentation provided as well as the duly signed report shall be transferred to the relevant evaluation committee.

5. If the report is negative, the candidate will be told the supplementary training he or she should carry out and the centres where he or she could receive it. However, since the content of the advisor's or adviser's report is not binding, the candidate may decide to move on to the evaluation phase. In this case, the documentation referred to in paragraph 4 of this Article shall also be transferred to the evaluation committee, together with the report.

**Article 16. Second phase. Evaluation process.**

1. The purpose of the evaluation, in each of the competence units in which the candidate has registered, shall be to as follow whether he demonstrates the professional competence required in the professional performances, at the levels laid down in the criteria of performance and in a real or simulated working situation, fixed from the professional context.

2. The evaluation will be carried out by analyzing the report of the advisor or adviser and all the documentation provided by the candidate and, where appropriate, gathering new evidence necessary to assess the professional competence required in the competition units in which he/she has enrolled.

3. Methods deemed necessary shall be used to verify what is stated by the person applying in the documentation provided. These methods may include, but are noted by the candidate in the workplace, simulations, standardized tests of professional competence or professional interview.

4. Methods deemed necessary shall be used to verify what is stated by the person applying in the documentation provided. These methods may include, but are noted by the candidate in the workplace, simulations, standardized tests of professional competence or professional interview.

5. The evaluation shall be carried out in advance planning, containing at least the activities and methods of evaluation, as well as the places and dates envisaged. Each activity will be a record signed by the applicant and the evaluator.

6. The result of the assessment of professional competence in a given unit of competence shall be expressed in terms of demonstrated or un demonstrated.

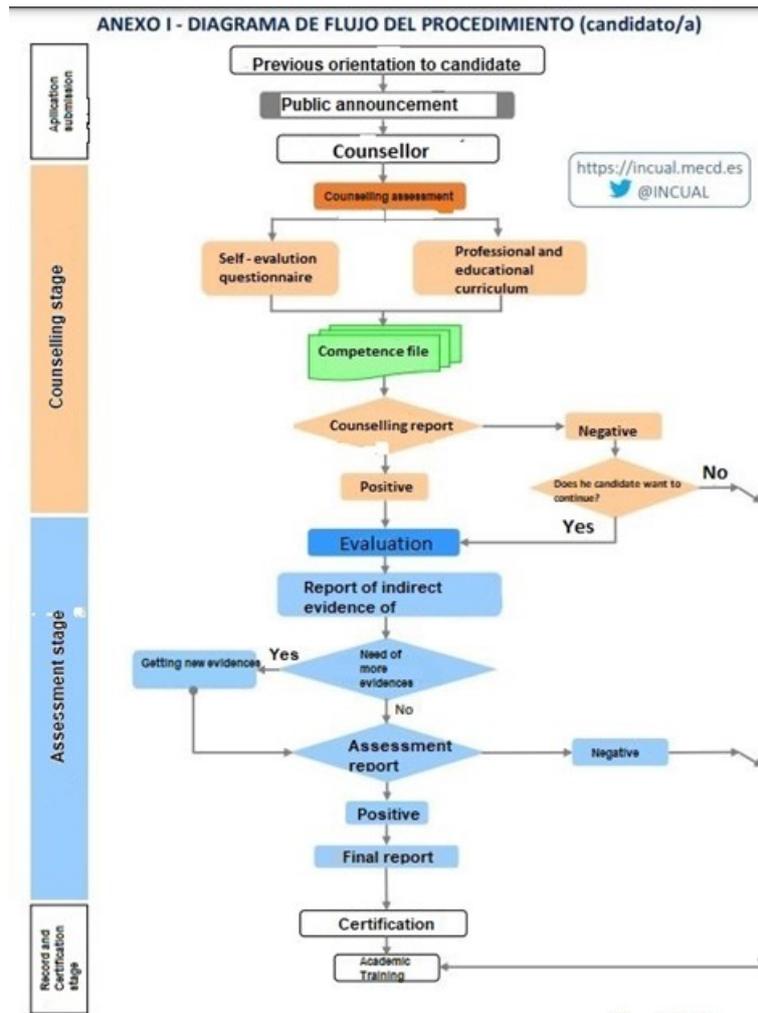
7. The candidate assessed shall be informed of the results of the evaluation and shall be entitled to a complaint to the Evaluation Committee and, where appropriate, to lodge an appeal with the competent administration.

The dossier of the entire process, in which all records and results produced throughout the procedure will be collected, shall be guarded by the competent administration.

**Article 17. Third phase. Certification of the professional competence**

1. Candidates who pass the evaluation process, in accordance with the procedure laid down in this royal decree, shall be issued with an accreditation of each of the competition units in which they have demonstrated their professional competence, in accordance with the model of Annex III-A.
2. Where, through this procedure, the candidate completes the requirements for obtaining a certificate of professionalism or a professional training degree, the competent administration shall indicate to him the necessary procedures for obtaining it.
3. Obtaining the title of Technician or Senior Technician will require to meet the requirements of prior access to the corresponding teachings, as provided for by Organic Law 2/2006, on Education, of May 3.

Figure 24: Certification process - Diagram



The above diagram shows how the whole proceeding is and it's included in the user guide for candidate who wants to apply the recognition and validation of their professional competence and no formal education.

The law, [R.D. 1224/2009 of July, 17<sup>th</sup>](#) that describes the process, has been translated in this research and it explains not only how to apply the proceeding but also how the counselling advisor and the evaluation committee should consider and evaluate the evidence of professional competences and no formal education. In order to recognise professional competences and no formal education, counsellor advisor and the evaluation committee must take into account:

Unit of competence included in the National Catalogue of Professional qualifications;

1. Self – evaluation questionnaire: each module of the unit of competence has this questionnaire;
2. Competence file;
3. Evidences guide of each unit of competence.

Once the counselling advisor received the application, he/she starts to organize the information and then, he will elaborate the report that could be positive or negative. If negative, the candidate should complete his/her further educational needs: even in this case the candidate is free to keep on the proceeding to the next stage, the evaluative one.

The evaluation stage, the evaluation committee must verify the professional competence required by the unit of competence taking into account these three criteria:

1. Professional accomplishment
2. The levels set out in the completion criteria
3. Professional context

In this stage, the proceeding is the following:

1. Implementation of evaluation methods and instruments
2. Professional competence assessment
3. Elaboration of the assessment report
4. Notification of the proceeding result to the candidate.

Once the competence has been certified by an evaluation commission, both Minister, the Education and the Work and Employment, must recognise the educational level achieved. Thus means that the candidate could receive a professional of competence qualification (level 1, 2 or 3 in the NFQ) or a vocational qualification that correspond to level 3 of the NFQ or 4 in the EFQ.

### 3.5 COMMON SYNTHESIS OF SIMILARITIES BETWEEN PARTNERS

In this chapter we present two summary and comparative tables of the main actors involved in the various national qualifications systems as well as the relationship between national and European systems.

Figure 25: Comparison of the National Qualification Systems

Country	Organizations In the system (formally recognize)
Belgium	<ul style="list-style-type: none"> <li>- Vocational education (for young people)</li> <li>- "Promotion Sociale" education (for adults)</li> <li>- Public training operators (for adults) : Le Forem, Bruxelles Formation, IFAPME</li> <li>- Validation operator (for adults): le Consortium de validation des compétences – CDVC</li> </ul>
Italy	<p>National Technical Committee led by the Ministry of Labour and Ministry of Education and composed of all the Qualification Authorities (Entitling Bodies).</p> <p>'public entitling body'</p> <ul style="list-style-type: none"> <li>–Ministry of Education, University and Research (school, university),</li> <li>– Regions and Autonomous Provinces of Trento and Bolzano (VET qualifications);</li> <li>–Ministry of Labour and Social Policy (qualifications of non-regulated and non-organized professions in chambers or formal associations)</li> <li>–Ministry of Economic Development - EU Policies Department (qualifications for regulated professions)</li> </ul> <p>'entitled body'<sup>17</sup> means an organization, whether public or private – including chambers of commerce, industry, trade and agriculture, schools, universities and institutions of higher education - that is approved or recognized by the public entitling authorities, according to national or regional law, and provides, in whole or in part, services of identification, validation and certification of competences.</p>
Portugal	<ul style="list-style-type: none"> <li>- Qualifica Centers</li> <li>- Public and private schools</li> <li>- IEFP (Institute of Employment and Professional training)</li> <li>- Certified Training Entities</li> </ul>
Spain	<ul style="list-style-type: none"> <li>- Vocational educational qualification for young learner: Public and private school (Education Minister)</li> <li>- Qualification of Professional Competence: official school and private academies (Education and employment Minister)</li> </ul>

The following figure shows that, with the exception of Spain, as already presented in the previous chapters and in IO1, all the other countries have direct correspondence between the

<sup>17</sup> Specific accreditation systems for the validation services have been set up in all the Regions that formalized the procedures to implement the new validation framework. Almost all the Regions have entitled bodies that were already accredited for vocational training or guidance or employment services giving them this new task.

qualification levels of the national systems with the European framework. It should be noted that, with the exception of Spain that offers a system of validation of professional competences in all the qualification references available in its system, all the other countries have implemented a RVCC system in the qualification levels where it is also possible to obtain a vocational qualification through training pathways, although only available for some qualifications.

Figure 26: Level of professional qualification achievable by training paths and validation of competences – comparison of 4 countries and EQF

Level of professional qualification achievable by training paths and validation of competences								
	1 (NQF)	1 (EQF)	2 (NQF)	2 (EQF)	3 (NQF)	3 (EQF)	4 (NQF)	4 (EQF)
Belgium			X	X	X	X	X	X
Italy			X*	X*	X	X	X	X
Portugal			X	X			X	X
Spain	X	X	X	X		X		X

The diagram shows red arrows pointing from the '1 (NQF)' and '1 (EQF)' cells for Spain to the '2 (NQF)' and '2 (EQF)' cells for Belgium, Italy, and Portugal. A green arrow points from the '3 (EQF)' cell for Spain to the '3 (EQF)' cell for Italy. Another green arrow points from the '4 (EQF)' cell for Spain to the '4 (EQF)' cell for Italy.

\* EQF/NQF level 2 professional qualifications are already present in some Italian VET regional systems, including Friuli Venezia Giulia, but not in all the Regions, even if the system at national level can recognize them. The validation of competences in Friuli Venezia Giulia is in pilot phase, that at the moment is applied only to candidates to Shortened Qualification Courses or Post-secondary Qualification Courses.

From the analysis of all the reflection and description made on the different Qualification Systems of the countries involved in the project, on the issue of low levels of qualification, from the perspective of access to qualification paths or access to employment, we can concluded:

- there is absorption by the different labour markets of workers with low qualification levels;
- there are trainees with low levels of qualification who are unable to reach higher levels;
- there are descriptors at the level of skills, competences and responsibility / autonomy for the lowest levels of the EQF;

- the conclusions of the workshops carried out provide evidence that there are units (or sub-units) of competence integrated in the existing Qualifications Frameworks that, in relation to the descriptors of qualification in the NQF and EQF, can be positioned at the lowest levels.

#### Which model can support and validate these competences?

The model presented in chapter 4 will be directed:

For (target groups):

- Low skills (lower than level 3 EQF), adults or student that didn't reach a specific level of qualification;
- Low skills (lower than level 3 EQF), adults who have previous learning (informal or not formal) that can represent "credits" or "credentials" to promote employability or to enter a training having some pre-requirements or units recognised and valorised.

By (end users):

- Training organizations that work with the target groups;
- Organizations with responsibility to develop and design training paths;
- Associations that represent training organizations, specific organization in some professional sector.

Aiming (goal):

- Young or adults that don't reach higher levels and could go to labour market with some level of qualification or micro-qualification/micro-credential and use the certified units/credits recognized to access the labour market;
- Adults with no qualification but life experience and can have their competences identified (first party), validated (second party) and certified (third party).

The further development of the main characteristics and profile of the target groups and end users will be covered in IO3.

#### 4- COMMON POSITIONING MODEL FOR THE RECOGNITION, VALIDATION AND CERTIFICATION OF TRANSVERSAL AND PROFESSIONAL SKILLS AND FOR UNITS OF COMPETENCE .

After defining the target groups, end users and application context (main goals), it is important to define the professional areas of application of the model to be presented.

As the focus of this project is not the identification of specific professional areas, but rather a transversal model of positioning at levels 1 and 2 of the EQF, it is important, however, to delimit the specific areas of its application.

It is considered that the model presented below may have applicability in occupations or jobs that required, skills, knowledge and attitudes that do not go beyond the descriptors corresponding to each qualification level.

In this sense, and notwithstanding the due deepening of this more specific area of applicability of the model presented below, it seems to us that there is a framework to refer to the elementary occupations of group 9 and foreseen in the International Standard Classification of Occupations (ISCO) <sup>18</sup>.

According to this classification “Elementary occupations involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort. Most occupations in this major group require skills at the first ISCO skill level. Tasks performed by workers in elementary occupations usually include: cleaning, restocking supplies and performing basic maintenance in apartments, houses, kitchens, hotels, offices and other buildings; washing cars and windows; helping in kitchens and performing simple tasks in food preparation; delivering messages or goods; carrying luggage and handling baggage and freight; stocking vending-machines or reading and emptying meters; collecting and sorting refuse; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks; performing simple tasks connected with mining, construction and manufacturing including product-sorting; packing and unpacking produce by hand, and filling shelves; providing various street services; pedalling or hand-guiding vehicles to transport passengers and goods; driving animal-drawn vehicles or machinery. Supervision of other

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18 - The International Standard Classification of Occupations (ISCO) is one of the main international classifications for which International Labour Organizations is responsible. It belongs to the international family of economic and social classifications. More information in <https://www.ilo.org/public/english/bureau/stat/isco/> .

workers may be included." (in <https://www.ilo.org/public/english/bureau/stat/isco/docs/groupdefn08.pdf>; page 545).

Concepts: Learning outcomes, Knowledge, skills, autonomy and responsibility, context

The efforts of the partners in this project focused on finding a common language that would make RVCC and the design of level 1 and 2 qualifications more transparent in the translation of qualification certificates at the European level, so the best way to interpret the descriptors of each level in each country was sought to build common definitions.

The model presented below characterises indicators from the vertical perspective of complexity, depth and breath of learning outcomes expected at level 1 and 2. The indicators corresponding to knowledge, skills and autonomy and responsibility take the generic EQF descriptors as a starting point and are detailed based on the NQF interpretations of the countries represented in the project.

The theoreticians of the different countries tried to clarify the concepts inherent to NQFs in order to facilitate their use. Reading and cross-referencing the organisation of the various definitions of descriptors led to the conclusion that the Portuguese NQF presents a detailed description of each domain, "dividing them into sub-domains, with specific characteristics at each qualification level" (Rocha:2014). This division facilitates the interpretation of the descriptors of each level to the users of the Qualification Frameworks. Taking this characteristic into account, it was decided to follow the Portuguese model regarding the division of the domains (Knowledge, Skills, Autonomy and Responsibility) into subdomains, structured according to what is presented below:

#### Knowledge – Subdomains

<p><b>Knowledge</b></p> <p>(The body of facts, principles, theories and practices related to a field of study or professional activity)</p>	<p>Depth of Knowledge</p>	<p>Knowledge complexity</p>
		<p>Predominant Type of Knowledge</p>
	<p>Understanding and critical thinking</p>	<p>Predominant cognitive process</p>

### Skills – Subdomains

<p><b>Skills</b></p> <p>(The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments)</p>	<p>Understanding and Purpose</p>	Knowledge apply
		Task Complexity
		Purpose

### Autonomy and Responsibility – Subdomains

<p><b>Autonomy and Responsibility</b></p> <p>(The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility)</p>	Autonomy	Degree of autonomy
	Responsibility	Degree of responsibility for own work
		Degree of responsibility for others work

In addition to the adoption of the subdomains, it was also chosen to adopt Context as a domain that, according to Rocha (2014) is transversal to all descriptors, and determinant for the global configuration/reading of the learning outcomes at each qualification level".

### Context – Subdomains

<p><b>Context</b></p> <p>(The different actions in a specific space and time and in a precise situation, i.e. in context.)</p>	<p>Understanding/Purpose</p>	Context of application
		Predictability and complexity

The ramification some of the concept's subdomains follow Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001). This taxonomy divides knowledge into four dimensions - factual, conceptual, procedural and metacognitive - and cognitive process into six - remembering, understanding, applying, analysing, evaluating and creating.

### The knowledge dimensions

<b>A. Factual Knowledge</b>	The basic elements an individual must know to be acquainted with a work or study area (knowledge of terminology/Knowledge of specific details and elements)
<b>B. Conceptual Knowledge</b>	The interrelationships among the basic elements within a larger structure that enable them to function together (knowledge of classifications and categories/knowledge of principles and generalizations/knowledge of theories, models and structures)
<b>C. Procedural Knowledge</b>	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques and methods (knowledge of subject-specific skills and algorithms; knowledge of subject-specific techniques and methods; knowledge of criteria for determining when to use appropriate procedures).
<b>D. Metacognitive Knowledge</b>	Knowledge of cognition in general as well as awareness and knowledge of one's cognition (strategic knowledge; knowledge about cognitive tasks, including appropriate contextual and conditional knowledge; self-knowledge).

Source: Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

### The cognitive processes dimension

<b>1. Remember</b>	Retrieve relevant knowledge from long-term memory.
<b>2. Understand</b>	Construct meaning from instructional messages, including oral, written, and graphic communication.
<b>3. Apply</b>	Carry out or use a procedure in a given situation.
<b>4. Analyze</b>	Break material into constituent parts and determine how parts relate to an overall structure or purpose
<b>5. Evaluate</b>	Make judgements based on criteria and standards.
<b>6. Create</b>	Put elements together to form a coherent or functional whole, reorganize elements into another pattern or structure.

Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

Anderson and Krathwohl propose a model of concept use based on a two-dimensional table. This table shows the dimensions of knowledge organised in a vertical crescendo of complexity and the dimensions of the cognitive process organised in a horizontal line, creating points of intersection between the different dimensions

The knowledge dimension	The cognitive processes dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive Knowledge						

Source: Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

Considering that the positioning model focuses only on levels 1 and 2, the table was adapted, keeping only the descriptors characteristic of these levels, represent that way:

#### Level 1

The knowledge dimension	The cognitive processes dimension		
	Remember	Understand	Apply
Factual Knowledge			

#### Level 2

The knowledge dimension	The cognitive processes dimension		
	Remember	Understand	Apply
Factual Knowledge			
Conceptual Knowledge			

As Rocha (2014) refers in the NQF Interpretative Guide (Portugal), 'knowledge at the lowest levels of qualification is not expected to be only factual, nor to appeal only to simple cognitive processes such as remembering. At lower levels, it is expected (and desired) that the individual should also be able to evaluate situations and even create. However, the context in which this process occurs is less complex because it is a familiar or everyday context. What is advocated is that there is a predominance of this type of knowledge and thought process'.

The crossing between the knowledge dimensions and the cognitive domains allows interpreting and locating the learning outcomes and the expected actions in the units of competence of each qualification level. For that purpose, one should follow the detailed matrix<sup>19</sup> concerning the dimensions of the cognitive process, with hypothetical verbs to use in their formulation and examples of application.

The two-dimensional table – taxonomy table adapted to the positioning model

		The Cognitive Process Dimension		
Level	The Knowledge Dimension	1 - Remember	2 - Understand	3 - Apply
Level 1 Level 2	A – Factual Knowledge	<b>Recognizing</b> Identify Indicate Label List Recite	<b>Interpreting</b> Clarifying Paraphrasing	<b>Executing</b> (under supervision)  Carrying Out (apply)
Level 2	B – Conceptual Knowledge	<b>Recalling</b> Arrange Define Describe Match Retrieving	<b>Interpreting</b> Representing Translating  <b>Exemplifying</b> Illustrating  <b>Classifying</b> Categorizing  <b>Comparing</b> Contrasting	<b>Executing</b> (under supervision with some autonomy)  Carrying Out (apply)

<sup>19</sup> Appendix 1

Key Words to define the positioning		
	Level 1	Level 2
Depth of Knowledge	Basic	Basic
Type of Knowledge	Factual	Factual and Conceptual
Cognitive Process (predominant)	Remember (Recognizing/Recalling) Understand (Interpreting)	Remember (Recognizing/Recalling) Understand (Interpreting/Exemplifying/Classifying/Comparing)
Task complexity	Simple task	Simple task
Degree of autonomy	Limited: needs orientation	Limited: with some autonomy and orientation when is needed
Context	Everyday life, Familiar study and work Context	Study and work

The key words to define positioning are supported by Bloom's taxonomy (1956) revised by Krathwohl (2001).

## RVCC

In the context of RVCC processes, it can be said that one of the most demanding tasks for the technicians who are confronted with candidates without school or vocational certification is to position the adult's competences at a level.

A tool that allows them to observe the composition and interconnection of the learning outcomes expected at a certain level may be the ideal instrument to help to solve some doubts. Although it is widely known that there is no direct and unquestionable correspondence between descriptors and competences.

The construction of this model is based on the descriptors of learning outcomes at levels 1 and 2 defined in the EQF and the descriptors of the subdomains identified above.

For each sub-domain a question was designed that allows, in response, to obtain the specific characteristic of the sub-domain under analysis. These questions will serve as a starting point for the construction of competence recognition instruments to be mediated by the technicians and used by the candidates. The questions must be adapted to the achievements being analysed, as exemplified in IO3.

## Common Model - RVCC Positioning



Learning outcomes				
Domains	Knowledge	Skills	Responsibility Autonomy	Context
Definition	Basic general knowledge.	Basic skills needed to carry out simple tasks.	Work or study under direct supervision in a structured context.	Stable and structured
General Questions	What should the individual know and understand?	What should the individual do?	What should the individual be able to assume?	What are the characteristics of the context?

Learning outcomes				
Domains	Knowledge	Skills	Responsibility/Autonomy	Context
subdomains and guiding questions	Knowledge complexity <b>Basic</b>	Task complexity <b>Simple</b>	Degree of responsibility for the achievements <b>Shared responsibility</b>	scope of exercise <b>everyday life</b>
	Does s/he have basic knowledge of the activity?	Does s/he apply rules and use simple tools?	Does s/he act under direct supervision, with shared responsibility for the achievements?	Does s/he operate in a stable and predictable family and daily context?
	type of knowledge (predominance) <b>Factual</b>	Application of knowledge <b>Remember/Understand to perform simple tasks</b>	Degree of responsibility for the achievements of third parties <b>No responsibility</b>	Predictability and complexity of the context <b>Stable and structured</b>
	Does s/he know the specific elements and details of the area?	Does s/he carry out tasks and solve simple, everyday problems (execution)?	Does s/he have responsibility towards third parties?	Does s/he operate in a stable and predictable family and daily context?
	Cognitive process (predominant) <b>Remember</b> <b>Understand</b>		Degree of autonomy <b>Limited</b> (work under orientation)	
	Does s/he identify and interpret information to apply it in a familiar study and work context?		Does s/he have a limited autonomy? Does s/he make decisions and solve every day and routine problems?	



## Common Model - RVCC Positioning

Learning outcomes				
Domains	Knowledge	Skills	Responsibility Autonomy	Context
Definition	Basic <i>factual</i> knowledge of a field of work or study	Basic <i>cognitive and practical</i> skills required to use relevant information to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision, with some autonomy.	Stable and structured
General Questions	What should the individual know and understand?	What should the individual do?	What should the individual be able to assume?	What are the characteristics of the context?

Learning outcomes – RVCC level 2				
Domains	Knowledge	Skills	Responsibility Autonomy	Context
subdomains and guiding questions	Knowledge complexity <b>Basic</b>	Task complexity <b>Simple</b>	Degree of responsibility for the achievements <b>Shared responsibility</b>	scope of exercise <b>study or work</b>
	Does s/he have basic knowledge of the activity?	Does s/he apply rules and use simple tools?	Does s/he act under direct supervision, with shared responsibility for the achievements?	Does s/he operate in a stable and predictable context?
	type of knowledge (predominance) <b>Factual and Conceptual</b>	Application of knowledge <b>Remember to perform simple tasks</b>	Degree of responsibility for the achievements of third parties <b>No responsibility</b>	Predictability and complexity of the context <b>Stable and structured</b>
	Does s/he know the specific elements and details of the area? <i>Does s/he know about classifications and categories?</i> <i>Are s/he aware of principles and generalizations?</i> <i>Does s/he have knowledge of theories, models and structures?</i>	Does s/he carry out tasks and solve simple, everyday problems (execution)?	Does s/he have responsibility towards third parties?	Does s/he operate in a stable and predictable <i>study or work</i> context?
	Cognitive process (predominant) <b>Remember</b> <b>Understand</b>		Degree of autonomy <b>Limited (Work under orientation with autonomy when possible)</b>	
	Does s/he interpret the information to apply it in a <i>work or study</i> context?		Does s/he have a limited autonomy? Does s/he make decisions and solve every day and routine problems?	

For the positioning of a qualification a model is proposed based on a set of guiding questions constructed from the sub-domains. The answers to these questions contribute to define the expected achievements in each unit of learning outcomes of a given course.

Common Model		Unit of Competence Positioning				
		Knowledge	Skills	Responsibility Autonomy	Context	
Definition		Basic general knowledge.	Basic skills needed to carry out simple tasks.	Work or study under direct supervision in a structured context.	Stable and structured	
Guiding questions	<p>Is the level of depth of knowledge basic?</p> <p>Is the type of knowledge factual?</p> <p><i>At the level of understanding, the predominant cognitive process is that of recognizing, recalling and interpret?</i></p>	<p>Apply Rules and use simple tools?</p> <p>Carry out tasks and solve simple, everyday problems (execution)?</p>	<p>Is the responsibility of the actions shared?</p> <p>Does s/he make decisions and solve routine and everyday problems?</p>	<p>Does s/he operate in a stable and predictable familiar study or work context?</p>		

Level 2

	Knowledge	Skills	Responsibility Autonomy	Context
Definition	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision, with some autonomy.	Stable and structured
Guiding questions	<p>Is the level of depth of knowledge basic?</p> <p>Is the type of knowledge factual and conceptual?</p> <p>Does s/he know the specific elements and details of the area?</p> <p>Does s/he know about classifications and categories?</p> <p>Is s/he you aware of principles and generalizations?</p> <p>Does s/he have knowledge of theories, models and structures?</p> <p>Does s/he interpret the information to apply it in a work or study context?</p>	<p>Does s/he apply Rules and use simple tools?</p> <p>Does s/he carry out tasks and solve simple, everyday problems (execution)?</p>	<p>Does s/he act under direct supervision, with shared responsibility for your achievements?</p> <p>Does s/he make decisions and solve routine and everyday problems?</p>	<p>Does s/he operate in a stable and predictable study or work context?</p>

Synthesis Expected Answer			
		Level 1	Level 2
Knowledge	What should the individual know and understand	Basic	Basic
		Factual	Factual and Conceptual
		Identify and interpret basic information to apply in familiar everyday life or study or work contexts	Identify and interpret information to apply in the context of study or work
Skills	What should the individual to accomplish	Apply rules and use simple tools	Apply simple rules and tools
		Perform tasks and solve simple and current problems (execution)	Perform tasks and solve simple and current problems (execution)
Autonomy and Responsibility	What should the individual be able to assume	Acting under direct supervision, with shared responsibility for their achievements	Acting under direct supervision, with shared responsibility for their achievements
		Limited autonomy to decision making and solving current and routine problems	Limited autonomy to decision making and solving current and routine problems
Context	What are the characteristics of the context	In an everyday family context In an area of study or work stable and predictable	In an area of study or work stable and predictable

## 5- CONCLUSIONS

Considering the scope of the project, time, resources and objectives expected from an Erasmus project, the results achieved with the development of this IO are intended to be a starting point for a future reflection on the level of competences required for low levels of qualifications, with special potentiality in the access and entry of adults with low qualifications, or no formal qualification, in the European qualification systems (implementing upskilling pathways). The involvement and interest in these matters made all this work presented, and its conclusions, very interesting and challenging, especially in finding the "best common model" that corresponded in the best way to the needs, concerns and realities of each partner.

The reflection work inherent to the development and production of this IO even led to the adjustment of some key concepts presented in IO1 and adopted as premises in the start-up of IO2, through the in-depth reflection on the deconstruction of each one and its dimensions.

We believe that the results presented will be more a starting point than a final model, from which IO3, starting from the identification of the key concepts to be considered in the common model, will deepen and identify other more operational aspects extending the shared reflection on the recognition of qualifications at levels 1 and 2 of the European Qualifications Framework.

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### Belgium

SFMQ - Service Francophone des Métiers et des Qualifications: <https://sfmq.cfwb.be/>

CDVC - Consortium de Validation des Compétences: <https://www.cvdc.be/>

CFC – Cadre Francophone des Certifications: <https://cfc.cfwb.be/>

## APPENDIX

- 1- Characterization of the NQF level descriptors
- 2- Chek-list
- 3- Italy: Example cases from the Italian Atlas of Work
- 4- Italy: Example of Work Situational typologies Sheet
- 5- Italy: Example of Area of Activity and related Activities and Expected Results
- 6- Italy: Example of Transparency document (DDT)
- 7- Italy: Guidelines for the Explanatory Interview according to Pierre Vermersch
- 8- Italy: Example of Validation document (DDV)

**An Erasmus + "Strategic Partnerships in Adult Education" project in partnership with**

	<p>Belgium: Coordinator</p>
	<p>Spain: Partner</p>
	<p>Italy: Partner</p>
	<p>Portugal: Partner</p>