






ALL-ECOM
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Training • Beratung • Projektmanagement

WP 4

Result 12

“Transnational compilation of methodologies for the design of qualifications and the recognition of competences”

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1. Qualification Systems

Overview



| | | | |
|---|---|---|--|
| National System | SNCFP – Spanish National System for Qualifications and Vocational Education and Training | NQS – National Qualification System | National System in development |
| Established | 2002 | 2007 | No, planned 2016-2018 |
| Coordinating Body | INCUAL – Spanish National Institute of Qualifications | National Agency for Qualification, established 2007 | NKS – NQF-coordination body, established 2010 |
| NQF/ Qualification Catalogue | CNCP – National Catalogue of Professional Qualifications – 5 levels Modular Catalogue of Vocational Education and Training | NQC National Qualification Catalogue – 8 levels | NQR - National Qualification Framework – 8 levels National law came into force on 15.03.2016 NQR-Register is planned |
| Validation of non-formal and informal learning | | New Opportunities Centres | |
| Annexes | ANNEX I | ANNEX II ANNEX III | ANNEX IV ANNEX V |



The Spanish National System for Qualifications and Vocational Education and Training, known in Spanish as SNCFP, was established by Spanish Organic Act 5/2002 of 19 June 2002. It consists of instruments and actions which are necessary to promote and develop the integration of Vocational Education and Training, as well as to assess and accredit professional competencies.

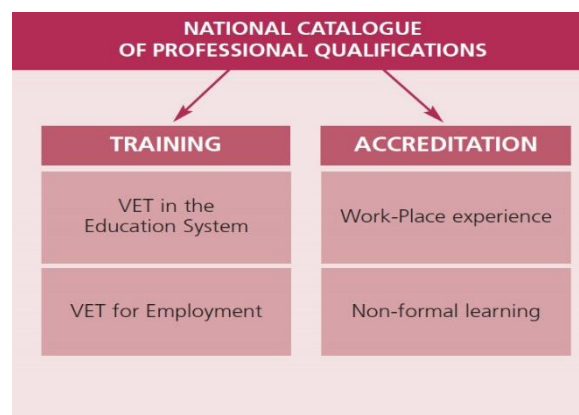
The **SNCFP** objectives are to adapt the professional training to the qualification demands of productive organizations, to facilitate the adaptation of supply and demand on the labour market, to extend lifelong learning beyond the traditional educational period, and to promote the freedom of movement for workers.

Among its basic principles are the following:

- The participation and cooperation of social agents with public authorities.
- To adapt the training and qualifications to European Union standards.
- The participation and cooperation among the different public administrations.
- The promotion of the economic development taking into account the regional needs regarding the productive system.

The Spanish National Catalogue of Professional Qualifications, known in Spanish as CNCP, is an instrument of the Spanish National System which arranges the professional qualifications according to competences appropriate for an occupational performance. Some of the main objectives of the CNCP are to integrate the existing programs on VET in order to adapt them to the characteristics and demands of the Spanish productive system and to be a reference to assess the professional competences.

The CNCP comprises the most important professional qualifications of the Spanish productive system. It includes VET contents related to each professional qualification. The contents are organized in modules which are included in a Spanish Modular Catalogue of Vocational Education and Training. The Spanish National Institute of Qualifications, known in Spanish as INCUAL, is responsible for defining, drawing up and updating the CNCP and the corresponding Modular Catalogue of VET.



The CNCP structure

The CNCP consists of professional qualifications arranged in professional families and levels of qualification taking into account UE criteria. The **26 professional families** which make up the CNCP have been created according to professional competence affinity criteria.

The **5 levels of professional qualification** are based on the professional competence required for each productive activity taking into account different criteria like knowledge, initiative, autonomy, responsibility and complexity, among others, necessary for the accomplishment of every activity.

| DEFINITION BY DESCRIPTORS | |
|---------------------------|--|
| Level 1 | Competence in a reduced group of relatively simple working activities related to normalized processes, in which the theoretical knowledge and practical capacities involved are limited. |
| Level 2 | Competence in a group of well-defined professional activities with the capacity to use particular instruments and techniques concerning, mainly, an execution activity which can be autonomous within the limits of the above-mentioned techniques. It requires knowledge on the technical and scientific fundamentals of the activity concerned and capacities for the comprehension and the application of the process. |
| Level 3 | Competence in a group of professional activities which require the command of different techniques and can be executed in an autonomous way. It involves responsibility on the coordination and supervision of technical and specialized work. It demands the understanding of the technical and scientific fundamentals of the activities concerned as well as the assessment of the factors in the process and the assessment of the economic repercussions. |
| Level 4 | Competence in a wide group of complex professional activities performed in a great variety of contexts which require to combine technical, scientific, economic or organizational variables to plan actions, or to define or develop projects, processes, products or services. |
| Level 5 | Competence in a wide group of professional activities of great complexity performed in different contexts, often unpredictable, which imply to plan actions or to conceive products, processes or services. Great personal autonomy. Frequent responsibility on the assignment of resources and on the analysis, diagnosis, design, planning, execution and assessment. |

Link between levels of the NQF and the EQF

There is a clear link between levels of qualification in the NQF and the level descriptors of the EQF. Both are compatible but must be specified in the description of each qualification. The National Catalogue of Professional Qualifications specifies the qualifications of levels 1, 2 and 3 (levels 1, 2, 3, 4 and 5 of the EQF), understood as the areas of vocational education and training for employment in the field of lifelong learning.

| EQF | CNCP | Acreditación |
|---------|-------------|------------------|
| Nivel 1 | Nivel 1 | Operario |
| Nivel 2 | | |
| Nivel 3 | Nivel 2 | Técnico Medio |
| Nivel 4 | | |
| Nivel 5 | Nivel 3 | Técnico Superior |
| Nivel 6 | Nivel 4 | Grado |
| Nivel 7 | Nivel 5 | Máster |
| Nivel 8 | Sin definir | Doctor |

Relación entre el EQF y el CNCP

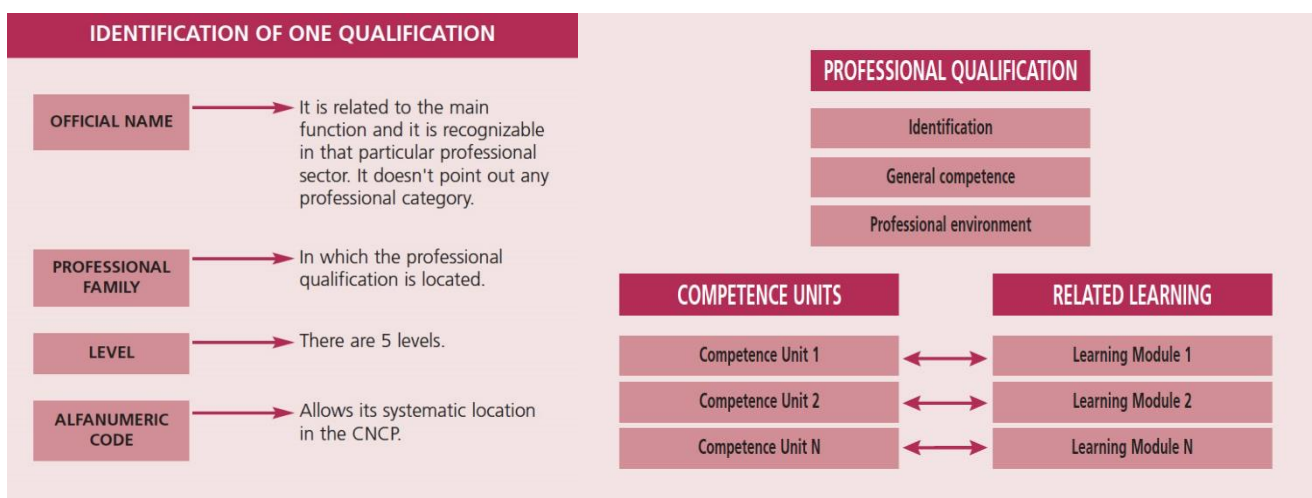
The Professional Qualification

A professional qualification is defined as a set of professional competences significant in employment which can be acquired through VET modules or any other kind of learning structure as well as through work experience.

A person is qualified when he/she achieves the expected outcomes during his/her professional performance, with reasonable resources and quality levels. The professional qualifications do not involve any regulation of professional practice.

A person's competence comprises the whole range of knowledge and capacities that enable to perform a professional activity according to productive system and employment demands.

The professional environment is described through both the field in which the tasks are developed, specifying the sort of organizations, areas and services as well as the productive sectors and the related occupations and positions.



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The methodology is based on the guidelines approved by the Spanish General Council of VET in May, 2003. The Council is the advisory body of the Spanish Government on Vocational Education and Training. It is organized on a tripartite basis with representation of the central and regional Administration, the employers' organizations and the trade unions.

In order to define the qualifications, 26 working groups have been created (one per professional family). The members of these working groups are learning and productive experts selected through the proposals made by the organizations of the General Council of VET.

The activities of the different stages to identify and develop the qualifications included in the CNCP are directed by the National Institute of Qualifications (INCUAL) the body responsible for the definition, development and update of the National Catalogue of Professional Qualifications and the related Modular Catalogue of Vocational Education and Training.

Some working groups are placed in different Spanish regions depending on the importance of the productive sectors which cooperate with the National Institute of Qualifications (INCUAL).

The development of the National System for Qualifications and Vocational Education and Training promotes the collaboration of Social Agents with Public Administrations, universities, chambers of commerce and educative entities. Procedures of collaboration and consultation with the different productive sectors and the social partners have been established in order to identify and update the needs for qualifications, as well as their definition and the definition of the associated learning.



The Portuguese education and training system has recently undergone a number of major reforms which have basically led to the setting up of the National Qualifications System (NQS).

The process of reforming the Portuguese education and training system began in 2007 with the “Agenda for the Reform of Professional Training”. The reform process has been shaped to identify innovative solutions in terms of objectives, organisational models and resource use, with the aim of raising qualification levels amongst both young people and adults.

There were a number of goals to be achieved like, to reinforce VET paths as an option for young people at secondary level and to build certification mechanisms into the system for school and professional competences acquired through informal and non-formal learning.

The setting up of the NQS in Portugal was designed to achieve a number of **aims**, as:

- To reinforce the integration between the general and the professional education and training offer, devoting the principle of double certification in all cases.
With this we mean that the progress in schooling is associated with professional training for all those pathways which lead to the attainment of a professional qualification;
- To build certification mechanisms into the system for school and professional competences acquired in informal and non-formal contexts;
- To promote VET flexibility by organising it into short modular units;
- To reinforce the permeability between general education pathways and VET;
- Demand-driven: to make training provision relevant for economy and social cohesion;
- To allow legibility and comparability of national qualifications.

The achievement of these aims has been closely linked, on the one hand, to the setting up of a **new institutional model** and, on the other, to the development of a number of **instruments**:

- The creation of the National Agency for Qualification in 2007
- The National Qualifications Framework (NQF)
- The National Qualifications Catalogue (NQC) and the Sector Councils for Qualifications
- The New Opportunities Centres (Validation of non-formal and informal learning - VNFIL)

In Portugal the major tool for the implementation of learning outcomes and ECVET is the National Catalogue of Qualifications (NCQ), which is part of the National Qualifications System. It includes non-higher education qualifications and has been regularly updated with new qualifications. The updating process has been done with the help of the Sectoral Councils for Qualification (CSQ). CSQs are technical and advisory groups that integrate a diversity of actors (members appointed by the ministries supervising the sectors of activity covered by each CSQ, social partners, companies, training establishments, namely, public, private schools or cooperatives, professional schools, employment institute training centres, certified training establishments, technological centres, the competent authorities and independent experts). These councils play a fundamental role in the strategic definition of qualifications and skills that meet the needs of the various economy sectors.

The Portuguese legislation that establishes the NCQ refers the design of qualifications in terms of learning outcomes. Portugal has been working in that direction (towards the definition of learning outcomes in specific areas - e.g. tourism and commerce) and nowadays we have a methodological guidebook and we have some qualifications designed based on learning outcomes.

Nevertheless, most of the qualifications integrated in the NCQ have not been designed according to learning outcomes, with the exception of the ones referred previously and the standards for Recognition, Validation and Certification of Competences (VNFIL), which are organized in Competence Units.

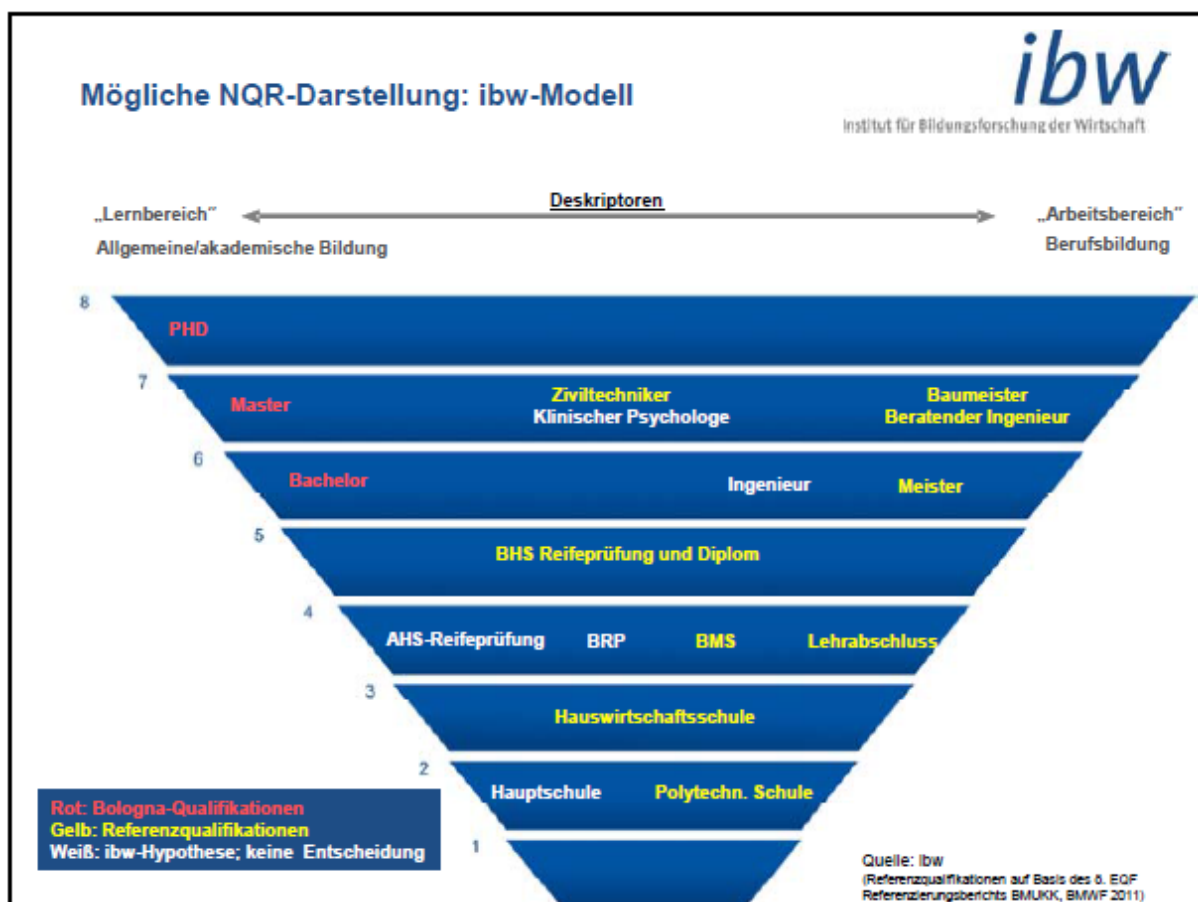
Austria

NQF

National law regarding NQF came into force on 15.03. 2016.

Central points are defined:

- Learning outcomes as a basis for all descriptions, not institutional anchoring
- Focus on equivalence of learning and working areas (not similarity)
- KSC: Knowledge (Wissen/Kenntnisse), Skills(Fähigkeiten), Competences (Kompetenzen)
- Distinction between formal qualifications, regulated by law (school, university, dual apprenticeship system,...) and non-formal qualifications, not regulated by law (VETs, ..)

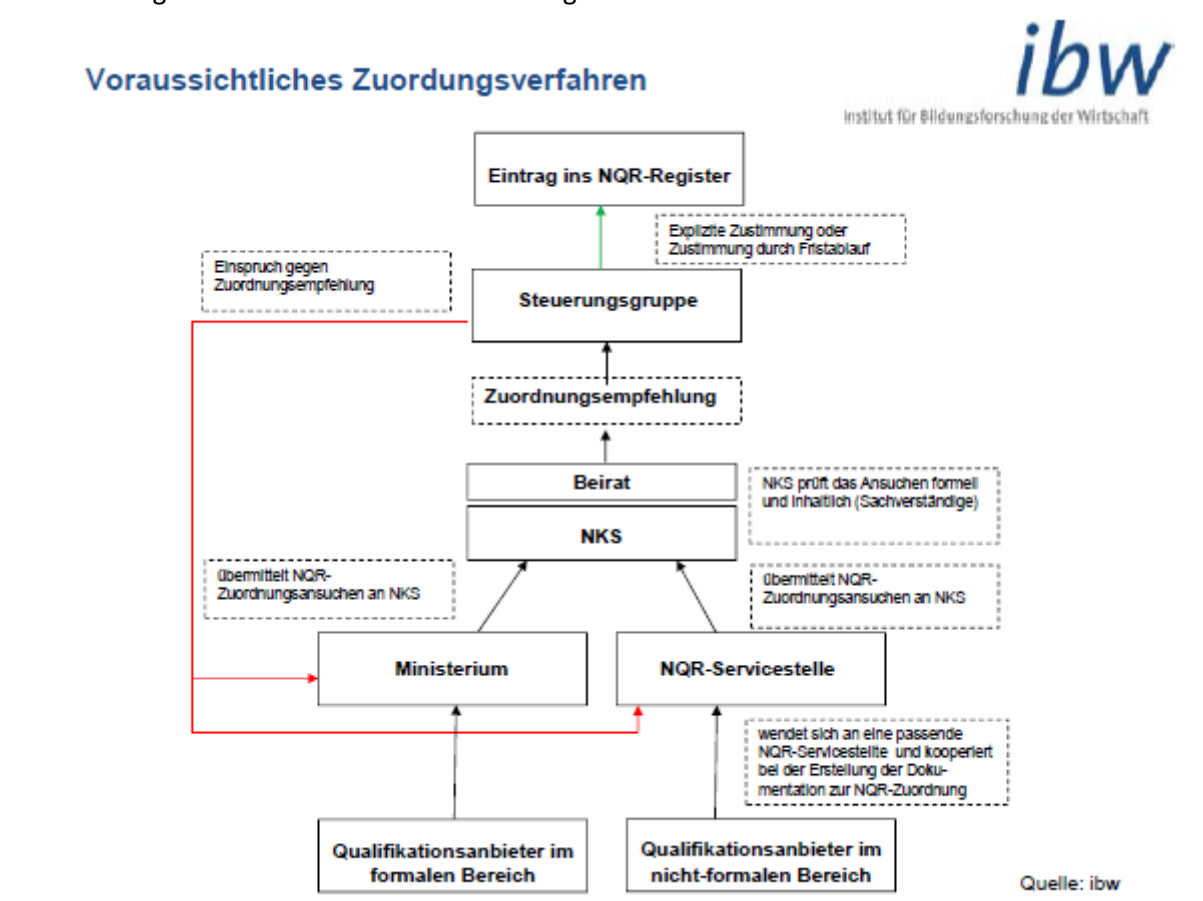


Final apprenticeship examination (LAP), which is of high relevance for employees in commerce in Austria, is defined as a reference qualification on Level 4.

Definition of a classification procedure for formal and non-formal qualifications in NQF

Aim is to create a NQF-register defining qualifications, learning outcomes and levels. (Recognition tool)

A National Coordination Body, involving experts will check the applications; finally a steering group consisting of representatives of ministries, social partners, universities, VETs, labour market service and federal governments will confirm the recognition.



ECVET/ EQAVET →

ARQA-VET (Austrian Reference Point for Quality Assurance in Vocational Education and Training)

QIBB (Strategy for anchoring quality management in the Austrian vocational education)

“ECVET strategy Austria”

Elaborated by the ministry for education and women for all vocational/professional qualifications.

- orientation on learning outcomes as an essential objective
- improvement of recognition for formal, non-formal and in-formal gained learning outcomes
- better recognition supports transparency - Optimizing of learning time
- increased employability through better documentation
- mobility

2. Methodologies for the development of qualifications

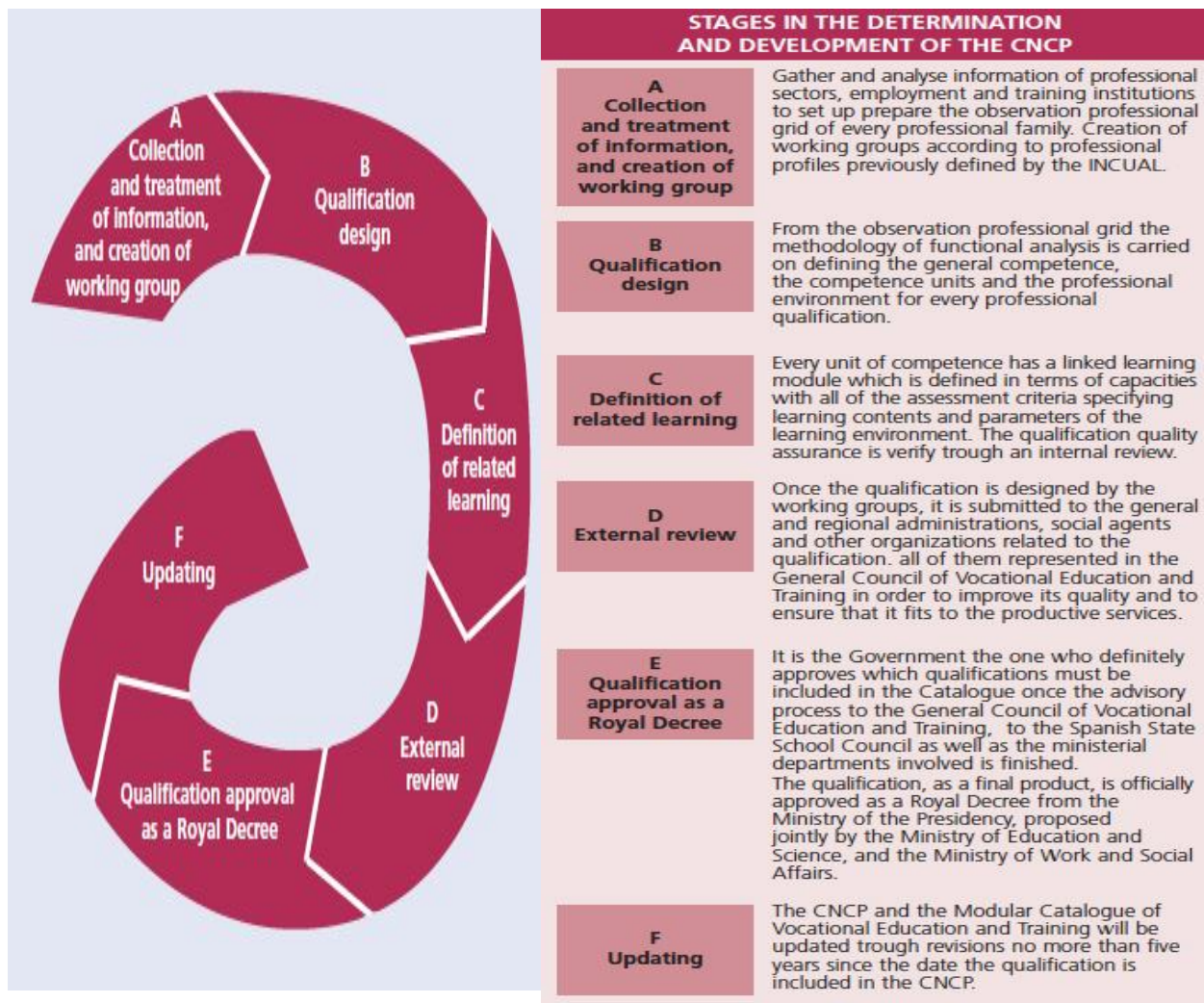
Overview



| | | | |
|--|--|---|------------------------------|
| Methodology for the development of qualifications | Methodology is established: 6 stages A-F | Methodology is established: old methodology – RVCC or based on learning outcomes | No methodology |
| Competence standard | = set of units of competences (UC) | = set of units of competences (UC) | No common national standards |
| Training standard | = learning module (MF) <i>Every UC is linked to a MF.</i> | = set of units of training | No common national standards |
| Annexes | <i>ANNEX I</i> | <i>ANNEX II ANNEX III ANNEX VI ANNEX VII</i> | <i>ANNEX V</i> |



Stages in the development of Professional Qualifications:



Recognition, assessment and accreditation of qualifications

It is a set of procedures to recognize, assess and accredit the professional competences acquired through work experience or any other type of non-formal learning. This assessment and accreditation of professional competences will be developed following principles that guarantee the assessments reliability, objectiveness and technical rigour. The National Catalogue of Professional Qualifications serves as an objective reference in this procedure.

When the professional competences of an employee are assessed and they are not sufficient to complete the qualifications included in a diploma of vocational education and training or an occupational aptitude certificate, a partial cumulative accreditation is awarded. Thus, if the employee wishes to do so, he/she will be able to complete the training in order to obtain the relevant diploma or certificate.

The ministry of labour and immigration and the ministry of education will develop, in collaboration with administrations belonging to the Autonomous Community, a committee for information and guidance, which allows getting information related to the accreditation and assessment procedure, the official announcements and the training offers. Also, the necessary tools to make the self-evaluation and the path training election easier will be included.

In Spain, over sixty per cent of working population does not hold a recognized accreditation of their professional qualification. Besides, there is a great lack of recognition of non-formal learning, especially for population groups like women, immigrants and unemployed. That can cause situations of inappropriate mobility in the labour market with resulting exclusion risks. The European Union established in May 2004 the Common European Principles for the identification and validation of non-formal and informal learning, necessary to promote comparison and acceptance of differences among member states as well as the transfer and acceptance of educational and training results in different environments.

Requirements and stages in the recognition and accreditation of professional qualifications:

1. People who want to participate in the procedure must fulfil the following requirements:
 - a. To have the Spanish nationality, to have obtained the registration certificate of the community citizenship or the European Union citizen family card, or to be the holder of a residence authorization, or of residence and work in force in Spain, in the terms established in the immigration law of Spain.
 - b. To be 18 years old in the moment of the registration, when it is about the competence units corresponding the qualifications of level I, and to be 20 years old for the levels I and III.
 - c. To have work experience and/or training related to the professional competences that it is wanted to accredit:
 - In case of work experience. To justify, at least 3 years, with a minimum of 2.000 total worked hours, for the last 10 years passed before carrying out the official announcement. For competence units of level I, a two-year work experience with a minimum of 1.200 total worked hours, is required.
 - In case of training. Justify, at least 300 hours, for the last 10 years passed before carrying out the official announcement. Competence units of level I, at least 200 hours will be required. In cases in which the learning modules associated to the competence unit that is hoped to be accredited consider a minor duration, the established hours in those learning modules should be accredited.

2. People over 25 years old who satisfy the requirements of work training experience indicated in the text above, and can't justify them through the documents described in the article 12 of this Royal Decree 1224/2009 17th of July, could apply for his or her provisional registration in the procedure. They will submit the justification through any fact admitted in law, about his or her work experience or non-formal training learnings. To study those cases, the competent administrations will designate the necessary consultants, who will issue a report about the provenance or non-provenance of the participation of the applicant in the procedure. If positive report, the definite registration will be proceeded.

The procedure will consist of the following stages:

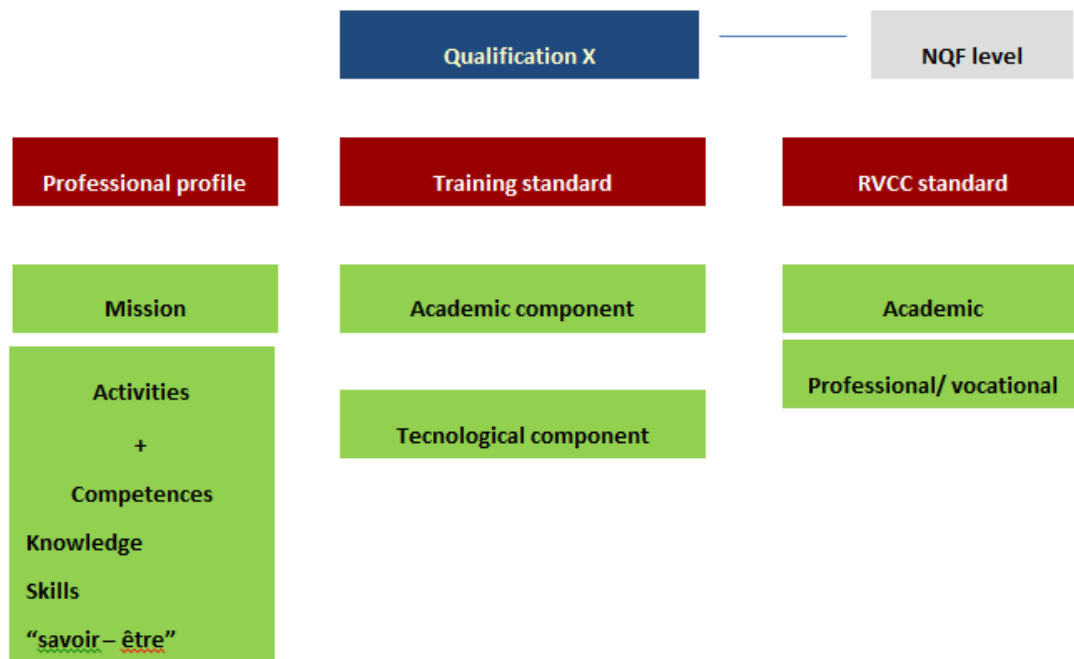
- a. Counselling
- b. Assessment of the professional competence
- c. Accreditation and recording of the professional competence



In short, today the NCQ – National Qualification Catalogue is structured in two ways:

1) Based on an “old methodology”

The qualifications are designed based in an “old methodology” that comprises a professional profile, a training standard and a validation of non-formal and informal learning standard (RVCC).



In the Portuguese RVCC system adults can be oriented to an academic process or a vocational process; they can do it in a separate or integrated way. The academic process allows the adults to improve their qualification levels by obtaining a basic or secondary certificate. In the vocational process adults who do not have formal qualifications in their occupational areas can also improve vocational qualification levels.

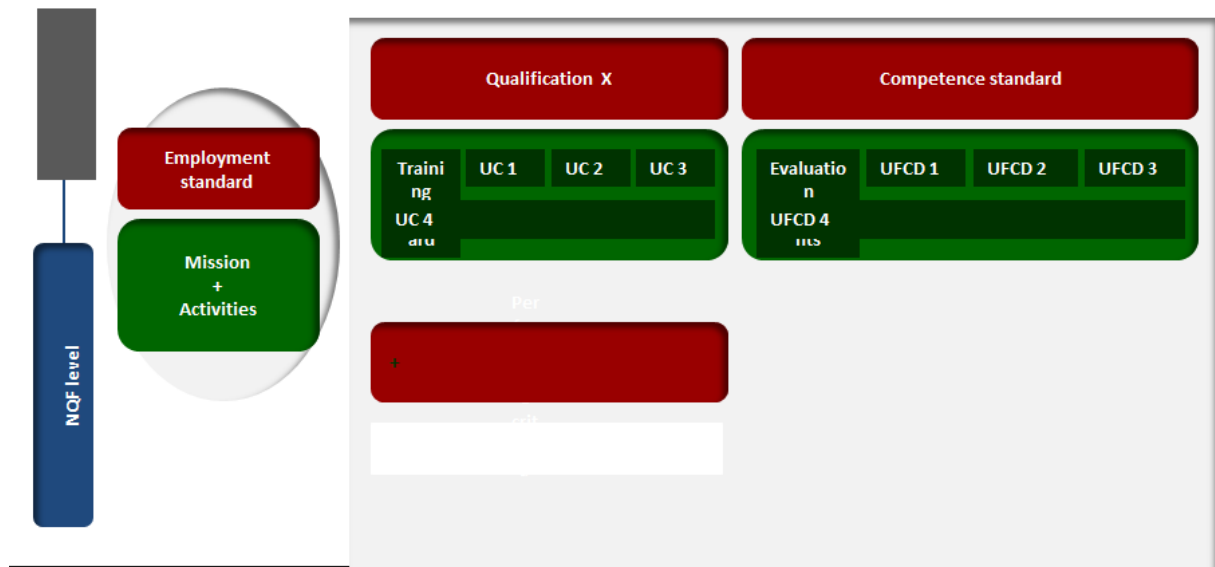
According to the 2014 European Inventory (Cedefop), qualifications obtained through validation of non-formal and informal learning should provide access to the next level qualifications in the formal learning system. The certification awarded by the RVCC process has the same value as any other different route of obtaining the same certification, permitting the adults to continue studies in the national education and training system.

The recognition and validation of competences can be carried out through a range of activities. It can be done by declarative methods, interviews, simulations, tests and examinations with the intention of organizing a portfolio. The portfolio should contemplate different documentation that can be biographical or curricular, thus allowing the assessment and validation of competences according to the respective standards. The validation of competences comprises the learning reflexive portfolio self-assessment and the assessment made by the Orientation, Recognition and Validation of Competences professionals and trainers from the qualification areas. The certification is done by a jury which evaluates the candidate based on a written, oral or practical examination. After the approval, the candidate gets a certificate of the attained full or partial certification.

If a partial qualification is awarded to a candidate, the Centers for Qualification will have to define a personal plan of qualification in order to achieve a full certification.

2. Based on learning outcomes

The qualifications are designed identifying for each qualification a competence standard and a training standard (for more information, please see the Methodological Guidebook – ANNEX VII).



Austria

In Austria there are two different approaches to vocational education, but no common methodology:

1. Formal vocational education system

- Dual vocational education: Apprenticeship – companies, vocational schools (WK)
- Vocational secondary schools (BMS, BHS)
- Universities
- Universities of Applied Sciences

2. Non-formal vocational education system - VETS

- **WIFI** Business development institute (Austria, especially Styria)
- **SZF** Training Center Fohnsdorf (labour market Service, Styria)
- **MPO** Management-Staff-Organization (bit-Group)
- **bfi** Vocational Training Institute (Austria, especially Styria)
- ...

Competence Standards



Each qualification has a general competence which defines briefly the workers essential tasks and functions. Every professional qualification consists of **Competence Units (UC)**.

Each **UC** includes:

- **Official name:** it is related to the main function and it is recognizable in that particular professional sector. It doesn't point out any professional category.
- **Professional family:** in which the professional qualification is located.
- **Level:** there are 5 levels
- **Alphanumeric code:** Allows its systematic location in the CNCP (National Catalogue of Professional Qualifications)

The **UC** is the minimum set of professional competences which can be partially recognized and accredited.

RP - Professional performances

Each RP includes "Performance criteria" (**CR**)

The UC is described through professional performances (**RP**) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed.

CR - Performance criteria

Each **CR** corresponds to an **RP**.

Every RP is assessable through a set of performance criteria (**CR**) which express the acceptable level of one professional performance to fit the productive organisations targets. They are the reference guide for the assessment of the professional competence.

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The Competence standard is the "set of competences required to obtain a qualification", i.e., it integrates the set of **Units of Competence (UC)** which aim to respond to the main activities associated with a professional/professionals.

Each competence standard is composed of a set of Units of Competence.

Each Unit of competence is composed of the following elements:

- **Actions** – Actions through which the individual demonstrates s/he masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent;
- **Knowledge** – The "collection of facts, principles, theories and practices related to the field of studies or professional activity";
- **Skill** – 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)";

- **Attitude** – The “ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility”;
- **Performance criteria** – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (quality level that the actions must have);
- **External resources** – The set of available resources which aid in the foreseen actions;
- **Context conditions** – They different actions in a specific space and time and in a precise situation, i.e. in context;
- **Products/outputs** – Concrete results obtained as produced outputs resulting from performance. They help evaluate whether the performance was delivered based on the defined criteria. They are obtained products and/or demonstrated evidence.

Austria

There are no common national standards in Austria.
Each VET has its own standards.

Training Standards

Spain

MF - Learning module

- **Identification** (denomination, level, competence unit to which is linked, code alphanumeric, length in hours)
- **Capacities learning outcomes** (assessment criteria and capacities achieve in a real work context)
- **Learning contents**
- **Parameters of the learning environment** (spaces and facilities and trainer’s professional profile)

Every UC is linked to a **learning module (MF)** which describes the necessary learning to acquire that competence unit.

All learning modules are linked to a Modular Catalogue of VET which meets the productive sectors demands for qualification and aims to increase competitiveness by reinforcing the working population’s qualification.

Professional context

- Means of production
- Products and results
- Used or generated information

The professional context defines the context the UC belongs to.

The competence is developed in a professional context. This context describes, in a guiding way, the means of production, products and results of work, used or generated information, and any other analogue element considered to be necessary to set a professional performance.



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”

Each training standard is composed of a set of **Units of Training** (modules).

Each Unit of training is composed of the following elements:

- **Learning objectives** – what the trainees should know and be able to do after having completed a learning process;
- **Contents** – knowledge, skills and/or attitudes necessary to achieve the learning objectives;
- **Evaluation criteria** – “the characteristics considered adequate by the evaluator as to make judgements on the object of evaluation under analysis. It will be based on these criteria that the indicators that help evaluate whether these criteria have been met and to what extent will be identified” (Cardoso, 2003);
- **Resources** – resources that must be used to achieve the defined learning objectives;
- **Products/outputs** – concrete outcomes obtained in terms of produced outputs resulting from performance. They help evaluate whether the performance was delivered based on the defined criteria. They are obtained products and/or demonstrated evidence.



There are no common national standards in Austria.
Each VET has its own standards.

3. Designed and implemented qualifications

Overview



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| | | |
|---|---|---|
| COM085_2 Sales Activities 570 h | Trading Technician (NQF/EQF level 4) 1025 h | Apprenticeship retail 3 years |
| COM631_2 Management of retail trade activities 570 h | Communication and digital service Technician (NQF/EQF level 4) 1050 h | Certified Academic Sales Manager 2 years |
| COM314_3 Commercial Sales Management 570 h | Marketing Technician (NQF/EQF level 4) 1050 h | WIFI Online-Marketing Workshop 3 h |
| COM412_1 Auxiliary trades activities 270 h | Sales Technician (NQF/EQF level 4) 1075 h | GO online-Marketingworkshop for commerce 3 h |
| COM087_3 Service to the client, consumer and customer 570 h | International Trade Technical Expert (NQF/EQF level 5) 850 h | Social Media for YOUR company 8 h |
| COM158_3 Implementation and animation of commercial spaces 390 h | Trade Technician (based in learning outcomes) 950 h | WEB- & Social Media Marketing Management 112 h |
| COM312_3 Market research assistance 480 h | Logistic Technician (based in learning outcomes) 1000 h | Course eCommerce und Digitalmarketing 168 h |
| COM313_3 Control consumption and training 540 h | Sales and marketing technician (based in learning outcomes) 1350 h | MSc Designing Digital Business 2 years |
| COM652_3 Marketing and communication management 690 h | | Online – Marketing Training 36 h |
| | | Online Content Management Training 50 h |

| | | |
|-------------------|-----------------|--|
| | | Online Lead Generation – virtual sale 80 h |
| | | Social Media ManagerIn 98 h |
| ANNEX VIII | ANNEX IX | ANNEX X |

* Portugal has nowadays 303 qualifications (16 June 2016) integrated in the National Catalogue of Qualifications (NCQ). These qualifications are designed based on an “old methodology”. That comprises a professional profile, a training standard and a RVCC standard (validation of non-formal and informal learning standard). From these 303 qualifications, 10 qualifications are integrated in the commerce area (Distribution Operator - NQF/EQF level 2; Logistic Operator - NQF/EQF level 2; Distribution Technician - NQF/EQF level 4; Logistic Technician - NQF/EQF level 4; Trading Technician - NQF/EQF level 4; Communication and digital service Technician - NQF/EQF level 4; Marketing Technician - NQF/EQF level 4; Sales Technician - NQF/EQF level 4; Vitrinism Technician - NQF/EQF level 4; International Trade Technical Expert - NQF/EQF level 5).

There are also 3 qualifications integrated in the NCQ that are designed based on learning outcomes in the commerce area (trade technician, logistic technician, sales and marketing technician).

4. Annexes

| Nr. | Title |
|------|---|
| I | ALL-ECOM_WP 4_result 12_ANNEX I_Methodology Spain |
| II | ALL-ECOM_WP 4_result 12_ANNEX II_Methodology Portugal |
| III | ALL-ECOM_WP 4_result 12_ANNEX III_National Qualification System Portugal |
| IV | ALL-ECOM_WP 4_result 12_ANNEX IV_Methodology Austria |
| V | ALL-ECOM_WP 4_result 12_ANNEX V_Actual State Austria |
| VI | ALL-ECOM_WP 4_result 12_ANNEX VI_Learning outcomes_Portugal |
| VII | ALL-ECOM_WP 4_result 12_ANNEX VII_Methodological Guide_Learning outcomes_Portugal |
| VIII | ALL-ECOM_WP 4_result 12_ANNEX VIII_Qualifications Spain |
| IX | ALL-ECOM_WP 4_result 12_ANNEX IX_Qualifications Portugal |
| X | ALL-ECOM_WP 4_result 12_ANNEX X_Qualifications Austria |