



**Strategic and practically orientated education of competence  
balance**

**counsellors with the aim of a holistic orientation**

**2014-1-DE02-KA200-001629**

**Classification of the training into  
the European Qualification Framework (EQF)**



This project has been funded with support from the European Commission.

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## Introduction

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This report is part of the project COMPCERT - Strategic and practically orientated education of competence balance counselors with the aim of a holistic orientation –

The balance is used here as a tool for vocational guidance and the accompanying transitions into adulthood. The specific objective of the following pages is to frame the training curriculum of the consultant to competence balance in the main European equipment for lifelong learning: the EQF, the ECVET, the EUROPASS, the BOLOGNA PROCESS in a context of university higher education.

The methodological option of framing the curriculum within these devices is necessary if you want to give a importance and a acknowledgment at European level to the professional role of the consultant to competence balance; i.e, an importance and an acknowledgment that has to go beyond the borders of the countries where the balance of skills is most known and where it is adopted as a tool for career guidance and as an accompanying instrument in the professional and existential transitions.

From our point of view, the choice to assume this perspective comes from the strategy "Europe 2020" and wants to be consistent with it. In addition, it is particularly responsive to the commitment that European countries have taken to converge all the innovation processes in the field of lifelong learning and of the development and enhancement of human resources towards two key elements:

- a) the expansion of the learning process at every stage and in every context of life;
- b) the centrality of the person and thus the resources it owns with particular reference to the skills and ability of their certification.

The many regulatory instruments demonstrate the increasing importance of these two objectives developed in recent years by the Commission and by the European Parliament about the transparency of titles and qualifications, as well as in terms of quality of learning contexts in the training pathways of education and innovation.

These processes, seen from the side of human rights, foreground, in addition to the already mentioned right to learning throughout the whole life, the right to recognition of all skills wherever and however acquired, and the right to mobility for study and for work. This implies the possibility of mobility within EU countries starting from holding a common heritage of knowledge and of transparent and recognizable titles.

In this scenario, the European Qualifications Framework for lifelong learning - EQF - assumes a first magnitude importance, since it is a shared frame of reference for the effective exercise of the rights of European citizens that will see recognized their training and the experiences of life



and work throughout the European territory.

The Establishment of a European Credit System for Vocational Education and Training (ECVET) moves in the same strategic direction. Point 6 of the European Parliament and Council Recommendation of 18 June 2009 is very clear in this regard and it is worth to bring it in full below:

"The purpose of this advice is the creation of a European credit system for vocational education and training to facilitate the transfer, the acknowledgment and the collection of assessed learning outcomes of individuals who are aiming to achieve a qualification. This will improve the general understanding of citizens' learning outcomes and their transparency, transnational mobility across Member States and, where appropriate, within the same, in a lifelong learning area without borders; as well as the mobility and acknowledgment of qualifications at national level between various sectors of the economy and within the job market; It will also help to develop and strengthen European cooperation in education and training

This report represents the third step of the research work done during the COMPCERT project ; after the review of the quality standards of FECBOP and after the development of the training curriculum. It aims to frame the curriculum designed within the European instruments to which it is said, but at the same time, its development has enabled the partnership to review and rethink the same design, integrating and modifying what initially planned , in line with the Europe indications, in order to contribute to the development and implementation of common European tools and principles for education and training.

Certificates, diplomas and titles are commonly known as qualifications. Their purpose is to show employers, training providers and individuals what the person holding the qualification has learned and can do.

Every country issues many different qualifications. Nevertheless, for the European labour market to work as intended – that is, for European citizens to be able to work in any EU country – employers, schools and education authorities need to understand what qualifications from other EU countries represent.

Common European tools and principles in education and training are designed to help people progress through education and training at any age, to change career or move abroad for work or further education. They are also expected to lead to greater consistency in employment, education and training policy throughout Europe. In addition, ESCO, the classification of European Skills/Competences, Qualifications and Occupations aims at providing a single language for all jobseekers, employers and educators<sup>1</sup>.

The learning outcomes approach is a “glue” that binds together the common EU tools and

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<sup>1</sup>Source: <http://www.cedefop.europa.eu/it/themes/understanding-qualifications>



principles which include:

- The European Qualifications Framework (EQF),
- The European Credit System for Vocational Education and Training (ECVET),
- Europass,
- European Quality Assurance in Vocational Education and Training (EQAVET),
- Validation of non-formal and formal learning.





## First part. The European framework

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### Introduction

The objective of the first part of the report is to present the crucial elements of the tools for the development and the implementation of European principles in education and training, in a lifelong and lifewide perspective.

These elements have represented for the partnership fundamental and references points for the designing of the training model.

### The European Qualifications Framework for Lifelong Learning (EQF)

The EQF – European Qualifications Framework is a common European reference framework, which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

It has two principal aims:

- to promote citizens' mobility between countries
- and to facilitate their lifelong learning.

The Recommendation (to introduce it) formally entered into force in April 2008<sup>2</sup>. It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level.

The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

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<sup>2</sup> RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning



**The eight reference levels are described in terms of learning outcomes.** The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study.

Learning outcomes are specified in three categories: as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

The success of the EQF as a tool for transparency and mobility depends on the ways countries reference their national qualifications systems to the EQF level descriptors.

Countries develop national qualifications frameworks (NQF) to implement the EQF.

High levels of trust in the EQF and realistic under-standings of qualifications systems will come from open and rigorous referencing processes that truly reflect the position of national stakeholders as well as the position of national qualifications systems. Trust and good understanding will also depend on good communication of the outcome of the referencing process inside and outside the country. Referencing processes that are hard to understand or disguise problematic areas or are based on weak engagement of stakeholders will destroy trust in the EQF as a translation device. **The referencing process is therefore critically important.**

Referencing is a process that results in the establishment of a relationship between the levels of the European meta-framework (EQF) and the national qualifications framework (NQF) or system. Through this process, national authorities responsible for qualifications systems, in cooperation with stakeholders responsible for developing and using qualifications, define the correspondence between the national qualifications system and the eight levels of EQF.

Mutual trust is an expression that is often underlined as the objective of the referencing process. It is sometimes assumed to originate from the technical reliability of standards and procedures. However, it can also be assumed to arise from a consensus amongst stakeholders and the way in which that consensus is rooted in custom and practice.

## Some necessary definitions



For the purposes of the Recommendation, the definitions which apply are the following<sup>3</sup>:

1. “**qualification**” means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;
2. “**national qualifications system**” means all aspects of a Member State’s activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;
3. “**learning outcomes**” means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;
4. “**knowledge**” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
5. “**skills**” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
6. “**competence**” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

The EQF has been the catalyst for development of comprehensive national qualification frameworks based on learning outcomes. All countries committed to the EQF consider such national frameworks necessary to make their qualifications comparable across sectors and countries<sup>4</sup>.

By July 2015, 25 countries had linked (“referenced”) their national qualifications levels to the EQF: Austria, Belgium (Flemish and French communities), Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, France, Germany, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania,

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<sup>3</sup>From the ANNEX I - Definitions of the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008

<sup>4</sup>European Commission, Explaining the European Qualifications Framework for Lifelong Learning, 2008



Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Slovenia, Switzerland and the UK. The remaining countries are expected to follow in 2015-16.

## Using Learning Outcomes

The 'learning outcomes' approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process. Despite the fact that it is considered to be relatively new; the 'learning outcomes' approach has been applied in various countries, in various sectors and for various purposes<sup>5</sup>.

From a qualifications perspective, using learning outcomes to recognise learning contributes to:

- better matching of qualifications with labour market expectations;
- greater openness of education and training systems to recognise learning achievement independent of where it was acquired;
- enhanced flexibility and accountability of education and training systems which are expected to deliver the defined outcomes whilst enabling greater autonomy in defining the routes to those outcomes.

Learning outcomes need to be written so that they are fit for purpose, for setting occupational and educational standards, for describing single qualifications and curricula, for outlining assessment criteria and for orienting learning and teaching processes.

The use of learning outcomes is well supported by arguments from policy and practice. It is arguably one of the strong and common policy trends across Europe. However, it is just one method for defining the expectations of learning. The necessary efforts of education and training professionals to deliver high quality learning programmes are another way of looking at these expectations. These teachers and trainers take it as their task to use their knowledge and experience to interpret standards and broad aims to create the right environment for the development of competent people. It can be argued that learning outcomes alone cannot fully capture the qualities of the learner and of the learning process delivered through programmes.

While the strength of using learning outcomes to describe a qualification is that they specify a standard for what should (as a minimum) be achieved as a result of learning; the weakness may be that this approach is not geared towards the development of explorative and experimental teaching and training programmes that attempt to produce very diverse learning according to the diversity of learners.

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<sup>5</sup>CEDEFOP, Using learning outcomes. European Qualifications Framework Series: Note 4, 2011



Learning outcomes are shaped by authorities on the basis of their understanding of the purposes of a qualification. For example, if employers are strongly involved in the formulation of learning outcomes, the qualification descriptors will tend to emphasise tangible skills, whereas learning outcomes formulated by parties with a strong connection with universities will probably tend to emphasise the role of reflective practice.

The use of learning outcomes responds to the needs or interests of some stakeholders, such as the labour market stakeholders for example, because they describe competences in a way that is relevant for the workplace. However, other stakeholders, or the broader society, may have interest in the more tacit and non-codifiable aspects of learning which are difficult to capture in the rather functional approach to education and training that are described only in terms of learning outcome statements.

Therefore, it is important to note that the two approaches (outcomes and inputs) can be combined, for example:

- programme and teaching specifications can be supplemented with outcome information (as in the bologna process);
- competence based qualifications can be structured around inputs (such as the duration of apprenticeship training);
- assessment/evaluation methods can use both inputs (completion of programmers) and outcomes (objective/external assessments);
- recruitment and selection practices can use both input and outcome information.

## Criteria and procedures for referencing national qualifications levels to the EQF

The EQF Recommendation invited countries to refer their national qualifications levels to the EQF by 2010.

To meet this deadline and to ensure that the referencing process is designed in such a way that it can be understood and trusted by stakeholders in all countries involved, the EQF Advisory Group had agreed on a set of 10 criteria and procedures to guide this process.

These criteria aim to ensure that the information and documentation that is put into the public domain

- is validated by the competent authorities,
- is relevant,
- is transparent,
- can be compared and generates trust.

This emphasis reflects that the success of the EQF depends on the ability of the countries to refer



their qualifications systems and levels to the EQF in a demonstrable, explicit and defensible way; that means in a way that the information can be judged as valid or not by those not familiar with a country's qualifications.

The criteria and procedures for referencing national qualifications levels to the EQF are:

1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities.
2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework.
3. The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems.
4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.
5. The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines (as indicated in annex 3 of the Recommendation).
6. The referencing process shall include the stated agreement of the relevant quality assurance bodies.
7. The referencing process shall involve international experts.
8. The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria.
9. The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to complete referencing reports.
10. Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level<sup>6</sup>.

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<sup>6</sup> Source: [https://ec.europa.eu/ploteus/sites/eac-eqf/files/criteria\\_en.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/criteria_en.pdf)



## Added value of National Qualifications Frameworks in implementing the EQF

National qualifications frameworks (NQFs) help to make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on education, training and lifelong learning. They classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors<sup>7</sup>.

The aim of COMPCERT project is therefore to design a curriculum, based on an learning outcomes approach (elaborated in terms of knowledges, skills, competences), which is recognizable and comparable in several European regional contexts.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the EQF. All countries committed to the EQF are developing or implementing national frameworks mostly covering all levels and types of qualifications: the 28 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Turkey.

The development of national qualifications frameworks in Europe also reflects the Bologna process and the agreement to implement qualifications frameworks in the European higher education area (QF-EHEA). All countries implementing the EQF are participating in this process.

Overall progress in 2014:

- 33 countries are working towards comprehensive NQFs covering all types and levels of qualifications.
- 29 NQFs have been formally adopted.
- 30 countries proposed/adopted eight-level frameworks.
- 18 countries have reached operational stage. In 7 of these – Belgium (Flanders), Denmark, France, Ireland, Malta, the Netherlands and the UK, NQFs are fully operational.
- 5 countries have introduced partial NQFs covering a limited range of qualification types and levels or consisting of separate frameworks operating apart from each other. This is exemplified by the Czech Republic, England/Northern Ireland and Switzerland where separate frameworks for vocational/professional and higher education qualifications have been developed; by France where vocationally/professionally oriented

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<sup>7</sup> CEDEFOP, Added value of national qualifications frameworks in implementing the EQF. European Qualifications Framework Series: Note 2, 2010



qualifications are included in the framework; and by Italy where the framework is restricted to qualifications from higher education.

- 23 countries have referenced their national qualifications frameworks to the EQF.
- 22 NQFs are linked to the Bologna framework, 14 jointly with EQF referencing.
- 9 countries indicate EQF levels on certificates, diplomas or Europass documents.

Development of national qualification frameworks is a global phenomenon, leading to stronger cooperation between countries and regions.

Cedefop and ETF collaborate with Unesco to monitor global NQF developments. In 2013, the three agencies jointly published the first global inventory of national qualifications frameworks (thematic chapters and national case studies), covering over 140 frameworks developed and introduced over the past decade.

The 2015 edition of the Global Inventory of Regional and National Qualifications Frameworks (thematic chapters and national and regional) was presented at the 5th Asia-Europe Education Ministers' Meeting (ASEM ME5) in Riga, Latvia, in April 2015<sup>8</sup>.

NQFs are important at two main levels.

They are increasingly influencing national reforms of education, training and qualifications systems, in particular in terms of addressing the challenges of lifelong and lifewide learning.

They support the implementation of the European Qualifications Framework.

In their most basic sense NQFs can be understood as classifiers specifying the relationship – horizontally and vertically - between different qualifications.

What is new about the modern national qualification framework is the interest of governments in developing comprehensive frameworks that incorporate qualifications from different education and training sectors (general, vocational and academic).

In general terms and in most national settings, it is probably reasonable to expect benefits in some or all of the following ten areas:

- increased consistency of qualifications,
- better transparency for individuals and employers,
- increased currency of single qualifications,
- a broader range of learning forms are recognized,
- a national/external reference point for qualifications standards,
- clarification of learning pathways and progression,
- increased portability of qualifications,
- acting as a platform for stakeholders for strengthening cooperation and commitment,
- greater coherence of national reform policies,

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<sup>8</sup> Source: <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-frameworks>





- a stronger basis for international co-operation, understanding and comparison.

The process of defining and implementing an NQF can be seen as going through a series of more or less distinctive stages. A better understanding of these stages can help national stakeholders to organise the process and to meet the relevant policy objectives.

Focussing on these stages also clarifies that NQFs are dynamic and developing instruments which needs to be revisited from time to time. ILO<sup>9</sup> distinguishes between three main stages:

- **Purpose and scope:** Decisions on what goals will the NQF help to achieve and on which education or occupational sectors are to be included.
- **Strategy:** Decisions on how unified or centrally controlled should the NQF be, on what additional policy measures might be necessary and on what must be done to establish an NQF?
- **Design and implementation:** Decisions on how the NQF will be designed and implemented and on how it will be governed and managed.

Key messages as regards developing NQFs:

- while the final goal may be to build a comprehensive NQF, this doesn't need to be a one stage process;
- use a model that allows for sector differences within the single framework in ways which suit the national circumstances;
- the key to a successful NQF implementation is to develop a broad strategy that takes account of all factors influencing success. Above all – develop communities of trust;
- develop a basic framework quickly – and then take a pragmatic approach to implementation based on national priorities;
- each country should work out a solution that suits its size, traditions and existing structures. NQF quality assurance should focus on the essentials –sometimes “less is more”;
- outcomes are helpful – if implemented flexibly;
- the challenge is to deal with the perception of stakeholders and generating confidence in and acceptance of the new system<sup>10</sup>.

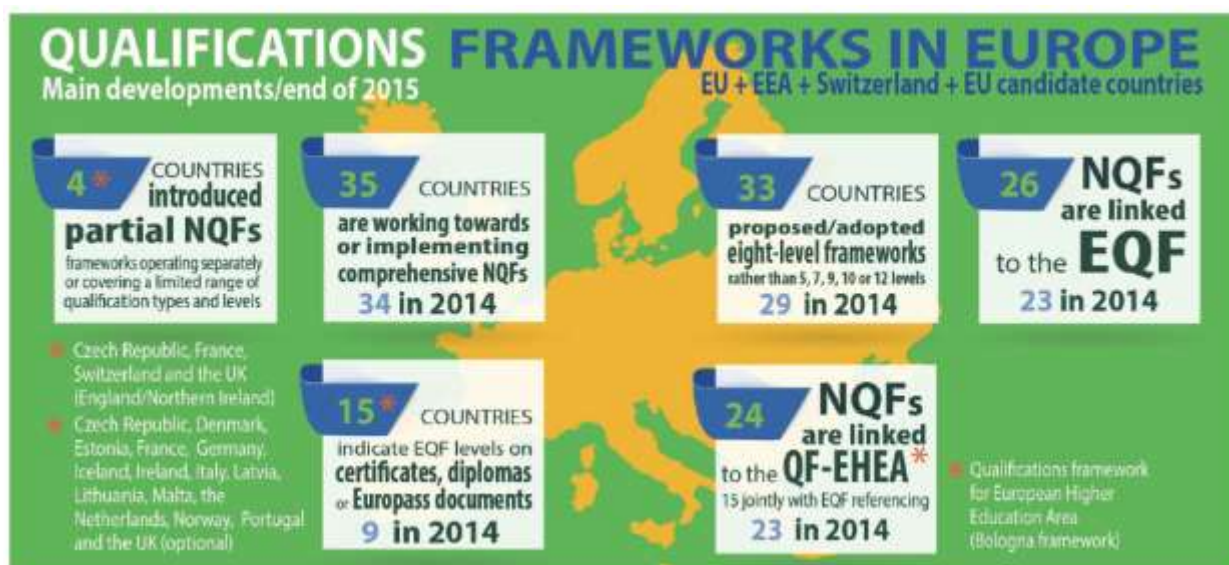
In the 39 countries currently cooperating on the European qualifications framework, a total of 43 national qualifications frameworks (NQFs) have been established. In addition to strengthening the transparency and comparability of qualifications at European level, these frameworks are now playing an increasingly important national role.

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<sup>9</sup> The International Labour Organisation has commissioned such a study. ILO, Allais, S., The impact and implementation of NQFs: Report of a study in 16 countries, Geneva, 2007  
[http://www.ilo.org/wcmsp5/groups/public/@ed\\_emp/@ifp\\_skills/documents/meetingdocument/wcms\\_126589.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/meetingdocument/wcms_126589.pdf)

<sup>10</sup> Source: ILO, 2007

At the end of 2015 the situation was as follows:



Source: CEDEFOP, Briefing note, January 2016

In a survey carried out by Cedefop in November 2015<sup>11</sup>, countries were asked to respond to two key questions on the current and the emerging roles of NQFs in national education, training and employment policies:

- how sustainable are the NQFs? To what extent have qualifications frameworks become permanent features of national qualifications system and to what extent are they having an impact on policies and practices?
- how visible have the NQFs become? Are learners, parents and employers aware of the frameworks and are they benefitting from them when pursuing learning or employment?

The survey provides interesting insights on the political and practical sustainability of national qualifications frameworks.

Today, for most countries, qualifications frameworks have become a permanent feature of the national qualifications systems. Many claim that the creation of a solid legal basis with clear political objectives is essential to ensure and clarify the future role of the cadres. The active involvement and participation of stakeholders from within and outside the system of education and training is seen as a prerequisite and guarantee for the sustainability of national qualifications frameworks.

About one third of the countries consider the national qualifications framework like a tool for reform, with which to reorganize, strengthen and / or statutory their national qualifications systems.

<sup>11</sup> All 39 countries taking part in the EQF cooperation were invited to respond to the survey.



Although initially it is emphasized that national qualifications frameworks should be used to describe and do not modify the qualifications systems, today many have discovered the potential for reform and show interest in conjugating both functions. This trend is linked to the shift to learning outcomes and to its impact on the standards of qualifications, on the curricula, on the assessment, teaching and training methods.

The continuity and sustainability of the frameworks is proportional to financial and human resources that the European countries will invest. The Cedefop's survey shows that the resources allocated to national qualifications frameworks are modest, but not negligible. In some Countries, especially those with more mature frameworks, the implementation of the framework is considered an integrated function of the Ministries or agencies that deal with the award of qualifications and / or quality assurance. Most Countries report the need for additional financial and human resources to achieve a fully operation frameworks.

Up today, the majority of national qualifications frameworks have not been presented to the wider public. Although it is easy to explain the reasons (the initial development took time), the situation has to change. Visibility can be promoted in several ways, such as through national databases and information campaigns. What can make the difference is the inclusion of the levels of the national framework (and EQF) in qualifications (certificates and degrees). In this way, frameworks will be accessible as well as students, even to employers.

The survey of Cedefop shows that the countries are moving more and more towards the inclusion of the levels of national frameworks in certificates and degrees. While 15 countries have already done so, another 10 have indicated they intend to do so in the near future. The heterogeneity in the implementation partly reflects the need to adapt the current legal requirements.

The survey of 2015 reveals some problems that national qualifications frameworks will face in Europe:

- it is necessary that national qualifications frameworks better integrate the provisions on the validation of non-formal and informal learning. This is especially essential if we want the frameworks make a difference in the context of lifelong learning and will prove an added value for professional growth;
- it is necessary that national qualifications frameworks promote the use of learning outcomes in order to develop and review the standards of qualifications, curricula and assessment;
- it requires that countries take greater public visibility to a national qualifications framework and extend the involvement of stakeholders, whether they come from education / training or from the labor market;
- to take full advantage of their potential, it is necessary that countries better integrate national qualifications frameworks in their education policies, training and employment;
- it is necessary that national qualifications frameworks are synergistically linked to the policies and quality practices.



The national qualifications frameworks are now part of our reality. They have grown and changed; many have reached maturity. Now it is time to demonstrate their impact and explore further possibilities to activate their potential. National and regional qualification frameworks are becoming common globally. Global inventory of national and regional qualifications frameworks in the updated version published jointly by Cedefop, UNESCO and the European Training Foundation in 2014/15, shows that in 2014 the countries and territories committed to developing and implementing the qualification frameworks were more than 150.

International cooperation on the use of national qualifications frameworks through transnational frameworks and the support at the acknowledgment has intensified. The same goes for regional qualification frameworks: the national executives refers to these specific qualifications. Taking as a reference point the progress achieved in the development of national and regional qualifications frameworks, UNESCO is testing the technical feasibility and conceptual world of reference levels for qualifications, and the conditions necessary for fostering cooperation among regional frameworks.

## ECVET - European Credit system for Vocational Education and Training and ECTS - European Credit Transfer and Accumulation System

ECVET<sup>12</sup> is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another.

It aims to promote transnational mobility and access to lifelong learning.

It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them.

ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European Union (EU) citizens to gain recognition of their training, skills and knowledge in another EU country than their own.

The European Commission defines the European Credit system for Vocational Education and Training (ECVET) as a methodological framework that can be used to describe qualifications in terms of units of learning outcomes with associated points.

ECVET is a system for the accumulation and transfer of units of learning outcomes in vocational education and training in Europe. It allows attestation and recording of learning outcomes acquired in various contexts, both in other countries and through formal, informal or non-formal

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<sup>12</sup> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit system for Vocational Education and Training (ECVET) (OJ C 155, 8.7.2009, pp. 11-18)



learning. Learning outcomes can be transferred to a person's 'home' system to be counted towards the obtainment of a qualification.

The diversity of national systems that define the levels and content of qualifications is not conducive to transnational mobility of learners. ECVET remedies this situation by facilitating mobility among learners throughout Europe.

EU countries were free to adopt this recommendation and implement the system. They were asked to gradually introduce measures voluntarily, with a view to using ECVET from 2012.

ECVET is implemented through partnerships and networks based on learning agreements (Memoranda of Understanding), which provide an appropriate framework for credit transfers. With a view to transferring credits, the principles and technical specifications for describing qualifications in terms of units of learning outcomes with associated points are set out in Annex II of the Recommendation of the European Parliament and of the Council of 18 June 2009.

Second step for the COMPCERT model training development and implementation in different countries could be to carry out training activities in different states putting together networks, which also involve universities participation, conclude a Memoranda of Understanding and, finally, can therefore recognize credits.

A European ECVET network of relevant stakeholders and competent institutions promotes ECVET and allow EU countries to exchange information and experience. From this network, the Commission has established an ECVET users' group, which contributes to the ECVET users' guide and the implementation of ECVET.

ECVET is one of many European initiatives that encourage learner mobility within the European Union (EU), such as Europass and the European Quality Charter for Mobility.

ECVET also complements the European Credit Transfer and Accumulation System (ECTS) by linking vocational education and training with higher education.

The ECTS was set up in 1989, and has encouraged transparency and the recognition of periods of study spent in other countries.

The aim of ECVET is to facilitate the transfer of credits for learning outcomes from one qualifications system to another. It is different from the European Qualifications Framework (EQF), which is a common reference framework. Rather than harmonising these systems, ECVET is designed to make them compatible by providing an interface between existing national provisions on the accumulation, recognition and transfer of credits.

ECVET is not concerned with mutual recognition of vocational qualifications, with respect to which the relevant directive imposes binding obligations on EU countries.

A reference tool to encourage EU countries to exchange best practices in the field of vocational education and training policies was presented together with ECVET: The European Quality Assurance Reference Framework for VET. It is designed to improve quality management practices



at national level within this field by means of a set of common criteria and indicators.

Key terms in the framework of ECVET are:

- **qualification**: a formal outcome of an assessment and validation process that is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- **unit of learning outcomes**: a component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated;
- **credit points or ECVET points**: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

ECVET is applicable for all learning outcomes, which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning ('EQF'), and then be transferred and recognised.

The Recommendation of 2009 therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, openness to mobility and social inclusion of workers and learners. It particularly facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.

The Recommendation complements the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning which recommends that Member States promote close links between the EQF and existing or future European systems for credit transfer and accumulation in higher education and VET. **While the main objective of the EQF is to increase the transparency, comparability and portability of acquired qualifications, ECVET is aimed at facilitating the transfer, recognition and accumulation of learning outcomes of individuals on their way to achieving a qualification.**

The European Parliament and the Council recommends that member states:

- promote the European Credit system for Vocational Education and Training (ECVET) as set out in Annexes I and II **at all levels of the EQF with reference to VET qualifications**, in order to facilitate transnational mobility and the recognition of learning outcomes in VET and borderless lifelong learning;
- create the necessary conditions and adopt measures, as appropriate, so that as from 2012 – in accordance with national legislation and practice, and on the basis of trials and testing – **it is possible for ECVET to be gradually applied to VET qualifications at all levels of the EQF**, and used for the purpose of the transfer, recognition and accumulation of individuals' learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts.





Annex I of the Recommendation offers different useful definitions:

- **Qualification** means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- **Learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
- **Unit of learning outcomes (unit)** means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;
- **Credit for learning outcomes (credit)** means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- **Competent institution** means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
- **Assessment of learning outcomes** means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- **Validation of learning outcomes** means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- **Recognition of learning outcomes** means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
- **ECVET points** means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

The II° Annex outlines the principles and the technical specifications of the device.

Among them, are highlighted those who made up the crucial points of reference for the elaboration of COMPCERT training model.

### 1. Units of learning outcomes

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.



The specifications for a unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

## 2. Transfer and Accumulation of learning outcomes, ECVET partnerships

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process.

Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

The establishment of partnerships aims to:

- provide a general framework of cooperation and networking between the partners, set out in **Memoranda of Understanding (MoU)** through which a climate of mutual trust is established,
- assist the partners in the design of specific arrangements for credit transfer for learners.

The MoU should confirm that the partners:

- accept each other's status as competent institutions,
- accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,
- agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,





- agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,
- identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

#### 4. ECVET points

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. **To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.**

In ECVET the allocation of points usually has two phases:

- ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification.
- From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.

For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. **To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field.**

### The relationship with “Europass”

Europass introduced a portfolio of documents to be used by individuals to describe their qualifications and competences. Europass does not, however, compare levels of qualifications. In the future, all relevant Europass documents, in particular the Europass diploma supplement and the Europass certificate supplement, should contain a clear reference to the appropriate EQF level.



## The relationship with the Bologna Process in higher education

The framework that was adopted by the Bologna Process covers three cycles of higher education qualifications – 1st cycle which usually awards the Bachelor’s Degree, 2nd cycle awarding the Master’s Degree and the 3rd cycle which awards the Doctoral Degree.

The EQF, on the other hand, is designed as a lifelong learning framework and as a result, it covers all qualifications including but not exclusively academic ones like the Bologna Process.

The EQF is fully compatible with the qualifications framework for Higher Education developed under the Bologna Process. Specifically, the EQF descriptors at levels 5-8 refer to the higher education descriptors agreed under the Bologna Process.

However, the formulation of the EQF level descriptors differs from the Bologna level descriptors developed specifically for higher education needs because, as a lifelong learning framework the EQF also encompasses vocational education and training (VET) and work contexts, including at the highest levels.

## Second part. Development of a training curriculum for the Competence Balance Counsellor

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### Designing of the training curriculum in a competence-based approach and in a learning outcomes perspective. Methodological introduction

First of all, it is necessary to express the methodological premises that are at basis of a Cv based on competencies and a learning outcomes training model as in our Balance Counsellor training model.

The scientific paradigm of our project and training model is cognitivist-constructivist.

Cognitivism is here considered as the meaning expressed by the majority of the scientific community as a set of cognitive sciences (Psychology, Neuroscience, Linguistics, Philosophy, etc.) that studies ways and forms of acquisition and development of human knowledge based on skills, attitudes, interests of a person and the personal experience in multiple contexts of life and work. Meanwhile the constructivist model incorporates the basic principles of cognitivist, assuming that the representation of reality, and therefore the world in which we live, is the result of the constructive activity of our cognitive structures. This assumption it is based on the following basic principle:

- there are no bare facts outside of a theory
- Knowledge cannot be acquired passively but is the product between the relationship of a person and reality;
- everyone make his own personal “map of meaning” that allow to live his own world
- the social world where someone shares meanings is fundamental

Secondly, we believe it is methodologically correct to make explicit the underlying construct of competence in the Competence Balance and, consequently, the operational concept (user concept) that the Counsellor must know and use, as well as the skilled artisan must know the "raw material" with which to forge their own artifacts.

The literature on the concept of competence is very wide and has several branches of meaning, sometimes difficult to reduce to a common rule. It is not part of this project, much less of this introduction, going into a territory so vast and so multifaceted; much less focus on the extraordinary richness and diversity of studies developed from different scientific disciplines (psychology, sociology, ergonomics, education, etc.) over the past thirty years.

So we simply refer to a internationally widely shared concept of competence, both for its objective internal strength and institutional origin, since it was born in the OECD area at the beginning of the 2000s. We are talking about project *Definition and selection of Competencies (DeSeCo)* launched by the OECD in 1997 and concluded in 2002. The competence model



developed by DeSeCo is characterized as a holistic model defined scientifically and pragmatically. The components of the internal structure of competence, according to the holistic model, are represented:

- capabilities and cognitive capacities,
- intellectual abilities (analytical or critical thinking, ability to take decisions, generic problem solving skills),
- basic knowledge,
- motivations,
- emotions,
- values.

The holistic definition of competence is also supported by recent neuro scientific discoveries, namely that reasoning and emotions are strictly connected. So much so that, as Le Boterf takes, possess a competency means not only having the resources that compose it, but also to be able to activate those resources properly and to orchestrate them at the right time in a complex situation.

Thirdly, even on the basis of what we have been saying so far, to qualify a professional to develop skills, as in our case of the Balance Counsellor, means to deploy a training model according to the paradigm of competences training; a paradigm articulated in the following ten basic principles:

1. **Globality:** the principle of globality refers to a comprehensive approach to give an overview of the learning situation (integration, problem situations, etc.).
2. **Construction:** recovery and activation of the possessed knowledge, development of new learning and connecting with those possessed, information organization and consolidation in the long term memory
3. **Alternation:** transition from global to specific, from the specific to the global: decompose the whole into parts and reassemble the parts into the whole
4. **Application:** learning to act; learning centered on action: you do not learn well if not apply
5. **Distinction:** distinguish the content from the process in order to facilitate both the acquisition of the content that the most appropriate learning strategies
6. **Attribution of meaning:** the reconstruction of significant and motivating situations for the student and for the training program in general
7. **Consistency:** seek and maintain coherence between teaching, learning, assessment, self-assessment and development of competence
8. **Integration:** is the foundation of competence training: the resources that make up a competence are linked together; each resource is linked to the competence, the set of resources that make up a competence is a procedural knowledge (a process) clear and understandable by all
9. **Interaction:** (solve a situation, interpret the change in the labor market or the transformation of a territory, take a clear position on a situation with ethical involvement
10. **Transfer:** use in another context, the knowledge and skills learned in one context



## The Competence Balance Counsellor

### The definition of the professional figure in the international classifications framework

Consistent with the provisions of the ECVET device, an attempt was made to trace in international classifications the professional figure of the Balance consultant.

Internationally there is not a recognition of the independence of this figure: they are almost always the expert in vocational guidance that offer Balance services.

Only in France, according to the Law no. 91-1405 of 31 December 1991 establishing the Inter-institutional Centers for Competence Balance (CIBC), the figure of the Balance consultant is recognized and is contractually framed within the centers themselves.

The first classification which reference is made is the ISCO - International Standard Classification of Occupations (ISCO-88) promoted by the ILO<sup>13</sup>.

Reference was made to the MAJOR GROUP 2 - PROFESSIONALS - 24 OTHER PROFESSIONALS.

In particular, the group 244 SOCIAL SCIENCE AND RELATED PROFESSIONALS.

Social science and related professionals conduct research, improve or develop concepts, theories and operational methods, or apply knowledge relating to philosophy, politics, economics, sociology, anthropology, history, philology, languages, psychology, and other social sciences, or they provide social services to meet the needs of individuals and families in a community.

Tasks performed usually include:

- formulating and applying solutions to present or projected economic, political or social problems;

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<sup>13</sup> Founded in 1919 together with the League of Nations, the International Labour Organisation (ILO) is a specialised agency of the United Nations. One of ILO's tasks is to develop international standards and guidelines to help countries improve their labour administration as well as the quality, reliability and comparability of their labour statistics. To these ends, the need for an international standard classification of occupations (ISCO) was first discussed in 1923 at the First International Conference of Labour Statisticians (ICLS). However, it was only in 1949 at the Sixth ICLS that work to develop ISCO was initiated. As a result the Seventh ICLS (1949) adopted a provisional classification of nine major groups. In 1952 the ILO published the International Classification for Migration and Employment Placement, with detailed descriptions of 1,727 occupations based on the national classifications of eight industrialised countries. At the Eight ICLS (1954) a provisional list of minor groups was approved and the Ninth ICLS (1957) completed the work by endorsing the major, minor and unit groups of the first ISCO. It was published in 1958 as ISCO 58 and included, in addition to the group definitions, descriptions of 1,345 occupational categories within each unit group. The Ninth ICLS recognized that ISCO 58 would need to be revised after a certain time, and a version of ISCO was published in 1968 (as ISCO 68) with a revised structure and an expanded number of described occupational categories (1,506).

The third and most recent version, ISCO-88, was adopted by the Fourteenth ICLS in November 1987 and approved by the ILO's Governing Body in February '88.



- researching into and analysing past events and activities and tracing the origin and evolution of the human race;
- studying the origin and development of languages, or translating or interpreting them; studying mental processes and behaviour of individuals and groups;
- providing social services;
- preparing scholarly papers and reports.

Supervision of other workers may be included.

It should be noted that, depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it may be appropriate to classify some of the occupations that are identified here into Minor group 346, Social work associate professionals. This is particularly relevant to the occupations classified into Unit group 2446, Social work professionals.

2446 SOCIAL WORK PROFESSIONALS group includes different activities and professional figures; among these it is possible to find the BdC counsellor too.

Social work professionals provide guidance to clients in social and related matters to enable them to find and use resources to overcome difficulties and achieve particular goals.

Tasks include:

- a) helping individuals and families with personal and social problems;
- b) collecting information relevant to clients' needs and advising them on their rights and obligations;
- c) analysing the client's situation and presenting alternative approaches to resolving problems;
- d) compiling case records or reports for courts and other legal proceedings;
- e) planning, evaluating, improving and developing welfare services;
- f) working to prevent development of delinquency or to achieve rehabilitation of delinquents by organising and supervising social, recreational and educational activities in youth clubs, community centres and similar organisations, or by other means;
- g) helping physically or mentally handicapped persons to obtain adequate treatment and improve their ability to function in society;
- h) planning, organising or providing home-help services;
- i) performing related tasks;
- j) supervising other workers.

Examples of the occupations classified here:

- Social worker, professional
- Social worker, professional/enterprise
- Welfare worker, professional



Some related occupations classified elsewhere:

- Social worker, associate professional - 3460
- Social worker, associate professional/enterprise - 3460
- Welfare worker, associate professional– 3460

A figure like the Balance Counsellor could find a place even among those referring to MAJOR GROUP 3 - TECHNICIANS AND ASSOCIATE PROFESSIONALS - 34 OTHER ASSOCIATE PROFESSIONALS - 346 SOCIAL WORK ASSOCIATE PROFESSIONALS.

Social work associate professionals provide guidance to clients in social and related matters to enable them to find and use resources to overcome difficulties and achieve particular goals.

Tasks performed usually include helping individuals and families with personal and social problems; working to prevent development of delinquency or to achieve rehabilitation by organising and supervising social activities of individuals and groups; helping physically or mentally handicapped persons to obtain adequate treatment and improve their ability to function in society.

It should be noted that, depending on the specific tasks and degree of responsibility in executing them, as well as on the national educational and training requirements, it may be appropriate to classify some of the occupations that are identified here into Unit Group 2446 Social work professionals.

In particular, it is the 3460 group Social work associate professionals.

Social work associate professionals provide guidance to clients in social and related matters to enable them to find and use resources to overcome difficulties and achieve particular goals.

Among different tasks, there are:

- helping individuals and families with personal and social problems;
- collecting information relevant to clients' needs and advising them on their rights and obligations;
- analysing the client's situation and presenting alternative approaches to resolving problems;
- working to prevent development of delinquency or to achieve rehabilitation of delinquents by organising and supervising social, recreational and educational activities in youth clubs, community centres and similar organisations, or by other means;
- helping physically or mentally handicapped persons to obtain adequate treatment and improve their ability to function in society;

Examples of the occupations classified here:

- Social worker, associate professional
- Social worker, associate professional/enterprise
- Welfare worker, associate professional



Some related occupations classified elsewhere:

- Social worker, professional - 2446
- Social worker, professional/enterprise - 2446
- Welfare worker, professional -2446

The second classification which reference was made is the ESCO "European Skills, Competencies, Occupation Taxonomy".

The Commission services launched the project in 2010 with an open stakeholder consultation. DG Employment, Social Affairs and Inclusion – supported by the European Centre for the Development of Vocational Training Cedefop – coordinates the development of ESCO. Stakeholders are closely involved in the development and dissemination of ESCO.

Officially introduced in 2013 by the European Commission, the European classification of skills, qualifications and occupations, is a useful tool for institutions and citizens. ESCO is a common language to facilitate cooperation and dialogue between education, training and labor market players. The European classification, accessible online, totally free and translated in 25 European languages, contributes to relevant initiatives of European cooperation in education and training, support for mobility, study and work, transparency of titles and qualifications<sup>14</sup>.

The existence of tools for the transparency of titles and competencies such as Europass and ECVET, raising the level of permeability of the National Education and Training systems, by establishing the European Qualification Framework (EQF), have provided operational support and system to many of the European initiatives in support of employability and mobility of European citizens.

However necessary to harmonize these tools and make them easily comprehensible to citizens and institutions (students and workers but also people looking for work) and make fully comprehensible information systems<sup>15</sup>.

ESCO is part of the Europe 2020 strategy.

The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts. ESCO has been developed in an open IT format, is available for use free of charge by everyone and can be accessed via the ESCO portal.

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<sup>14</sup> L'obiettivo è aumentare la spendibilità delle competenze dei cittadini sul mercato del lavoro europeo e sostenere i processi di sostegno all'occupabilità ed alla crescita in un periodo di grave disagio economico e occupazionale rendendo possibile il matching tra competenze, qualificazioni e profili professionali. Il valore aggiunto dell'iniziativa ed il suo potenziale risiedono nella piena valorizzazione dello strumento all'interno dei sistemi nazionali. ESCO rappresenta il frutto di un lavoro congiunto tra la Commissione europea, attori europei e nazionali, per conto del Ministero del lavoro è coinvolto un esperto Isfol con il ruolo di chairman del gruppo Ict – Service & activities - e come membro del gruppo Competenze trasversali - Cross sectorreference.

<sup>15</sup> Source: <https://ec.europa.eu/esco/about-esco>





The labour market is constantly evolving. The specific occupations, skills, competences and qualifications that people need change over time, as does their description. To cope with this, effective communication and dialogue between the labour market and the education and training sector is vital. To facilitate this dialogue, ESCO is structured on the basis of three pillars representing a searchable database in all ESCO languages. These pillars are:

- Occupations,
- Skills/competences, and
- Qualifications.

More importantly, the pillars are interlinked to show the relationships between them. Occupational profiles show whether skills and competences are essential or optional and what qualifications are relevant for each ESCO occupation. Alternatively, the user can identify a specific skill and see which occupation or qualification this skill is relevant to.

ESCO's occupations pillar is structured in a hierarchical way and linked to the International Standard Classification of Occupations (ISCO) developed by the International Labour Organisation (ILO). This allows statistical data acquired through the use of ESCO to be comparable at international level.

ESCO can serve as a basis for other types of research, such as benchmarking and cross-country comparison.

The areas in which we can trace the professional figure of our interest are:

- Studies and professional guidance,
- Groups guidance.

Among the various listed occupations, may offer Competence Balance services:

The professional guidance counsellor, whose skills / competencies are related:

- adult basic education (vocational guidance)
- adult education (vocational guidance)
- Studies and professional guidance
- Recruitment (career guidance)
- Aptitudinal test (recruitment)

The Counsellor of educational and vocational guidance, which skills / competencies related in some way to those of the Balance Counsellor are:

- personnel management
- physical working environment (ergonomics)
- recruitment (career guidance)
- staff reduction (Mobility)
- qualifications improvement (human resources development)
- human resources management



- College education (studies guidance)
- temporary employment service
- development of leadership skills
- adult education (vocational guidance)
- internal Mobility (horizontal mobility of staff)
- recruitment
- outplacement
- aptitudinal test (recruitment)

### The Competence Balance Counsellor

At the end of the learning process, the beneficiary of the CompCert training for the competence balance counsellor will achieve learning outcomes described in terms of:

- Knowledge,
- Skills,
- Competences.

In the EQF language knowledge is described:

- as a set of facts, principles, theories and practices related to a field of work or study
- as theoretical and / or practical knowledge

The knowledge required by the 6° level are: "Advanced knowledge of a field of work or study, indicating a critical understanding of theories and principles".

The theoretical and / or practical knowledge (EQF level 6) of the competence balance counsellor is related to the fields of work:

- Guidance,
- Career Guidance,
- Development of Human Resources.

Knowledges are:

- Knowledge of the socio economic reference contest
- Knowledge of the job market and public and private organizations
- Knowledge and use approach the competence in orientation, in career development and / or development of human resources
- Knowledge and use of the it to approach andragogical methods for adults orientation training
- Knowledge of theories and methods to identificare and recogniseexperiential skills and assumed knowledge



- Knowledge and use of assessment of skills methods (technical and professional behaviour in the workplace)
- Knowledge and use of expert systems and computer languages

#### In EQF skills

- means the ability to apply knowledge and use know-how to complete tasks and solve problems
- are divided into cognitive (the ability to use the logical, intuitive and creative thinking) or practical skills (involving manual ability and the use of methods, materials, tools, etc.).

The level 6 EQF requires: "Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study".

#### Skills are:

- To know how to analyze and evaluate an application in order to a competence balance participation
- To know how to conduct individual interviews for the three phases of the competence balance
- To know how to customize and individualize the tools (analysis grids, questionnaires, etc.) and other holders for the Balance (selection, adaptation or ad hoc creation of the most appropriate tools for the individual beneficiary)
- Capacity to use the "Life Stories"
- Capacity to use and administer tests of interests and / or aptitudes
- Capacity to use the "conative tests" (to assess the motivation)
- Capacity to lead semi and/or deep-structured interviews
- Capacity to make easier the self-analysis of the skills and experiences of the beneficiary
- Capacity to draw up a Portfolio of skills
- Capacity to set up an individual action plan
- Capacity to draw up a summary document
- Capacity to conduct a follow-up of the Balance results

#### The EQF competences

- are seen as the proven ability to use knowledge, skills, personal skills, social and / or methodological abilities in work and / or study situations and in professional and personal development
- are described in terms of responsibility and autonomy

Level 6 skills EQF requires: "The proven ability to manage technical and professional activities or complex projects taking responsibility for decisions in unpredictable contexts of work or study "; "Capacity to take responsibility for managing professional development of individuals and



groups".

The skills level 6 of the EQF balance counsellor is mainly related to the sphere of responsibility of management and professional development of individuals and groups.

The respect of a strict professional ethics based on:

- Privacy
- Reliability
- Professional accuracy

Competences are:

- The acknowledgment and respect of the autonomy of the beneficiary
- Qualities of empathy and listening skills
- Encourage the development of motivation of the beneficiary (intrinsic motivation and extrinsic motivation) (maieutic capacity)
- To be always focused on the good performance and the quality of Balance statements
- The attribution of the EQF level 6 qualification Balance counsellor formed according to the CompCert pattern is not determined by the mechanical sum of modules, or by some modules in particular, but by the outcome of the training in a holistic form
- The learning of the various modules becomes - some more than others, some directly some other indirectly - knowledge, skills and competencies of level 6.

However, the modular course feeds especially the area of skills, while the areas of knowledge and skills are fed respectively by the requirements of access to training (degree or years of experience) and by the personal basic skills. In these two cases the contribution of the path of the modular type is complementary / integrative but to reach the level 6 EQF.



## The training curriculum. Attribution of EQF level and ECVET credits

### The learning outcomes of the training curriculum for the counsellor of BdC

Admission criteria for the participants are: 5 years of successful academic and leading to a diploma or 3 years of successful study in higher education and leading to a diploma + 3 years of professional experience in the field of guidance or near

Accepted level of unfinished higher education: if the 3 years study in higher education are not attested by a diploma: 5 years of professional experience in the field of guidance or near.

		FRONTAL LESSONS	ON LINE ACTIVITY	INDIVIDUAL STUDY	Hours	Credits
<b>1</b>	<b>Module 1. Admission criteria, Psychological, social and pedagogical dimension of the Bilan de Compétences, continuous evolution of the BdC Counselor</b>	6	5	14	<b>25</b>	<b>1</b>
<b>1.1</b>	Admission criteria and personal and continuous evolution of BdC Counselor	2	1	10		
<b>1.2</b>	Psychological, social and pedagogical dimension of the Bilan de Compétences	4	4	4		
<b>2</b>	<b>Module 2. The technical training for the BdC counsellor</b>	<b>54</b>	<b>19</b>	<b>52</b>	<b>125</b>	<b>5</b>
<b>2.1</b>	Welcome and information	4	1	2		
<b>2.2</b>	Conclusion of the contract	6	1	2		
<b>2.3</b>	Autobiographical method	10	4	6		
<b>2.4</b>	The psychometric dimension	10	3	5		
<b>2.5</b>	Competence portfolio	8	5	20		
<b>2.6</b>	Observation procedure	8	2	5		
<b>2.7</b>	Conclusion phase and final report	8	3	12		
<b>3</b>	<b>Module 3. Supervision, monitoring and final examination</b>	<b>8</b>	<b>2</b>	<b>90</b>	<b>100</b>	<b>4</b>
		<b>68</b>	<b>26</b>	<b>156</b>	<b>250</b>	<b>10</b>



	Learning objectives	✓ Knowledge	✓ Skills	✓ Competence
		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 EQF, competence is described in terms of responsibility and autonomy.
<b>Level 6**</b>  ** The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.		advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
<b>Module 1. Admission criteria, Psychological, social and pedagogical dimension of the Bilan de Compétences, continuous evolution of the BdC Counselor</b>				
<b>Admission criteria and personal and continuous evolution of BdC Counselor</b>	Personal evolution: awareness the candidate counselor to long life learning and guidance and his personal evolution in the practice of BdC			✓ Based on a motivation letter, the candidate has identified his meaning and personal and professional scope of its motivation to training BdC



<b>Psychological, social and pedagogical dimension of the Bilan de Compétences</b>	To have sufficient knowledge of the psychological, social and educational specificities of BdC, as defined in the Quality European Charter of FECBOP	<b>Participants:</b> <ul style="list-style-type: none"> <li>✓ Understand the values in the Bilan de Compétences, it will focus on the meaning of the BdC</li> <li>✓ Confront the presented characteristics of the BdC with the current professional practice of the learners</li> <li>✓ Know the vocabulary linked to BdC</li> </ul>	<b>Participants:</b> <ul style="list-style-type: none"> <li>✓ Are able to define the main terms used in the BdC in a way that is appropriate to the BdC</li> </ul>	<b>Participants:</b> <ul style="list-style-type: none"> <li>✓ Analyze their own practice and set an action plan for its development</li> </ul>
<b>Module 2. The technical training for the BdC counsellor</b>				
<b>Welcome and information</b>	To give the participant the basic information about the context, goals and the content of the welcome and information stage in the bilan de competences	<ul style="list-style-type: none"> <li>✓ Know the pedagogical objectives of the welcome and information phase</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to demonstrate the objectives of the Bilan de compétences (BdC) in the most appropriate way and using a storytelling method</li> <li>✓ Are able to motivate the participants for a voluntary participation in the BdC</li> <li>✓ Are able to animate the welcome and information session for a variety of target groups</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to explain the course, material and approaches used in the introductory information phase and the benefits of the BdC in a way appropriate and understandable to specific target groups</li> </ul>
<b>Conclusion of the contract</b>	To define <ul style="list-style-type: none"> <li>- the concept of the client's contract in the BdC and its individual components (goals, methods of achieving the goals, success indicators of the counsellor and client team work)</li> <li>- the contract according its attributes such as legitimacy, feasibility,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Systemic approach basics and terminology used in the contract negotiation and solution focussed theory (Steve de Shazer) (problematic system, contract, offer, recent and desired situation, the need, the need's saturation)</li> <li>✓ Ethical principles in career guidance and BdC</li> </ul>	<ul style="list-style-type: none"> <li>✓ Basic career guidance tools (observation, non-verbal communication, counselling interview focused on problem x on client x on solution, active listening, questioning)</li> <li>✓ Client information and documentation management</li> </ul>	<ul style="list-style-type: none"> <li>✓ Independent lead of counselling interview aimed at concluding a contract</li> </ul>

	<p>transparency</p> <p>To describe and to be able to implement the process that leads to the formulation of the contract</p> <p>To obtain the skills needed for detecting current / default client's situation</p> <p>To be able to lead the client to be able to identify the source of his/her difficulties</p> <p>To know the main principles of career guidance work and principles of professional ethics, and be able to implement them during the contract negotiations</p> <p>To be able to negotiate the contract with the client so that it fulfils the client's expectations and needs, and the BdC goals</p>			
<p><b>Autobiographical method</b></p>	<p>To make acquire to "BdC Counselor" the theoretical and methodological references underlying the use of "Life Stories" in orientation and skills assessment</p>	<ul style="list-style-type: none"> <li>✓ Epistemological nature of the formative values, empowerment and guidance of the narrative thought</li> <li>✓ Formative and transformative values of reflective thinking (reflection during the action, reflection after the action)</li> <li>✓ Biographies as source of information on skills and on</li> </ul>	<p>Active Skills Listening</p> <ul style="list-style-type: none"> <li>✓ Capacity to conduct biographical interviews in "nonjudgmental way"</li> <li>✓ Capacity to analyze a history of I written life: encoding and re-encoding a life story</li> <li>✓ Capacity of make easier the self-understanding process for the "beneficiary" of BdC</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how to conduct a BdC in a personalized and individualized way</li> <li>✓ To know how to generate self-learning dynamics by facilitating active approaches</li> <li>✓ To know how to enhance the pedagogical valence and autonomy</li> </ul>



		<p>related acquisition' methods and skills development</p> <ul style="list-style-type: none"> <li>✓ Biographies as privileged tools to attribute/reassign meaning to experience</li> </ul>	<ul style="list-style-type: none"> <li>✓ Capacity of make easier the self-assessment process for the "beneficiary" of BdC</li> <li>✓ Capacity to make easier and support a deep and articulate exploration of the experience for the "beneficiary" of BdC</li> <li>✓ To know how to recognize "emotional words" in a biographical text or in the biographical interview</li> <li>✓ To acquire in a biographical text or interview the words that hits the center of the content</li> <li>✓ To know how to facilitate the coming out of proactive and planning dimension of the BdC beneficiary</li> <li>✓ To know how to identify the areas of strengths and development of the BdC beneficiary</li> </ul>	<p>development of BdC (the benefit is an active subject, protagonist of its competences: the biography is the fuel of the self-orientation process)</p>
<b>The psychometric dimension</b>	<p>To have sufficient knowledge of psychometric concepts for use in the BdC to allow ownership of such data by the beneficiary</p>	<ul style="list-style-type: none"> <li>✓ Psychometric tests proprieties</li> <li>✓ Different types of tests and the matching with the public, the context and the objectives of the competence balance</li> <li>✓ Different notions used to interpret tests</li> <li>✓ Basic communication techniques: positive reformulation, reframing</li> <li>✓ The principle of comfort zones</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose the good test according to the beneficiary, the context and objectives of the competence balance</li> <li>✓ Make links between each test and with the beneficiary's path, and help him to make links by himself</li> <li>✓ Notice with the beneficiary strong and important points</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose independently tests and justify it, present results autonomously</li> <li>✓ Make player the beneficiary and make possible the appropriation of tests results, in order to push him to do researches on considered professional plans in tests, so he can</li> </ul>

			<p>linked to the career plan (and/or extra-professional plan)</p> <ul style="list-style-type: none"> <li>✓ Highlight reinforcements and contradictions between tests, and between tests and observed behaviors during the interview, and investigate those points with the beneficiary</li> <li>✓ Bring the beneficiary to illustrate tests with personal situations and consequently help him to identify comfort zones</li> </ul>	<p>make his choices independently</p> <ul style="list-style-type: none"> <li>✓ Take the responsibility of his counsellor job in the using of tests (identify and put his limits in his role, respect ethics and professional secret)</li> <li>✓ Feel beneficiary's limits in the way of presenting different aspects of his personality and adapt the speech</li> <li>✓ Reformulate positively, constructively and concretely to improve beneficiary's self-knowledge and self-confidence</li> <li>✓ Flexibility in thinking (adaptability, flexibility, improvisation skills)</li> </ul>
<b>Competence portfolio</b>	<p>To provide the learner with solid methodological basics for the use of the competence portfolio with different techniques and approaches for documenting knowledge, skills and competences</p>	<ul style="list-style-type: none"> <li>✓ Know the main parts of the portfolio</li> <li>✓ Understand the notion of "competence" according to European/national definition</li> <li>✓ Know possible sources of evidence of competences</li> <li>✓ Know relevant national or European occupational standards</li> <li>✓ Know the pedagogical objectives of the portfolio module in BdC process</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to lead a behavioural interview</li> <li>✓ Are able to lead individual and group activities for identification and documentation of competences</li> <li>✓ Are able to adapt the documentation approach to different target groups (e.g. low-skilled) and to foster</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can lead the beneficiary in the process of establishing or developing his own portfolio in a way that is appropriate to his level of skills and abilities</li> </ul>

			lifelong usage of the portfolio	
<b>Observation procedure</b>		<ul style="list-style-type: none"> <li>✓ Can describe the nature and the benefit of the observation procedure</li> <li>✓ Know what demands are placed on tasks</li> <li>✓ Know typical observation criteria and will appoint typical behaviours</li> <li>✓ Know important design criteria for observation sheets</li> <li>✓ Know which aspects are important and to consider when implementing the method</li> <li>✓ Know the quality requirements of the observer</li> <li>✓ know typical resistances of clients</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to create appropriate tasks and to use</li> <li>✓ Are assigned typical observable behaviours capable selected observation criteria</li> <li>✓ Can carry out the method successfully</li> <li>✓ Are able to consistently implement the quality requirements of the observer</li> <li>✓ Are able to deal with possible resistance by the client</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assign the method in the various methods of the BdC correctly and uses their benefits</li> <li>✓ Are capable of purposeful use of the method in the context of BdC</li> <li>✓ Are able to comply the quality requirements of the method consistently and to implement these</li> </ul>
<b>Conclusion phase and final report</b>	To allow to familiarize himself with the structure and the content of the final report, as well as with some common pitfalls and possible mistakes when preparing it in conformity with the FECBOP quality criteria	<ul style="list-style-type: none"> <li>✓ Know the sources of different information contained in the final report</li> <li>✓ Know and applies the rules of transmission of the final report required by the FECBOP quality criteria and of an eventual alternative document in case of a transmission of outcomes to a third party</li> <li>✓ Understand the principles of the active co-creation of the final report between the beneficiary and the counsellor</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to synthesise the information in the final report in a way that is appropriate and understandable to specific target groups</li> <li>✓ Are able to formulate and designs questions, techniques and methods for promoting and verifying the appropriation of the information in the final report by the beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are able to write independently a final report after every BdC (with different target groups) that contains the necessary parts defined by the FECBOP quality standard, is understandable by the beneficiaries</li> </ul>
<b>Module 3. Supervision, monitoring and final examination</b>	<b>To allow for the practical use of all the tools and methods by the learner,</b>			



	<b>under guidance and supervision of the trainer</b>			
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## Description of the learning units based on ECVET system

Based on the ECVET rules, the specifications for a learning unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

Proposed model for the description of the learning units in the COMPCERT project is the following:

<b>LEARNING UNIT N. xxx: Title</b>		<b>Duration: xxx hours</b>
<i>Reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level</i>		<b>Professional guidance counselor</b>
<b>Learning outcomes</b>		
TRAINING OBJECTIVES xxx Knowledge: - xxx - ... Skills: - xxx - ... Competence: - xxx - ...		
<b>Needed material</b>		
- Xxx - ...		
<b>Course of the learning unit</b>		
<i>Description of the sequence</i>		Time
SEQUENCE 1: - ...		xxx hours
SEQUENCE 2: - ...		xxx hours
SEQUENCE ...: - ...		xxx hours
<b>Didactic methods</b>		
- ...		
<b>Assessment of learning outcomes</b>		
- ...		



## Conclusions and suggestions for the certification of the training course

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The training course designed under the COMPCERT project is likely to be promoted in the two different learning contexts: formal and non-formal.

In the formal sector, it can be promoted by the University through the third Mission (lifelong learning) indicated by the "Bologna Process" with the organization of advanced training courses or improvement training.

The curriculum of CompCert, remaining in the university, may also be part (10 credits), of the curriculum of any first level Master's degree in "adults guidance with specialization in Competence Balance" (Foreseen credits for a university Master are 60). In this case could be possible to get a formal certification at the end of the course, with its relative recognition of credits.

Even the non-university training institutions can promote the course here designed. In this case, credits can be recognized if the proponent institution is enabled in different national contexts to the release of credits, otherwise, requires the participation of universities or other authorized bodies to the recognition and certification of competencies acquired in non-formal contexts.

Generally, in non-formal learning context, the training model designed and promoted by CompCert can be realized by all the educational organizations that promote activities in guidance and lifelong learning.

Notwithstanding that, only in the formal learning context can certificate credits.

However it's important, to emphasize that the training program developed by CompCert has all the characteristics and the conditions necessary for its recognition in the formal sector, in accordance with the provisions of the ECVET system, even if it could be made in a non-formal context. In this case, after approval by the authorized institutions for the recognition and certification of skills acquired.

The partnership has worked on the design of the course having this constant reference.

The COMPCERT project and the proposed training model, which is its main result, are born and developed in harmony with the FECBOP – European Federation of Centres of Career Guidance and Bilan de Compétences (FECBOP – Fédération européenne des Centres de bilan et d'orientation professionnelle), because all the partners of the project are part of the FECBOP itself.

It is hoped that the adoption of such model could be formally recognized and adopted by the Federation and that, at the end of the training activities, it could release a special final certificate to the Balance Counselor trained under the CompCert project, stating the duration and expertise



acquired declined in knowledge, skills and competencies, because the curriculum is designed accordingly to shared criteria.

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## Webligraphy

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[https://ec.europa.eu/ploteus/search/site?f\[0\]=im field entity type%3A97#](https://ec.europa.eu/ploteus/search/site?f[0]=im field entity type%3A97#)

Learning Opportunities and Qualifications in Europe. Information about courses, work-based learning and qualifications. Information on the EQF, NQF's.

<http://www.cedefop.europa.eu/it/events-and-projects/projects/european-qualifications-framework>

CEDEFOP - European Qualifications Framework. Information on European Qualifications Framework.



## Attachment 1. 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. From the ANNEX II of the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning:

		Knowledge	Skills	Competence
		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 EQF, competence is described in terms of responsibility and autonomy.
Level 1	The learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> <li>basic general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>work or study under direct supervision in a structured context</li> </ul>
Level 2	The learning outcomes relevant to Level 2 are	<ul style="list-style-type: none"> <li>basic factual knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>work or study under supervision with some autonomy</li> </ul>
Level 3	The learning outcomes relevant to Level 3 are	<ul style="list-style-type: none"> <li>knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for completion of tasks in work or study</li> <li>adapt own behaviour to circumstances in solving problems</li> </ul>
Level 4	The learning outcomes relevant to Level 4 are	<ul style="list-style-type: none"> <li>factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> </ul>

				<ul style="list-style-type: none"> <li>supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>
Level 5*	The learning outcomes relevant to Level 5 are	<ul style="list-style-type: none"> <li>comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</li> </ul>	<ul style="list-style-type: none"> <li>exercise management and supervision in contexts of work or study activities where there is unpredictable change</li> <li>review and develop performance of self and others</li> </ul>
Level 6**	The learning outcomes relevant to Level 6 are	<ul style="list-style-type: none"> <li>advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> </ul>	<ul style="list-style-type: none"> <li>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</li> <li>take responsibility for managing professional development of individuals and groups</li> </ul>
Level 7***	The learning outcomes relevant to Level 7 are	<ul style="list-style-type: none"> <li>highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</li> <li>critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>	<ul style="list-style-type: none"> <li>specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</li> </ul>	<ul style="list-style-type: none"> <li>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</li> <li>take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</li> </ul>
Level 8****	The learning outcomes relevant to Level 8 are	<ul style="list-style-type: none"> <li>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li> </ul>	<ul style="list-style-type: none"> <li>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</li> </ul>

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

\* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

\*\* The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

\*\*\* The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their



meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

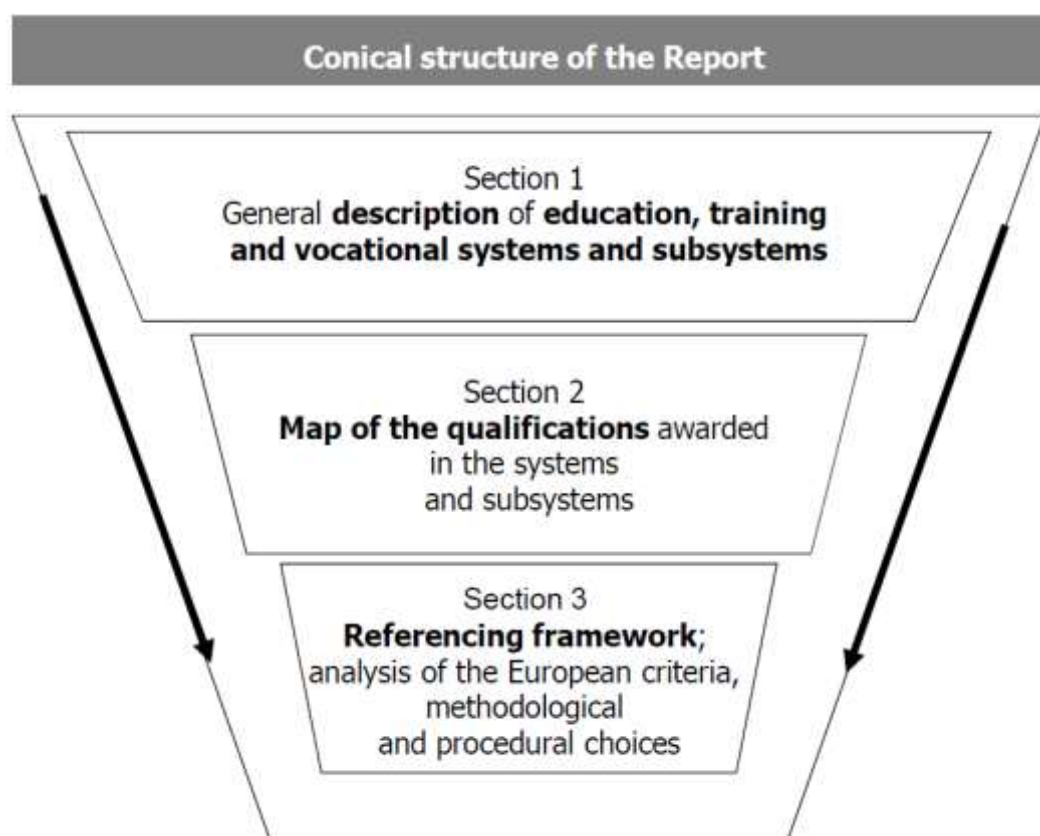
\*\*\*\* The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

## Attachment 2. An example of referencing to the EQF: the Italian case

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FIRST ITALIAN REFERENCING REPORT TO THE EUROPEAN QUALIFICATIONS FRAMEWORK - EQF -  
Adopted on December 20th, 2012

This Report describes the Italian Referencing process to the EQF, as required by the Recommendation of April 23rd 2008 of the European Commission. The Report, elaborated by a technical team of experts, is the result of close cooperation with the Regions, namely with their Technical Coordination Group, and social partners.



From SECTION 4 – DESCRIPTIVE TABLES OF THE QUALIFICATIONS

EQF LEVEL	Certificate/Qualification	Awarded by
6	<b>Laurea (Bachelor's Degree )</b>	<b>MIUR</b>

<b>Acquisition pathway</b>	<p>This qualification is awarded at the end of a three-year bachelor's degree course aimed at providing the student with adequate mastery of general scientific methods and knowledge, even when oriented towards the acquisition of specific professional knowledge. It can also be awarded at the end of Higher Education apprenticeship pathways. Access to bachelor's degree courses is allowed to those who have a <i>Diploma di istruzione secondaria superiore</i> (Upper secondary education diploma) or any other equivalent certificate awarded abroad. The <i>Laurea</i> (Bachelor's degree) enables admission to: <i>Laurea magistrale</i> (Master's degree), <i>Master di primo livello</i> (First-level master), <i>Diploma accademico di secondo livello</i> (Second-level academic diploma), postgraduate specialization diploma, postgraduate course or master</p>
<b>Learning Outcomes (LOs) Description</b>	<p>The latest reform (Decree dated October 22<sup>nd</sup> 2004, No. 270) established the creation of two training pathways: the <i>Laurea</i> (bachelor's degree) and the <i>Laurea magistrale</i> (master's degree); however, the <i>laurea a ciclo unico</i> combined bachelor can still be accessed. Cycles are represented on the basis of the Dublin's Descriptors endorsed in the EHEA Framework<sup>37</sup> (knowledge and understanding; applying knowledge and understanding; making judgements; communication skills; learning skills).</p> <p>The latest regulations concerning bachelor's degree courses are oriented towards an approach that includes descriptors in terms of LOs, whilst the training offer concerning masters, specialization diplomas and research doctorates is more heterogeneous.</p> <p>The "Guidelines for the definition of new didactic plans for designing first and second-level training courses" by MIUR highlight the need to improve the quality of Higher Education pathways and make them consistent with the European framework in the light of the Bologna Process.</p> <p>At present, all Italian universities are redefining their bachelor's degree courses by applying a common format (RaD DM 270, Ministerial Decree No. 270 on university courses design) which requires the expected LOs to be explicitly identified and expressed in terms of European descriptors for qualifications (Ministerial Decree dated March 16<sup>th</sup> 2007, art. 3, paragraph 7). The Ministry of Education, University and Research, in cooperation with Cineca (Consortium of Universities), has already prepared a online search service of universities and university degrees, whose courses are presented in terms of LOs and expressed in terms of European descriptors for qualifications (<a href="http://cercauniversita.cineca.it/">http://cercauniversita.cineca.it/</a>).</p> <p>Hereinafter is a description of the first-cycle education based on Dublin Descriptors endorsed in the EHEA Framework with its related qualification; following, is the formal correspondence between descriptors 6 of the EQF and the "Framework for Qualifications of the European Higher Education Area agreed by the Ministers responsible for Higher Education their meeting in Bergen in May 2005 in the framework of the Bologna process":</p>

Cycle Description based on Dublin Descriptors and related qualification	
Cycle	Qualification
<p>First Cycle</p> <p>Final first-cycle qualification can be awarded to the students who:</p> <ul style="list-style-type: none"> <li>● have demonstrated understanding and abilities in a post-secondary application field and use advanced course books and knowledge of innovative topics in their area of study;</li> <li>● are able to apply their knowledge and understanding in order to demonstrate a professional approach to a professional activity, have acquired adequate competencies to design and support arguments as well as to solve problems in their area of study;</li> <li>● are able to collect and interpret data (usually in their area of study) considered as useful to make a judgment on various topics, including social, scientific or ethical issues;</li> <li>● are able to communicate information, ideas, problems and solutions to specialized and non-specialized interlocutors;</li> <li>● have developed the learning abilities to proceed to further studies with a high degree of autonomy</li> </ul>	<p><i>Laurea</i> (Bachelor's degree)</p> <p>This qualification is awarded as a result of a bachelor's degree course, whose aim is to provide the student with adequate mastery of general methods and scientific contents, even in case the degree is oriented towards the acquisition of specific professional competencies.</p> <p>Terms of admission: upper secondary school qualification or equivalent foreign certification. Credits: 180</p> <p>Duration: 3 years</p> <p>A <i>Laurea</i> (Bachelor's degree) allows access to: <i>Laurea magistrale</i> (master's degree); <i>Master universitario di primo livello</i> (First-level university master); <i>Diploma accademico di secondo livello</i> (Second-level academic diploma); <i>Diploma accademico di specializzazione</i> (Academic specialization diploma); <i>Corso di perfezionamento o Master</i> (Higher specialization course or Master)</p>





Co-funded by the European Union

