

ENVOL:
Recognition of Transversal
& Professional competences
of the first qualification levels
of the EQF

IO1:
Method & definition
of Learning Outcome Units
at levels 1 & 2 of the EQF



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1 RECOGNITION OF TRANSVERSAL AND PROFESSIONAL COMPETENCES OF THE FIRST QUALIFICATION LEVELS OF THE EQF

1.1 PURPOSE AND DESCRIPTION

The objective of this project is to develop the positioning of learning outcomes (basic, technical and transversal competence at level 1 & 2 of the European Qualification Framework – EQF- in the training of very low-skilled adults in relation to existing systems in the different contexts of the partner countries of the project: Belgium, Italy, Portugal and Spain.

We intend to contribute to Implement the phases identified in the recommendations on the validation of non-formal learning outcomes and the European Credit System for Vocational Education and Training (ECVET) in training institutions with low-skilled and far from employment public.

The automatic or non-automatic recognition of the learning outcomes of the low skilled adults is still too weak and does not allow learners' progress to be clearly identified in terms of their autonomy, responsibility and complexity of task achievements as well as in terms of basic, technical and transversal skills.

There are still too few qualifications or certification profiles developed for levels 1 & 2, most often targeted by training organisations in Social and Professional Integration. This lack has the effect of blocking people in their progress in their training path.

The overall objective of this project is to strengthen existing mechanisms in order to increase the number of training opportunities positioned in national qualifications frameworks (in conjunction with the EQF) at levels 1 and 2.

1.2 PROJECT PARTNERS

The ENVOL project results from a partnership between four European entities:

Belgium: Actions Intégrées de Développement (AID) & Croc Espace (Associate partner) - in the quality of the project's, is a non-profit association active in the field of education with extensive experience in monitoring training projects at the level educational, financial, human and technical resource management. AID develops, with is 35 training centres for socio-professional integration in the regions Brussels and Walloon regions, teaching tools, and helps them to operationalise in their training systems.

Italy: Scuola Centrale Formazione (SCF) & CIVIFORM (Associate partner) is a is a non-profit organization that works to provide representative support and effective coordination action to all associates, with a particular interest in methodologies, evaluation, innovation and the transfer of good practices.

Portugal: Santa Casa da Misericórdia de Lisboa (SCML) is a private organization that pursues objectives of social action, provision of health care, education, and culture, and the promotion of higher quality of life, particularly for the benefit of those in greater need of protection.

Spain: CIFASA - EFAS Castilla-la Mancha y Madrid (EFAS) - The aim of CIFASA is to improve and promote the rural environment through the training of people. We offer formal vocational training courses, training courses for unemployed people, professionals and companies and compulsory secondary education.

1.3 SPECIFIC GOALS

The Envol project is a Strategic Partnership for EU Adult Education. To achieve the objective of the project, case studies will have to be carried out (Intellectual Outputs) to:

- **Output 1:**
Identify the processes and procedures by which non-formal and informal learning could be recognised at levels 1 & 2 of the EQF;
- **Output 2:**
Identify common characteristics between the case studies in order to deduce a model for positioning non-formal/informal learning outcomes on the basis of identified good practices: development of a model for positioning formative and summative evaluations of partner countries at levels 1 & 2 of the qualifications framework;
- **Output 3:**
Elaborate a User guide for the positioning model for use of training and the recognition and validation of prior learning
- **Output 4:**
Develop a policy recommendations guide to enable the implementation of the recognition / positioning of non-formal/informal learning at levels 1 & 2 of the EQF.

1.4 KEY TERMS

For this project, the working team adopted the definitions of the concepts proposed by the document [Terminology of the European education and training policy](#) in order to facilitate communication between partners and the implementation of activities.

The definition of key terms considered essential for the understanding of the ENVOL project is presented below.

Learning Outcomes - LO

The set of knowledge, skills and/or competences¹ that an individual has acquired and/or is able to demonstrate as a result of a formal, non-formal or informal learning process.

Or

A statement of what the learner knows, understands and is able to achieve at the end of an education and training process; these learning outcomes are defined in the form of knowledge, skills and competences.

Unit of Learning Outcome - LOU

Component of a qualification, consisting of a coherent set of outcomes (ECVET) knowledge, skills and competences, that can be assessed and validated;

Or

Set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. a unit can be the smallest part of a qualification that can be assessed, transferred and, possibly, certified. it can be specific to a single qualification or common to several qualifications.

¹ Competences here corresponding to the levels of autonomy and responsibility observed in the task.

Comment: the characteristics of units (content, size, total number of units composing a qualification, etc.) are defined by the competent body responsible for the qualification at the appropriate level. The definition and description of units can vary according to the qualifications system and procedures of the competent body. However, the ecVeT system proposes to provide for every unit:

- *its generic title;*
- *the knowledge, skills and competences contained in it;*
- *the criteria for assessment of the corresponding learning outcomes.*

Competence

Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Or

Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Skills

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

2 DESCRIPTORS OF EUROPEAN AND NATIONAL QUALIFICATIONS FRAMEWORKS

2.1 INTRODUCTION

The descriptors defining the levels of the EQF were developed between 2003 and 2008 and involved experts and policy-makers from all countries in the process²

Agreement on the descriptors related to knowledge and skills domains was reached at an early stage of the EQF development process but agreement on the third column was harder to reach. In the first version the term “competence” was used in place of “Responsibility and autonomy” (2017).

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

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

Source: Council of the European Union, 2017.

Portugal has drafted guidelines (understanding the NQF³) in which a more detailed and fine-tuned description of knowledge, skills, attitudes and context is provided.

In Italy, a revision of the NQF descriptors (2018) has included in the third column also a brief description of the context where the responsibility / autonomy are acted and some categories of skills that are typical of the related EQF level.

In the Envol Project we have focused on the levels 1 & 2 of the EQF/NQFs to see how we can position learning outcomes units at those levels.

We have defined a common definition of those two levels and compared our NQF level descriptors.

In the following chapters, we are giving an overview of the VET systems, prior learning recognition systems and NQF in the partner countries, with a focus on adult learners and on the lowest levels of qualifications, in order to better understand the existing mechanisms, processes and procedures related to the partners' national contexts for the recognition of prior learning.

For the countries where the VET policies are defined and administered by Regional Authorities, we're focusing our attention to specific regions that are particularly relevant for the partners or that have good practises in the design and implementation of the Regional Qualification Frameworks.

² See: <https://www.cedefop.europa.eu/en/news-and-press/news/commissions-consultation-european-qualifications-framework-eqf>.

³ Summary of Understanding the NQF: users support guide in [Portugal - European inventory on NQF 2018](#).

2.2 COMMON DEFINITION OF THE TWO FIRST LEVEL OF EQF

Level 1

At level 1 of the National Qualifications Frameworks (NQFs) and the European Qualifications Framework (EQF) the learner is expected to have basic learning outcomes. Basic learning outcomes are defined as elementary but fundamental and serve as a starting point. The learner is expected to have basic skills and to apply this knowledge to perform a limited number of simple and routine tasks following instructions. Communication and basic skills at this level are also fundamental. Tasks are completed following step-by-step instructions, so the individual is not fully responsible for their actions. The responsibility will be shared with the person leading the tasks.

Level 2

Autonomy and responsibility increases lightly but the person is still not responsible for the quality assurance aspect of the task assigned to him/her. It is the supervisor's role that gives him/her a higher degree of competence.

The EQF level 1 & 2: descriptors

Descriptors defining levels in the European Qualifications Framework (EQF)

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

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

Extract: <https://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>

3 EDUCATION SYSTEM: NQF LEVELS IN BELGIUM, ITALY, PORTUGAL & SPAIN

In this chapter, each partner has described the most important information which is useful to have a better comprehension of the actors and systems in place in their countries linked to their own context of NQF developments and the recognition of the competencies.

For more information, we invite you to consult the Cedefop website which has made recent analyses of the different developments of these systems as well as more detailed presentations of each partner country in this project:

NQF: [European inventory on NQF](#).

Validation: [European inventory on validation of non-formal and informal learning](#).

VET in Belgium: [Vocational education and training in Europe: Belgium 2018](#).

VET in Italy: [Vocational education and training in Europe: Italy 2018](#).

VET in Portugal: [Vocational education and training in Europe: Portugal 2018](#).

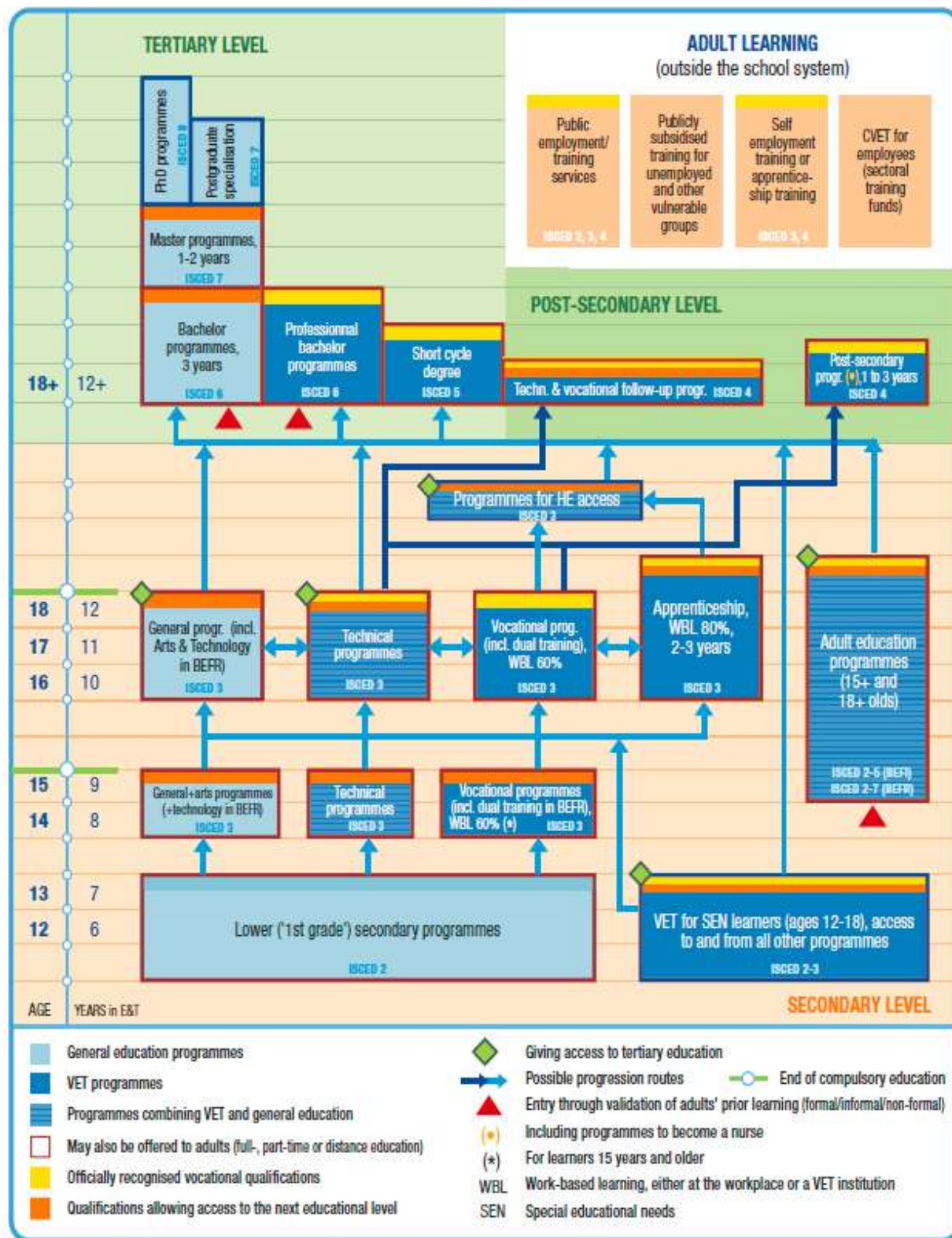
VET in Spain: [Vocational education and training in Europe: Spain 2018](#).

Compare VET in Europe: <https://www.cedefop.europa.eu/en/tools/vet-in-europe/>.

The presentations you will find for each country will be more or less developed according to the state of progress of the different systems but also according to the specificity of each context.

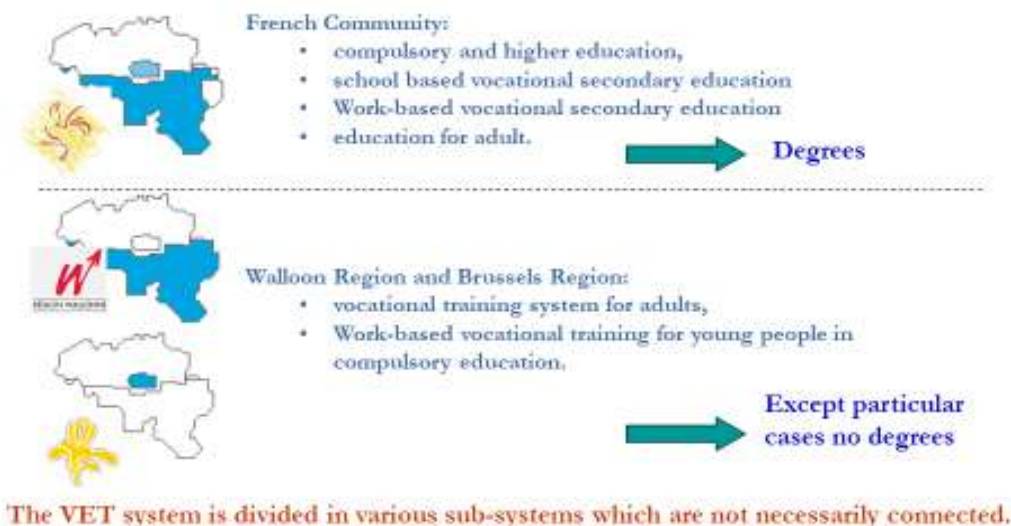
3.1 BELGIUM

3.1.1 GENERAL OVERVIEW OF THE VET SYSTEM



Source Cedefop and Refernet, Belgium

The VET sub-systems in the French speaking part of Belgium



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Education system

There are childcare facilities for children under the age of three, mainly “crèches”, contract childcare services (formerly supervised childcare providers) and municipal childcare centres.

Ordinary education is organised in four levels, corresponding to age groups. Two of these levels constitute basic education:

- Pre-school education (known as nursery education) for children from 2.5 to 6 years of age.
- Primary education for children aged six to 12.

Secondary education is for children aged 12 to 18 and over:

- Full secondary education is organised in 2-year stages. The first stage is called the observation stage, the second stage is called the orientation stage, and the third stage is called the determination stage. In addition, there are still a few schools that provide so-called “traditional” secondary education, which consists of six years divided into two three-year cycles.
- Work-linked vocational secondary education is organised for young people from the age of 15/16 (in addition, IFAPME and EFPME organise work-linked courses).

Higher education, the duration of which varies according to the course of study, is intended for young people aged 18 to 25 and over. Higher education is itself divided into university and non-university education. Non-university education may be of the short or long type. The long type is at university level.

In addition to regular full-fledged education, there are also:

- Specialised education for people with disabilities aged 3 to 21 or more, organised at nursery, primary and secondary levels;
- a reduced timetable of artistic education known as "socio-cultural promotion". This education is organised at secondary and higher (short only) levels;
- social promotion education, aimed at young people and adults who have left the school system and who feel the need to acquire new qualifications or to update their skills, but also to obtain a qualification which they did not attain during their schooling. This education is organised at secondary (including specialised) and higher (short and long) levels and, since the extension of the period of compulsory schooling, it can be aimed at 15/16 year olds who have completed their period of full-time compulsory schooling and are entering a part-time course.

Finally, outside education, there are training courses for adults:

Vocational training

In each of the Regions, there is an organisation with responsibility for implementing training policies: these are Forem, and in particular its specialised branch Forem Formation, and the Institute of French-Speaking Brussels for Vocational Training (IBFFP), generally known as Bruxelles Formation. The courses taught at Forem and Bruxelles Formation are intended to increase job-seekers' and workers' professional qualifications. Depending on requirements, they consist of either an apprenticeship or a refresher training programme, and cover a wide range of trades in a large number of sectors.

Two public operators offer training courses which are adapted to the specific requirements of the self-employed and small and medium-sized enterprises. In the Walloon Region, the training network of IFAPME, in addition to its role in initial dual vocational training (apprenticeships, company management courses, etc.), also organises continuing training for the self-employed and for small and medium-sized enterprises, with the help of the training centres. EFPME (the Training Centre for Small and Medium-Sized Enterprises) serves the Brussels-Capital Region. The training provided in the continuing training centres for the self-employed and small and medium-sized businesses aims to impart the general knowledge of professional management that is needed to carry on an independent profession that is eligible for representation at the Higher Council for Independent Professions and SMEs, or to occupy a management position in an SME involved in handicraft, commerce, intellectual professions, or provision of services. The range of training also includes training in setting up a business, accelerated management training (for those starting up or taking over a business), and a preparatory year of training as a company manager. This is targeted at young people who have the general aptitude to access training as a company manager. It aims to remedy their lack of basic professional theoretical and practical knowledge.

Forem and Bruxelles Formation

The professional training organised by the two parastatal organisations Forem and Bruxelles Formation is targeted at adults (over the age of 18) who are in the labour force (workers or job-seekers). In some cases, prior knowledge may be required before starting the course. However, there are no strict conditions in terms of qualifications for gaining admission. People with professional experience or with sufficient knowledge – as determined by the selection tests – are also eligible.

In the Walloon Region, after an application has been submitted to Forem, the decision to admit a candidate to a course is essentially based not only on the candidate's ability to follow the course and exercise the desired profession, but also on his or her motivation. Medical and psychological examinations may be required depending upon the type of training requested, especially in the secondary sector. In the Brussels-Capital Region, access conditions for training programmes offered by Bruxelles Formation are variable: previous knowledge is generally required, from simple language or calculation tests up to a university diploma, depending on the programme.

IFAPME and EFPME

The company manager's course is intended mainly for those with a qualification in a craft-based, commercial or intellectual profession who wish to improve their skills further while preparing to manage a small business. The training is open to adults who have completed their compulsory schooling and have successfully completed an apprenticeship contract, the second stage of general education or the sixth year of vocational secondary education (and have obtained the qualification certificate). If a candidate fails to satisfy the conditions in terms of previous studies or training, he or she may take an admission test. However, specific conditions are set for a number of professions.

Continuing training is intended for the self-employed and company managers.

The socio-professional integration sector (ISP)

The socio-professional integration sector (ISP) is aimed at unemployed, low-skilled job-seekers over the age of 18 in both the Walloon Region and the Brussels-Capital Region. However, the exact conditions depend on the region and the training agency.

In the Walloon Region, beneficiaries of the scheme must be registered with Forem as job-seekers. The socio-occupational integration training centers (Défis) are accessible to those who have not obtained the upper secondary education certificate, or an equivalent or higher qualification, while the on-the-job training enterprises (EFT) are accessible to those who hold neither the lower secondary education certificate, nor the second-stage secondary education certificate, nor an equivalent or higher qualification. Moreover, the EFTs can take on anyone entitled to social integration support who meets the same conditions in terms of qualifications as the job-seekers. The Walloon integrated socio-occupational integration sector also applies to:

- job-seekers who have been unemployed for at least 24 months (the long-term unemployed);
- job-seekers who have re-entered the job market after at least three years out of work (returners);
- prisoners and those who have been committed, who are due for release within two years;
- foreigners who have not been ordered to leave the country and who meet the qualification conditions.

Under certain conditions, Défis and EFT may be authorised to take on unemployed job-seekers and claimants of work incapacity benefits.

In the Brussels-Capital Region, beneficiaries of the ISP sector must not have obtained the upper secondary education certificate (CESS) or an equivalent qualification. The EFTs also have the aim of providing basic education and training within a lifelong learning perspective. Their target public is those aged 18 or over who do not hold a second-stage secondary education certificate, and who are either long-term unemployed or recipients of the minimum integration income.

3.1.2 REPERTOIRE OF QUALIFICATIONS: THE FRENCH SERVICE OF JOBS AND QUALIFICATIONS - SFMQ

WHAT IS THE SFMQ?

The SFMQ, the French-speaking service for trades and qualifications, is the result of a cooperation agreement explicitly set out in the decree of 29 October 2015 (repealing the previous agreement of 30 April 2009).

It brings people together:

- the public employment services (SPE), social interlocutors,
- all operators in the field of qualifying education, training and socio-professional integration, as well as the consortium for the validation of skills (cvdc) for French-speaking Belgium.

The objectives of the SFMQ are:

- to create job profiles that reflect the reality of the actual exercise of the different professions (developed in the "COREF");
- to create training profiles that correspond to the job profiles and thus ensure that the training provided is consistent with the needs of the world of work (developed in the "COPROFOR");
- to provide education and training operators (e.g.) with common training profiles and to enable mobility between e.g. by ensuring that learners' prior learning is taken into account and thus by encouraging their mobility;
- to establish the link between the profiles and the structures of public employment services and to improve the visibility of the systems of qualifying education, training, validation of competences and job offers;
- to have common references and language for all partners: social partners, s.p.e., vocational education and training, validation of competences.

What is a « Grappe métiers » (trades cluster) for the SFMQ?

For the S.F.M.Q., a trades cluster brings together trades that are linked by the same type of production and services.

The objective of a trades cluster is to situate the trade within a broader vision of the sector of activity, i.e. :

- specify the scope of a trade in relation to neighbouring trades, identify intersections or inclusions among several trades.
- prioritize the trades within this tree structure.
- identify an area of professional mobility - anticipate training pathways.
- to ensure the attachment to the structure of ROME v3 (ROME v3 = Répertoire Opérationnel des Métiers et des emplois, version 3).

The "COREF"⁴ trade cluster documents are scalable. Indeed,

- on the one hand, depending on the progress of the work of the various COREFs relating to the different trades in the cluster, definitions of trades, trade boundaries, etc. may need to be adapted;
- on the other hand, additional trades may be added, some trades may be suppressed, others may be cross-industry in approach ...

⁴ COREF = "Commission des référentiels métiers". The organ into the SFMQ who develop the Job Profiles and the "grappes métier" (trades clusters)

3.1.3 BELGIAN VALIDATION OF COMPETENCES SYSTEM

The « Consortium for the validation of competences » (CDVC) for the validation of non formal and informal learning outcomes:

All governments in the French-speaking part of the country (the French Community, the Walloon Region and the French Community Commission of the Brussels-Capital Region) have introduced a skills validation scheme. Its aim is to enable over-18s to gain recognition for skills acquired through work experience, vocational training and life experience.

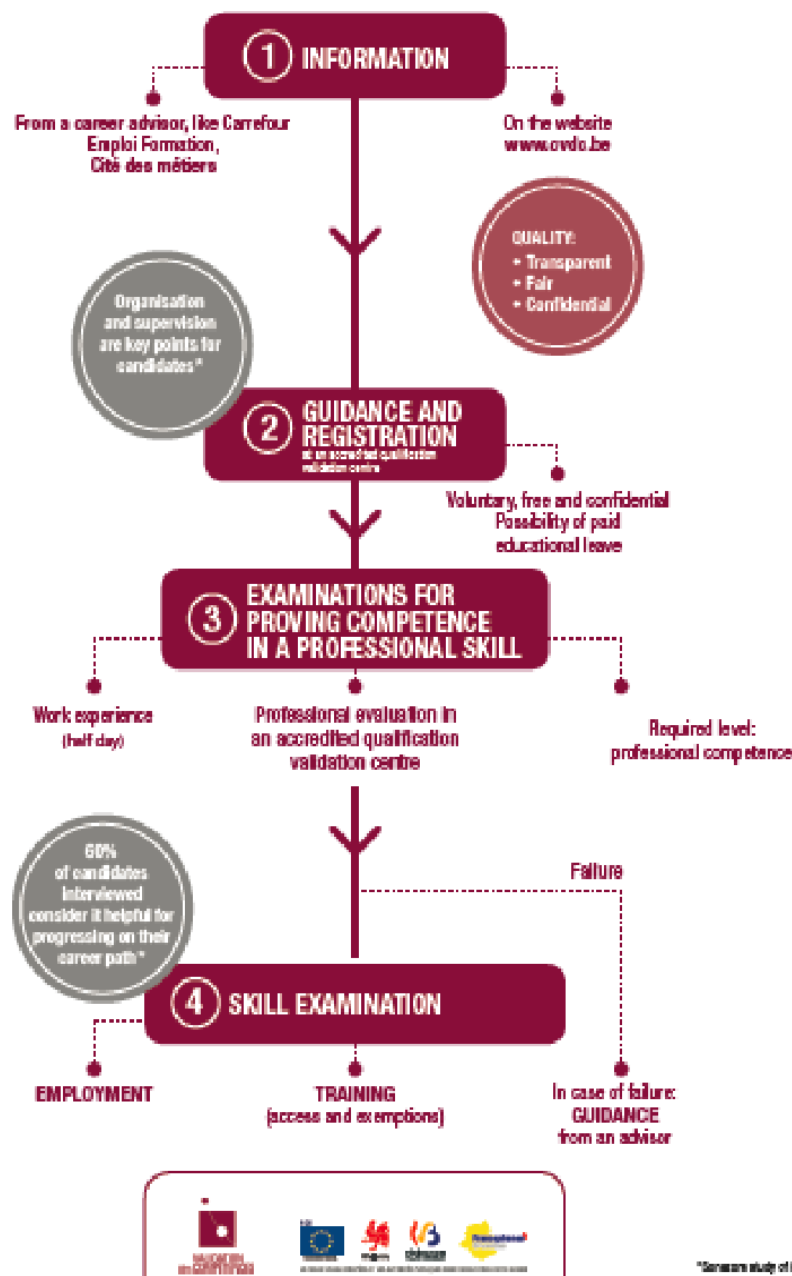
A consortium consisting of representatives of Forem Formation, Bruxelles Formation, IFAPME, EFPME and social advancement education is responsible for issuing skills certificates. The social partners contribute to the design and running of the scheme.

When someone successfully passes a validation test, they therefore receive a 'skills certificate' which attests to their mastery of part or all of a profession (macro-competence). This skills certificate is a legal document, recognised by the three Belgian French-speaking governments, but it has no effects in law like the school certificate, because it can be issued by other operators than those in education. Two to five skills certificates correspond to a profession: for example, the profession of call centre operator is divided into two skills units, giving rise to two corresponding certificates (managing incoming contacts and managing outgoing contacts). To prepare for and take skills validation examinations, workers are entitled to paid educational leave.

In 2020, skills certificates relating to more than 50 professions are available, in 13 activity sectors (administrative, food; automotive; chemicals; construction; culture; electricity; IT; non-profit; green industry; personal care; technologies and industries, transport and logistics), in numerous validation centres.

4 STEPS TO ACQUIRING A SKILL CERTIFICATE

Who is it for? For those aged 18 and over
Aim? To obtain official proof of professional skills.



Extract cdvc.be: "Panneaux didactiques (étapes, guidance, épreuve, avantages candidats et entreprise, qualité) - [In english](#)

SKILL EXAMINATION



② PRE-EXAMINATION INSTRUCTIONS AND PRACTICAL INFORMATION

- Verbally in French
- The skills that will be tested
- The assessment criteria for the candidate, as well as assessment level examples
- Evaluator and observer roles during the test
- Practical information (food, toilets, emergency exits, mobile phones, etc.)

EXAMINATIONS FOR PROVING COMPETENCE IN THE SKILL

- Recreated professional situations
- Individual
- Duration: around half a day

EVALUATION

- Objective evaluation, based on evaluation grid criteria, and assessed by the evaluator and the observer
- External observer – professional expert
- Identical for all approved accredited validation centres -> guaranteed fairness

③ DELIBERATION

- Jury Composition: professionals (head of the centre, evaluator, observer)
- Objective: decision regarding completion of the examination, based on the evaluation grid and observations made during the examination, to determine if the candidate was successful or unsuccessful
- Required level: professional competence



*Source: study of Impact 2012

Extract cdvc.be: “Panneaux didactiques (étapes, guidance, épreuve, avantages candidats et entreprise, qualité) - [In english](#)

3.1.4 BELGIAN NQF LEVELS DESCRIPTORS 1 & 2⁵

“Le Cadre Francophone des Certifications” - NQF :

“Le Cadre Francophone des Certifications” is the National Qualification Framework for the Wallonia-Brussels area (French-speaking Belgium) created in 2015⁶. Since 2009, there has been a Flemish Framework and a draft German-speaking Framework since 2013⁷.

The French-speaking framework has the same structure as the European Qualifications Framework, i.e. 8 levels and two inputs (education qualifications and vocational qualifications).

The qualifications of public education and public vocational training operators will be positioned in the NQF if they meet a coherent set of competences leading to employment in a given professional sector and endorsed at the SFMQ level.

Public vocational training and education operators are recognised by a competent authority which gives them access to requests for the positioning of their qualifications.

In the context of training offered by private non-market operators, this access is not recognised and does not allow the training certificates issued to be positioned. These training actors are considered as delivering non-formal training⁸.

Belgium (French Community)

Main NQF level descriptor elements in Belgium (French Community)

Level descriptor elements	
Knowledge Skills	Context Autonomy Responsibility

Descriptors for levels 1 to 8

	Knowledge, skills	Context, autonomy and responsibility
Level 1	Knowledge, know-how, behavioural know-how not referenced to a specific field of work or study, enabling the performance of simple and repetitive tasks in the reproduction of simple processes.	Acting under direct supervision within a structured and defined context that is part of a non-specific work environment and/or field of study.
Level 2	Basic knowledge, know-how, behavioural know-how within a specific field of work or study enabling the performance of a set of tasks with no requirement to choose the methods/tools/equipment, in the application of simple and standard processes.	Acting under supervision in known and defined situations relating to a specific field of work or study, with a degree of responsibility limited to the execution of tasks.

⁵ For more detailed information see: [Belgium - European inventory on NQF 2018](#).

⁶ [Accord De Cooperation du 26/02/2015 entre la communauté française, la région wallonne et la commission communautaire française concernant la création et la gestion d'un cadre francophone des certifications, en abrégé r c f c r](#).

⁷ Belgium is characterised by different levels of power: federal, regional, community, provincial and municipal. The levels of power concerned by the EQF are the regions (Flanders, Wallonia, Brussels-Capital Region), which are competent in particular for vocational training. Therefore, Belgium has three frameworks: a Flemish Qualifications Framework, a French-speaking Qualifications Framework (NQF) and a German-speaking Qualifications Framework.

⁸ <https://www.interfed.be/publications/les-cahiers-de-linterfed/>.

3.1.5 BELGIAN QUALIFICATIONS AT LEVEL 1 & 2

The positioning of the qualifications in Belgium is in progress, today (20/02/2020) they are 9 qualifications at level 2 of the french speaking area of the NQF and none at level 1 :

6 qualifications at level 2 for vocational training

3 qualifications at level 2 for education

Denomination of the attestation/certification : L2	VOCATIONAL TRAINING or Validation of competencies*	EDUCATION
Title of competencies for the show technical auxiliary (Consortium for the validation of competences-CDVC , for recognition of competencies acquired in a non or informal way) ⁹	Transporting and placing show equipment*	
Title of competences for the show technical auxiliary - CDVC (for recognition of competences acquired in a non or informal way) ¹⁰	Wiring show equipment and making basic repairs*	
Title of competencies for the gravedigger's trade - CDVC (for recognition of competences acquired in a non or informal way) ¹¹	To perform gravedigging and general cemetery maintenance work in collaboration with the administrative services*	
Certificate of skills - IFAPME-SFPME	Food Industry Production Operator	
Certificate of Specific Qualification (CQS) - Specialized and Work-linked Education		Food Industry Production Operator

⁹ Attention: all the titles of competences acquired for the profession do not automatically entitle the holder to the diploma awarded in education.

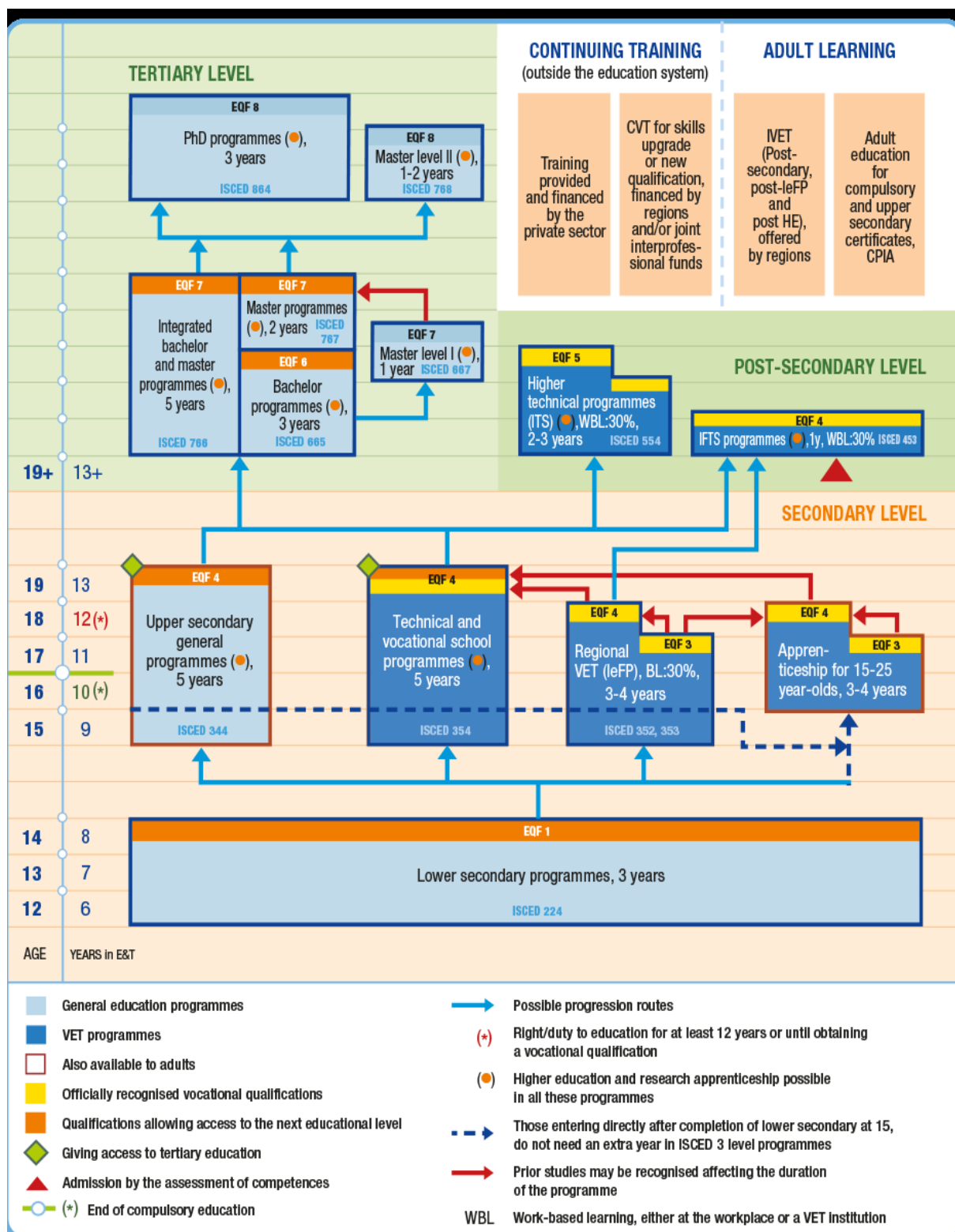
¹⁰ Idem.

¹¹ Idem.

Denomination of the attestation/certification : L2	VOCATIONAL TRAINING or Validation of competencies*	EDUCATION
Certificate of Special Qualification (CQS) - <i>Specialised and Work-linked Education</i>		Food Manufacturing Agent
Certificate of skills - <i>Le Forem</i>	production operator in the food industry	
Certificate of Qualification - <i>Education</i>		Electrician
Apprenticeship Certificate - <i>IFAPME-SFPME</i>	Food Manufacturing Agent	

3.2 ITALY

3.2.1 GENERAL OVERVIEW OF THE VOCATIONAL AND EDUCATIONAL TRAINING SYSTEM



Source: Cedefop, in cooperation with ReferNet Italy.

Education and training system

The Italian education and training system is divided into:

- **Pre-primary school** (ages 3 to 5), non-compulsory, lasting 3 years;
- **First cycle of education**, divided into **Primary School** (5 years) and **Lower Secondary school** (3 years);
- Second cycle of education, including **Upper Secondary school** (5 years) and **Vocational Education and Training** (IeFP - 3 or 4 years);
- **Higher education**, made up of **University** education, **Higher Level Arts and Music Education** (AFAM) and **Higher Technical Education** (ITS).

Full-time education is **compulsory and free** for 10 years for all children between usually 6 and 16.

It includes the **first cycle and two years in the second cycle**.

The current educational law provides that young people must accomplish their **right/duty to education** for at least **12 years** or until they obtain a **vocational qualification by the age of 18**.

So, once completed compulsory schooling, young people must go on with the **second cycle of the education and training system**.

The Italian training provision also offers the following opportunities:

- **Post-secondary non-tertiary VET** (IFTS: **Higher Technical Education and Training** pathways, 'second-level' vocational training courses: post-upper secondary and post-higher education initial vocational training)
- **Apprenticeship**¹²;
- **Adult education**;
- **Lifelong training**;
- **Continuous training**.

As to the **governance** of the system:

- The State has exclusive competence for the definition of general provisions in the field of **education**¹³. The responsibility of the **education system** falls under the scope of action of the **Ministry of Education and Research (MIUR)** that operates at central level, while **Regional and Provincial Education Offices** operate at the local level. The **Ministry of Labour and Social Policies** defines and guarantees the essential levels of performance of vocational training (IeFP).
- **Regions** have **exclusive competence** in the field of **vocational training**, including the IeFP courses (**secondary level VET for the fulfilment of the right/duty to education and training**), in compliance with the essential levels defined by the State. In the field of vocational training, Regions define the training provision in cooperation with social partners.

The Permanent Conference for the relations among the State, the Regions and the Autonomous Provinces of Trento and Bolzano is the "privileged forum" for the political negotiation between central Administrations and regional autonomies.

The unanimous Agreement represents the instrument through which Government, Regions and Autonomous Provinces coordinate their competencies and shared activities in the name of fair cooperation.

¹² With the exception of "Work-oriented apprenticeship".

¹³ Constitutional Law no. 3 of 2001.

FOCUS ON THE ITALIAN VET SYSTEM

To restrict the field of interest to the Italian VET system only, it can be divided into 4 areas:

- the initial vocational training and the right-duty to attend school for young people who have to enter the labour market;
- higher technical training (post-secondary school (ITS, IFTS, post-upper secondary and post-higher education initial vocational training);
- continuous vocational training for workers who want to improve their skills or for adults who seek to retrain for a new job;
- lifelong-learning includes any learning activity which is not necessarily aimed at work and which lasts for a lifetime.

Initial Vocational Training and the Right-Duty to attend Education/Training

The Initial vocational training is aimed at young people who want to enter the labour market without having to attend long school courses.

In Italy, these are Vocational Education and Training (IVET) courses, provided by VET Centers, foreseen by a National Law 53 28 March 2003 and the subsequent legislative decree n. 226 17 October 2005 and which provide for a three-year period of study with a prevalence of specialist practical subjects in the sector aimed at achieving a vocational qualification.

The IVET courses are aimed at issuing a vocational qualification certificate (at the end of the third year).

Upon attending a 4th year of IVET training, young people can attain a vocational diploma corresponding, respectively, to the third and fourth level of the Recommendation of the European Parliament and of the Council of 23 April 2008 which constitutes the European Qualification Framework for lifelong learning.

These qualifications are valid and can be used in the whole National territory, as they refer to common standards agreed by all Italian Regions and between the Region and the Italian Government. As these certificate referee to the European Qualification Framework they can be used also in the European Union.

Moreover, these courses allow the fulfilment of the compulsory education and the fulfilment of the right/duty to attend VET courses foreseen by the current legislation in Italy.

According to the Italian legislation, VET regulation (within a common national framework and standards as above described) is in charge of Regional Authorities.

Focus on IVET in FRIULI VENEZIA GIULIA

In Friuli Venezia Giulia, courses are designed and developed according to the methods/agreements set out in the document "Guidelines for the organisation of VET courses – Regional standards" (the last version was approved with the Regional Council resolution no. 1553 of 22 August 2017). Analogous regulations are issued by all Italian regions for their territory.

These courses refer to professions/jobs recognised at National level and Regional profile defined in the "Repertoire of regional qualifications – Repertoire of professional profiles".

In Friuli Venezia Giulia Region, the IVET courses are carried out by EFFEPI, which is a Temporary Association of Vocational Training Centres accredited by the FVG Region. It guarantees the planning and implementation of the three/four-year courses related to the aforementioned Repertoire throughout the regional territory.

Higher technical training

Higher technical training is a specialised training program/curriculum aimed at facilitating young people's access to the labour market and the re-qualification of employed and non-employed adults, providing them with high level technical and vocational skills related to specific economic and vocational areas.

The higher technical training aimed at satisfying job needs of the territory and provides two different training alternatives, both of them foreseeing internship:

- "One-year IFTS Courses" (High Technical and Vocational training): through them, people can gain a professional/vocational specialization related to the 4th EQF level with;
- "Two/Three-year ITS courses": through them, people/students can obtain the 5th EQF level that offer non-academic higher education in vocational areas that are strategic for the development of the territory. Access to ITS requires a high school diploma.

Continuous Training

Continuing vocational training improves the level of qualification and vocational skills of employed adults and it is usually requested by companies. For their own employees, companies may choose to join one of the National interprofessional joint funds for continuing training, whose resources come from the contributions paid by companies for compulsory insurance against involuntary unemployment. The Joint Inter-professional Funds should be authorized, monitored and supervised by the Ministry of Labour and Social Policies.

Lifelong Training

Lifelong training includes various typologies of training which enhance knowledge, skills, competences for professional and personal growth:

- Formal: pathways/programs to public education and training provision;
- Non-formal: learning pathways that do not give rise to official qualifications or diplomas;
- Informal: all different typologies of learning acquired in everyday life situations, in the context of work, family and leisure.

Lifelong learning programs accredited/recognised/financed by the Regions are other programs funded by the ESF (European Social Fund) or other financial tools that can be different from one year to the other.

Focus on Lifelong Learning in Friuli Venezia Giulia

In Friuli Venezia Giulia, one of the most important tools to access to funded Lifelong learning is the INTEGRATED PLAN OF POLICIES FOR EMPLOYMENT AND WORK – called with the acronym "Pipol". This Plan is composed of the following two parts: Youth Guarantee (for young people up to 29 years old) and "Progetto Occupabilità" (for the unemployed or suspended from work) and provides different typologies of training:

- Youth Guarantee-Garanzia Giovani (target NEET):
 - A. Vocational qualification aimed at job inclusion: courses lasting between 500 and 1200 hours aimed at gaining a vocational qualification.
 - B. "The catalogue of vocational courses": vocational training courses between 100 and 500 hours with or without internships aimed at strengthening skills
 - C. "Tailor made company – courses": to meet the specific needs of one or more companies
 - D. Catalogue of training courses for the orientation/career guidance and development of soft skills, languages and IT skills,
 - E. Extracurricular traineeships (intra-regional or inter-regional in Italy): internships to promote on the job training

- Employability project “Progetto Occupabilità” (target: unemployed or suspended from their job and excluded from Youth Guarantee)

A. It provides the same actions/training opportunities as Youth Guarantee with the only difference that the traineeships can only be carried out in the regional territory.

The PIPOL Plan/program also includes a reception service, or a career guidance service and activities aimed at validation of the competences that can be acquired in formal, non-formal and informal contexts. This latter service should indicate training credits for the enrolment in specific training courses.

The offer of PIPOL Plan/program is included in a specific catalogue:

<https://www.pipol.fvg.it/PIPOL/Catalogo/>.

The Friuli Venezia Giulia Region adopted “The regional guidelines for the identification, validation and certification of skills” in accordance to the principle that “each person has the right to use appropriate support for the recognition and enhancement of skills acquired in any formal, informal and non-formal context” provided by Law 92/2012.

This is a “single and unitary” Regional Certification System shaped as “service to person” provided through advisory and individual assistance activities.

3.2.2 REPERTOIRE OF QUALIFICATION: THE MODEL OF PROFESSIONAL PROFILES DESCRIPTION IN FRIULI VENEZIA GIULIA

Regional Professional Qualifiers (RPQ)

The Repertoire identifies for each professional economic sector the set of skills that are considered useful for the regional productive context. Those competences are named Regional Professional Qualifier. The Qualifiers are described through the template in the scheme below (es. “Production of artisan pastry products”), which includes the following descriptive elements: title, code, EQF level, description of the competence, list of base knowledge and essential skills.

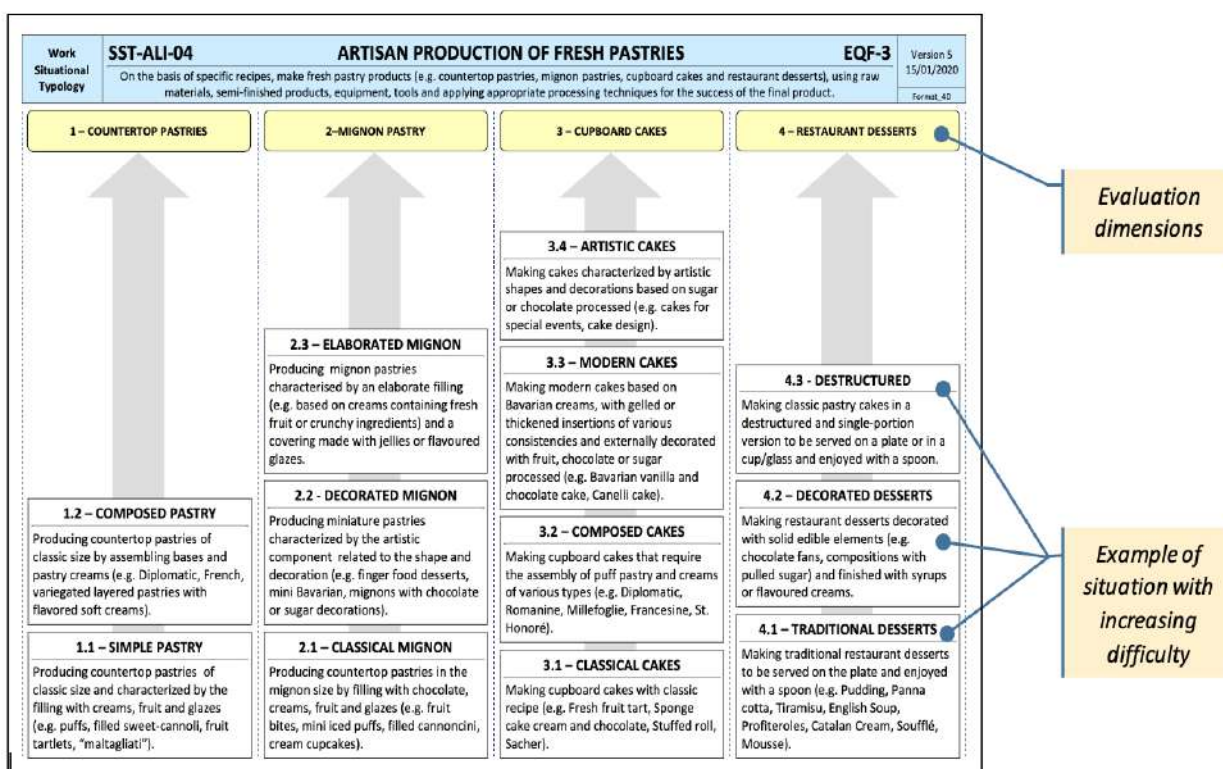
+	QPR-ALI-04 Artisan production of fresh pastries	EQF 3	Competence Reference
	Description of regional professional qualifier		
	Accordingly to the daily production plan and the guidelines of each specific recipes, <u>the worker</u> is able to make handmade dry sweet and savoury confectionery (for example mignon pastry, countertop pastry, decorated canapés, cupboard cakes, spoon dessert)		Competence Description
	Knowledge	Skills	
	<ul style="list-style-type: none"> • Historical contents related to the Italian pastry tradition • Managing of the pastry laboratory • Commodities • Characteristics and specificity of the different fresh confectionery artisan products • Main food intolerances and allergies • Balancing criteria (ingredients, quantities, calories) to prepare pastry recipes • Processing and assembly of raw materials and semi-finished products for the production of pastry products • Decoration and cake design techniques • Techniques for the preservation of pastry product • Hygiene and food safety standards 	<ul style="list-style-type: none"> • Organise the specific work/activities for the different phases foreseen by the production plan • Choose and dose the raw and semi-finished materials needed for the specific sweet and savoury preparations • Producing classic and composed countertop pastries • Producing filled and decorated mignon pastries • Making classic and assembled cupboard cakes • Making desserts for restaurant • Decorating the different fresh pastry products • Set up the trays of pastries and pack the artisan sweets to sale • Clean and sanitize spaces and equipment 	Competence Elements

Work Situational Typologies (WST) Framework

To each RPQ (Regional Professional Qualificator) corresponds a “Work Situational Typologies” (WST) framework.

The purpose of this framework is to make the description of the competence more “usable”:

- in the definition of the Regional professional profile (RPP);
- in the management of the training pathways (training project design, didactical planning, learning assessment);
- in the implementation of the process of recognition, validation and certification of the competence itself.

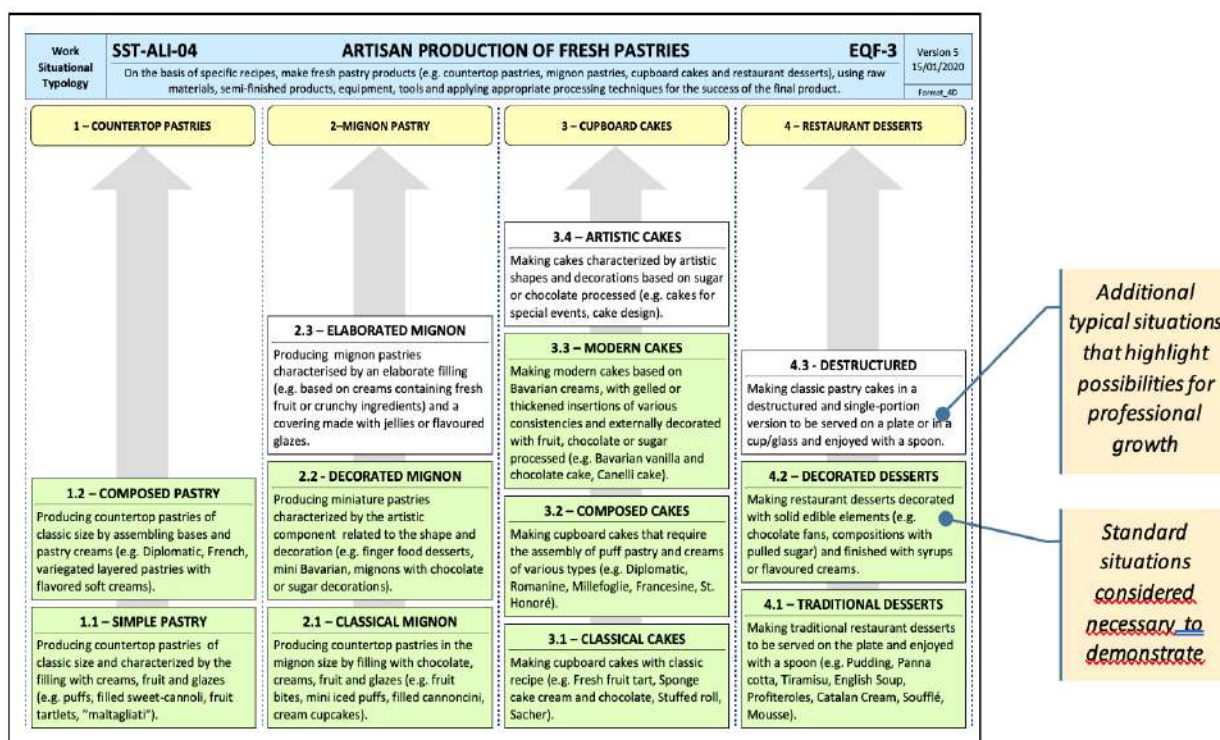


The Work Situational Typologies (WST) Frameworks are characterised by the following elements:

- The **assessment dimensions** (columns) which classify the different types of results related to the execution of the different specific tasks of the competence to which the framework refers; this in terms of products (or services) and which can be related to both intermediate (semi-finished products) and final (finished products) work phases
- The description of the **Work Situational Typologies**, which become “objects” (boxes in the diagram) to be observed and to be used for assessment purposes, and that are illustrated by a title and a description:
 - The title is very useful for a quick understanding to somebody that has a deep knowledge of the sector, thus, including also technical but recognizable terms.
 - The description, which is comprehensible also to people who are less expert, takes into account the main inputs involved in the implementation of the standard situation (reference context, type of products/service made, planned activities, tools required, techniques applied, materials used, etc.)
- The **position**: in each column, the Work Situational Typologies are positioned accordingly to a level of increasing difficulty from bottom to top, as indicated by the arrows in the background.

Threshold level for the recognition of competence

In the Regional Competence Certification System of Friuli Venezia Giulia, the WST Frameworks are used to identify the threshold level that has to be reached in order to certify the associated competence (RPQ). The aforementioned threshold level is defined by the green **colouring** of the Work Situational Typologies and it represents the competence that someone should have in order to define himself as competent. The remaining situations (the ones that are not coloured) represent the spaces of growth and possible development (in terms of more professionalism and specialisation) for those who already have the minimum level required.



Professional profiles

General Information

The general information characterising a Regional Professional Profile (RPP) is the summary description of the profession, its EQF level, its correlations to the ATECO (code of reference economic activities) and CP (unique code of professions) codes.

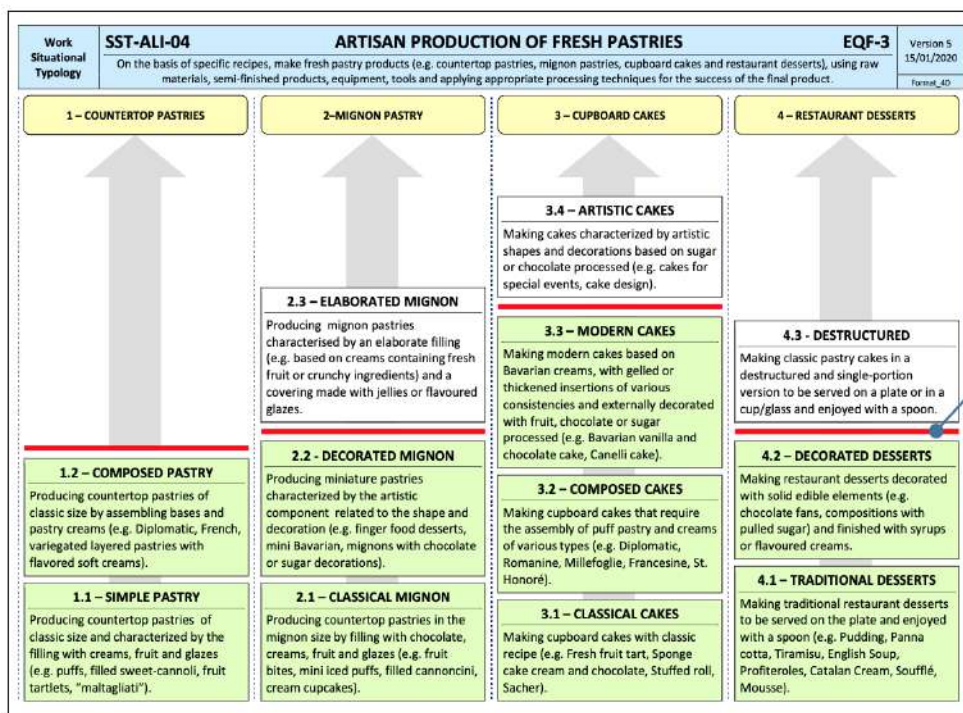
List of competences of a profile

A Regional Professional profiles (RPP) consists of a set competences (QPR). The following table shows an example of the skills of the "Bakery, pastry and ice-cream worker" profile.

RPQ code	RPQ title	EQF	Development
QPR-ALI-03	Preparation of pastry bases	3	Complete
QPR-ALI-04	Artisan/homemade production of fresh pastries	3	Complete
QPR-ALI-05	Artisan/ homemade production of dry pastries	3	Complete
QPR-ALI-06	Artisan/homemade production of chocolates	3	Partial
QPR-ALI-08	Artisan/homemade production of ice cream	3	Complete
QPR-ALI-09	Artisan/homemade production of bread, breadsticks and crackers	3	Complete
QPR-RIS-08	Production of pizzas and similar products	3	Partial

Level of development of a competence included in a professional profile

For each competence, the associated WST Framework defines which are the work situation typologies that the regional training path of the Initial and Vocational Education course (IVET) has to ensure at the end of the path. This limit is defined by a **red line**.



Line that delimits the typical situations to be developed within the training path referred to a specific professional profile

Taking into consideration the EQF level of the profile, the request of the territorial context and the duration of the training path, the expected results at the end of the course may include a Partial, Complete or Extended development of the Work Situation Typologies described in the individual WST Framework included in the reference professional profile.



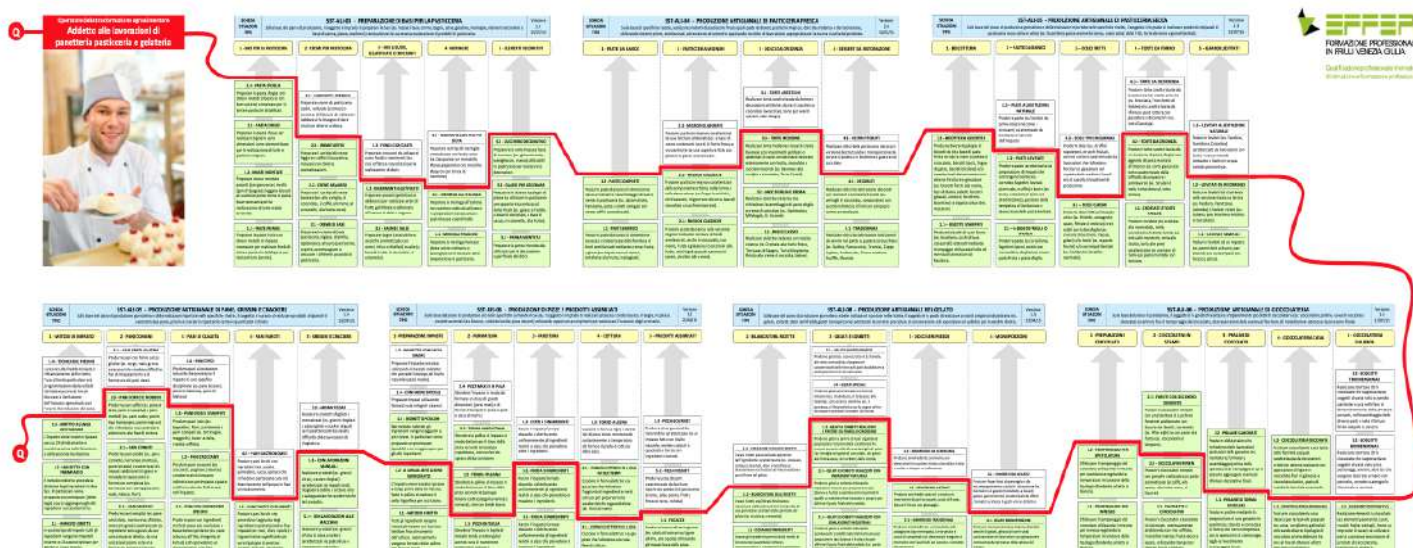
COMPLETE: the expected results coincide with the green coloured boxes (Work Situational Typologies) that define the threshold level for the recognition of competences within the Regional Competence Certification System. In other words, this means that in the training path the results should be in line with the expectations of the job market for the relevant competence. Those Work Situational Typologies constitute the heart of the profession/job.

PARTIAL: the expected results do not include all the green coloured boxes (work situational typologies), some of them are above the red line. This means that in the training path the competence is developed partially with respect to the expectations of the Labour market. They are included in the profiles in order to add situations required by the Labour Market, but that does not imply the complete mastery of the whole WSTs: it is important that he/she knows how to do, also in this context..."

EXTENDED: the expected results, beside the fact that they include all the green coloured WSTs, they include also white boxes ("additional" work situational typologies) that are in the WST Framework. This means that in the training path results, people achieve results that are higher than the expected results of the labour market, compared to the reference competence.

Graphical representation of the professional profiles

The regional professional profiles could be well represented through the use of a graphic representation through banners, which, highlighting the red-line that crosses all the WST associated with the profile, contribute to the transparency of the expected results at the end of the training course.



3.2.3 ITALIAN VALIDATION OF COMPETENCES SYSTEM

Friuli Venezia Giulia competences assessment system in relation to EQF 1 & 2

The certification process of the Friuli Venezia Giulia Region includes the 4 phases briefly described in the following table:

Process related to the certification service provided in FVG

Phase	Objective	Subjects	Competences activated	Output
1 Access to the service	Formal submission of the application form to access to the Service	COR	Carrier Guidance operator	Registration of the instance Service/training agreement
2 Competence identification	Define the experiences on the basis of the evidence provided by the person involved and match the competence identified within the Repertoire	COR	Expert for the identification and transparency of competences	Transparency document (Part One)
3 Assessment aimed at validate the competences	Confirm the identified competence through technical exams of the transparency document and/or specific evidence	IVETCentres	Expert of the method (EPV) together with Expert of the content (EC)	Validation document (second part)
4 Assessment aimed at certification	Certify competences acquired in formal context and during a path related to the validation of competences	IVETCentres	Commission or third collegiate body	Certification of competences (third part)

Delibera 1158 del 23/06/16 – Sistema regionale di certificazione delle competenze

ACTORS INVOLVED:

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

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

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

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

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

COR - Regional Guidance Centre

STEP 1 - ACCESS TO THE SERVICE

Actors involved in the phase: Candidate, OR (Guidance Service Operator)

Location: Regional Guidance Centre (COR)

Activities:

1. OR informs the Candidate about the characteristics of the service, the procedures to follow and the costs;
2. If the Candidate proves to be interested, the Service Agreement is signed.
3. OR schedules the appointments for Phase 2 of the service.

Times: typically 1 meeting for about 1 hour

Output: Service agreement stating rights and duties of the Candidate

STEP 2 - IDENTIFICATION OF COMPETENCES:

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

Location: Regional Guidance Centre (COR)

Activities:

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

Times: typically 2 meetings for about 4 hours

Output: Transparency document (DDT) containing the list of experiences, list of competences to be certified and attachments related to evidences. It is compiled by EIC and signed by the Candidate.

PHASE 3 – COMPETENCES EVALUATION

Actors involved in the phase: Candidate, EPV (Evaluation Method Expert), EC (Content Expert)

Location: Vocational Training Centre (VET)

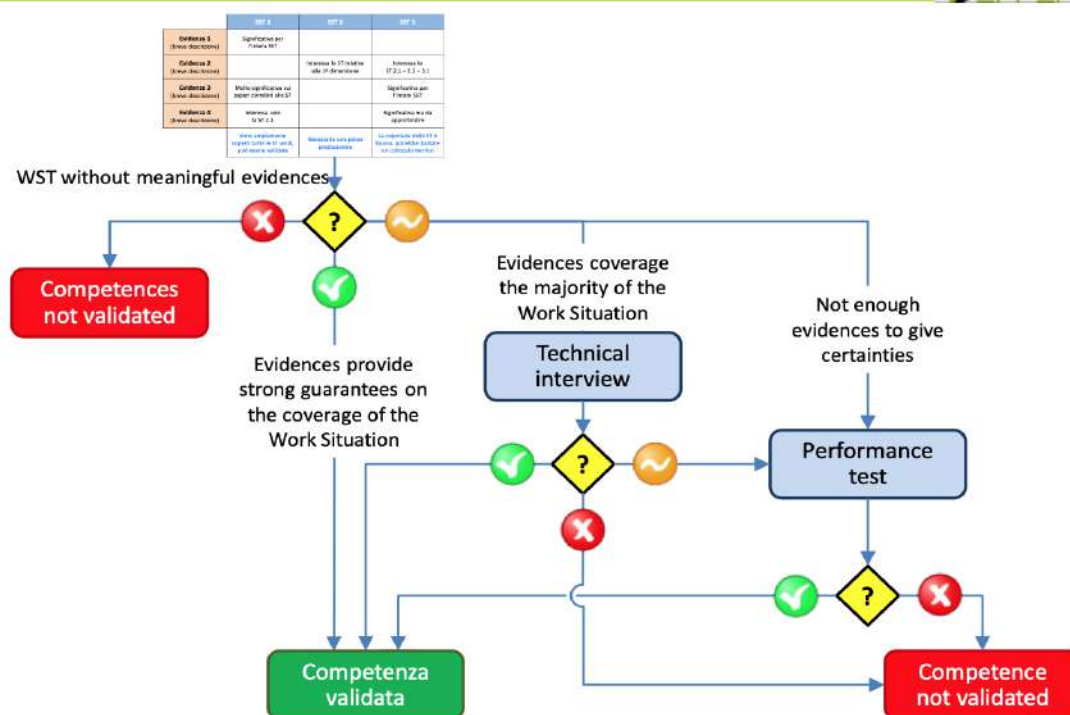
Activity:

1. EPV+EC analyse the DDT (Transparency Document) and organise the evaluation process on SINGLE competences (see diagram), defining on the basis of the SST (Standard Situation Sheets) the possible questions, tests, evaluation criteria and success thresholds.
2. If the evidence on the single competence results:
 - a. adequate => competence recognised
 - b. inadequate => competence NOT recognised
 - c. uncertain => the candidate is submitted to an EXPLANATORY INTERVIEW (Pierre Vermersch's method). If the result is:
 - i. adequate = competence recognised
 - ii. inadequate = competence NOT recognised
 - iii. uncertain = the candidate is submitted to a PRACTICAL TEST. If the result is:
 - 1) adequate = competence recognised
 - 2) inadequate = competence NOT recognised

Times: typically 3 meetings for about 9 hours

Output: Validation document (DDV) which contains a list of recognised competencies and any reasons for non-recognised competencies. It is compiled by EPV.

Decisions resulting from the analysis of evidence



PHASE 4 - CERTIFICATION OF COMPETENCE

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

Location: Competence certification service of the Friuli Venezia Giulia Region

Activities:

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

Time: typically 1 meeting for about 2 hours

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

EX-POST PHASE

The Candidate who, for example, has been recognized only some competences related to a Professional Profile can, as a result of further professional experience, return several times to be recognized the missing competences and obtain the Professional Qualification.

PLEASE NOTE:

The system of Friuli Venezia Giulia is based on the collection of evidence to demonstrate the competences acquired.

The evidences:

- contribute to the TRANSPARENCY of experiences that are meant as sources of learning (trans-parere, in the sense of being clear to the eye, not obscure, not secret).
- they have to document the consistency of the experience, not so much that it was actually carried out, but HOW it was carried out; in this sense, the meaning of the term goes beyond the formal one of "attestation of activity occurred".

There are three types of evidence:

1. Formal documentation (recognized and recognizable statements):
 - certificates issued to the person demonstrating an experience of a formative, voluntary or other nature
 - statements from employers explaining the role held by the person, the activities carried out and the related time period
 - contracts which show the object of the collaboration
 - self-declaration in cases where the person intends to complete the evidence produced and/or declare competences not supported by documentary evidence

2. Evidence of output (products or semi-finished products as a result of the person's activity):
 - product samples (e.g. manufactured products, computer applications)
 - documents produced (e.g. administrative documents, professional reports, research reports, publications)
3. Evidence of action (behaviour put in place by the person to achieve the output):
 - testimonies of people who have observed the person's behaviour "in situation".
 - audio and video recordings
 - other documentation, if necessary produced "ad hoc" by the person, explaining the competences acted upon in the normal course of their work

3.2.4 ITALIAN NQF AND EQF FROM 2012 TO 2020

In 2012 the NQF provided the following representation of the National Qualifications referencing the European Qualifications Framework.

EQF Level	Type of qualification	Competent authority	Relevant education/ training pathway
1	<i>Diploma di licenza conclusiva del primo ciclo di istruzione</i> Lower secondary school leaving diploma	MIUR	Lower secondary school
2	<i>Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione</i> Compulsory education certificate	MIUR or Regions, according to the type of education pathway	End of the first two-years: <i>Licei</i> , Technical schools, Vocational schools, three-year and four-year VET pathways
3	<i>Attestato di qualifica di operatore professionale</i> Professional operator certificate	Regions	Three-year VET pathways ¹ .
4	<i>Diploma professionale di tecnico</i> Professional technician diploma	Regions	Four-year VET pathways ²
	<i>Diploma liceale</i> Upper secondary education diploma - <i>Licei</i>	MIUR	Five-year Upper secondary schools (<i>licei</i>) (Higher education and research apprenticeship programme)
	<i>Diploma di istruzione tecnica</i> Upper secondary education diploma - Technical schools	MIUR	Five-year technical schools (Higher education and research apprenticeship programme)
	<i>Diploma di istruzione professionale</i> Upper secondary education diploma - Vocational schools	MIUR	Five-year vocational schools (Higher education and research apprenticeship programme)
	<i>Certificato di specializzazione tecnica superiore</i> Higher technical specialization certificate	Regions	Higher Technical Education and Training pathways (IFTS) (Higher education and research apprenticeship programme)

5	<i>Diploma di tecnico superiore</i> Higher technical education diploma	MIUR	Higher Technical Education pathways (ITS) (Higher education and research apprenticeship programme)
6	<i>Laurea</i> Bachelor's degree	MIUR	Three-year bachelor's degree courses (180 credits -ECTS) (Higher education and research apprenticeship programme)
	<i>Diploma accademico di primo livello</i> First - level academic diploma	MIUR	Three-year courses (180 credits - ECTS)
7	<i>Laurea Magistrale</i> Master's degree	MIUR	Two-year master's degree courses (120 credits – ECTS) (Higher education and research apprenticeship programme)
	<i>Diploma accademico di secondo livello</i> Second - level academic diploma	MIUR	Two-year courses (120 credits - ECTS)
	<i>Master universitario di primo livello</i> First - level university master	MIUR	Minimum one year courses (min. 60 credits - ECTS) (Higher education and research apprenticeship programme)
	<i>Diploma accademico di specializzazione</i> Academic specialization Diploma (I)	MIUR	Minimum two years courses (120 credits - ECTS)
	<i>Diploma di perfezionamento o Master (I)</i> Higher specialization diploma or Master (I)	MIUR	Minimum one year courses (min. 60 credits - ECTS)
8	<i>Dottorato di ricerca</i> Research Ddoctorate (PhD)	MIUR	Three-year courses (Higher education and research apprenticeship programme)
	<i>Diploma accademico di formazione alla ricerca</i> Academic Diploma for research training	MIUR	Three-year courses
	<i>Diploma di specializzazione</i> Specialization diploma	MIUR	Minimum two years courses (120 credits - ECTS) (Higher education and research apprenticeship programme)
	<i>Master universitario di secondo livello</i> Second - level university master	MIUR	Minimum one year courses (min. 60 credits - ECTS) (Higher education and research apprenticeship programme)
	<i>Diploma accademico di specializzazione(II)</i> Academic specialization diploma (II)	MIUR	Minimum two years courses (120 credits - ECTS)
	<i>Diploma di perfezionamento o Master (II)</i> Higher specialization diploma or Master (II)	MIUR	Minimum one year courses (min. 60 credits - ECTS)

In 2020 a process of redefinition of the referencing of NQF to EQF is ongoing.

Some important changes are in the process:

- sublevels of the NQF are going to be defined to describe in a clearer way the different titles and qualifications, issued by different authorities (specifically the Ministry of Education or the Regions and Autonomous Provinces...). Those sublevels will be conventionally descriptive of the regulatory characteristics of the qualification, but not prescriptive with respect to the real opportunities for individuals to access the pathways: so, Levels 2.1, 2.2, 2.3, 3.1, etc. are going to be represented in the new NQF that is supposed to be approved by the first half of 2021;
- the EQF level 1 is going to be shifted from the completion of the lower secondary school to the completion of the primary school (5 years of schooling);
- the EQF Level 2 is going to be shifted from the Compulsory Education Certificate (5 years of primary school + 3 years of lower secondary school + 2 years of upper secondary education) to the completion of the First Cycle of Education (5 years of primary school + 3 years of lower secondary school);
- the Compulsory Education Certificate is now positioned at EQF Level 3 (in the old NQF it was Level 2);
- the placement of EQF level 2 vocational qualifications on completion of the first cycle of education (primary + lower secondary education).

The new NQF – table of referencing of the Italian qualification systems to the NQF: [Link](#)

EQF level	Titular body	Titled body	Title of qualifications	EQF Level 2012	NQF Level & sub.	Mapping 2013	
						ISCED P	ISCED A
	Ministry of Education	Public and private (fully recognized) schools	Pre-primary Education Istruzione pre-primaria	=	=	020	020
1	Ministry of Education	Public and private (fully recognized) schools	Primary school leaving Certification of Competences Certificazione delle competenze al termine della scuola primaria		IT 1.2	100	100
2	Ministry of Education	CPIA¹⁴	Italian language proficiency certificate level A2 Attestato di conoscenza della lingua italiana di livello A2 del QCER		IT 2.1	100	030

¹⁴ Provincial Centres for Adult Education.

	Ministry of Education	Public and private (fully recognized) schools	First cycle of Education and Training¹⁵ leaving diploma Diploma di licenza conclusiva del primo ciclo di istruzione e formazione	1	IT 2.2	244	244
	Ministry of Education	CPIA	First cycle of Education and Training¹⁶ leaving diploma (IDA¹⁷) Diploma di licenza conclusiva del primo ciclo di istruzione e formazione (IDA)	1	IT 2.2	244	244
	Regioni e Province autonome	Istituzioni formative accreditate	Qualificazione di formazione professionale regionale post licenza primo ciclo		IT 2.3	-	-
3	Regioni e Province autonome	Istituzioni formative accreditate	Qualificazione di formazione professionale regionale post licenza primo ciclo	-	IT 3.1	-	-
	Ministry of Education	Public and private (fully recognized) schools	Certificazione delle competenze dell'obbligo di istruzione	2	IT 3.1	-	-
	Regioni e Province autonome	Istituzioni formative accreditate	Certificazione delle competenze dell'obbligo di istruzione (leFP)	2	IT 3.1	-	-
	Ministry of Education	CPIA	Certificazione delle competenze dell'obbligo di istruzione (IDA)	2	IT 3.1	354	354
	Ministry of Education	CPIA	Certificazione del primo biennio degli istituti tecnici, professionali o artistici (IDA)		IT 3.1	354	354
	Regioni e Province autonome	Istituzioni formative accreditate	Qualifica professionale di Istruzione e Formazione Professionale (leFP)	3	IT 3.2	353	353

¹⁵ [Lower secondary school.](#)

¹⁶ [Lower secondary school.](#)

¹⁷ Adult education.

	<u>Public and private (fully recognized) schools</u>					
	<u>Regioni e Province autonome</u>	<u>Istituzioni formative accreditate</u>	<u>Qualificazione di formazione professionale regionale post secondario</u>	<u>IT 3.3</u>	<u>453</u>	<u>453</u>
	<u>Autorità competente</u>	<u>Ente titolato dall'Autorità competente</u>	<u>Qualificazione di professione regolamentata</u>	<u>IT 3.4</u>	<u>=</u>	<u>=</u>
	<u>Regioni e Province autonome</u>	<u>Istituzioni formative accreditate</u>	<u>Qualificazione di formazione professionale regionale post secondario</u>	<u>IT 4.1</u> <u>IT 4.3</u>	<u>453</u>	<u>453</u>
	<u>Ministry of Education</u>	<u>CPIA</u>	<u>Certificazione del secondo biennio degli istituti tecnici, professionali o artistici (IDA)</u>	<u>IT 4.1</u>	<u>=</u>	<u>=</u>

3.2.5 ITALIAN NQF LEVELS DESCRIPTORS (2018)

Level	Knowledge	Skills	Responsibility/ autonomy
Sub-descriptors	Factual and/or conceptual dimension Width and depth Comprehension and awareness	Procedural, practical, technical, professional and sectoral skills Cognitive, social interaction and activation skills	Responsibility Autonomy Context
1	Concrete, basic knowledge, limited in scope, aimed at performing a <u>simple task in known and structured</u> contexts.	Use knowledge, materials and tools to perform a simple task, involving <u>basic cognitive, relational and social skills</u> . Typically: CONCENTRATION and INTERACTION	Carrying out the task assigned in compliance with the parameters provided for, <u>under direct supervision in carrying out the activities</u> , in a structured context.
2	Concrete, basic, moderately broad knowledge aimed at performing <u>simple tasks in different sequences</u> .	Use knowledge, materials and tools to perform <u>simple tasks</u> in <u>diversified sequences</u> , involving cognitive, relational and social skills necessary to perform simple tasks within a <u>defined range of context variables</u> . Typically: MEMORY and PARTICIPATION	Perform the assigned tasks according to pre-established criteria, ensuring the conformity of the activities carried out, <u>under supervision for the achievement of the result</u> , in a structured context, with a <u>limited number of different situations</u> .

3	<p>Range of knowledge, mainly concrete, with conceptual elements aimed at creating <u>logical links</u>.</p> <p><i>Interpreting skills.</i></p>	<p>Apply a <u>range of knowledge, methods, materials and tools</u> to achieve the expected results, activating a set of cognitive, relational, social and activation skills that facilitate <u>adaptation in changing situations</u>.</p> <p>Typically: COGNITION, COLLABORATION and ORIENTATION TO RESULTS</p>	<p>Achieving the expected results by ensuring compliance and <u>identifying the most appropriate methods</u> of implementation, in a <u>structured context</u>, with <u>changing situations</u> that require a change in its work.</p>
4	<p><u>Wide</u> range of knowledge, integrated from the point of view of the <u>factual and/or conceptual dimension</u>, <u>deepened</u> in some areas.</p> <p><i>Interpreting skills.</i></p>	<p>Apply a range of knowledge, methods, practices and procedures, materials and tools, to solve problems, activating a set of cognitive, relational, social and activation skills needed to overcome growing difficulties.</p> <p>Typically: PROBLEM SOLVING, COOPERATION and MULTITASKING.</p>	<p>To achieve the objectives, coordinating and integrating the activities and results also of others, participating in the decision-making and implementation process, in a normally foreseeable context, subject to unforeseen changes.</p>
5	<p><u>Integrated</u>, complete, in-depth and specialised knowledge.</p> <p>Awareness of the field of knowledge.</p>	<p>Apply a wide range of methods, practices, procedures and tools, in a conscious and selective way also in order to modify them, activating a comprehensive set of cognitive, relational, social and activation skills that allow to find technical solutions even unconventional ones.</p> <p>Typically: ANALYSIS AND EVALUATION, EFFECTIVE COMMUNICATION RESPECTED TO THE TECHNICAL ENVIRONMENT and MANAGEMENT OF CRITICALITY.</p>	<p>Ensuring compliance with the objectives achieved by the company and other resources, identifying and planning review and development interventions, identifying decisions and contributing to the implementation process, in a specific, complex and exposed to recurring and unforeseen changes.</p>
6	<p>Integrated knowledge, advanced in one area, transferable from one context to another.</p> <p>Critical awareness of theories and principles in a field.</p>	<p>Transfer into different contexts the methods, practices and procedures needed to solve complex and unpredictable problems, mobilizing advanced cognitive, relational, social and activation skills, necessary to bring to operational synthesis the instances of revision and guidance, through innovative and original solutions.</p> <p>Typically: SYNTHESIS VISION, NEGOTIATE AND MOTIVATE CAPACITY and DESIGN</p>	<p>To oversee the objectives and processes of people and groups, favouring the current management and stability of conditions, deciding autonomously and negotiating objectives and implementation methods, in an undetermined context exposed to unpredictable changes.</p>

7	<p>Integrated, highly specialised knowledge, some of which is at the vanguard in a field.</p> <p>Critical awareness of theories and principles in multiple areas of knowledge.</p>	<p>Integrating and transforming knowledge, methods, practices and procedures, mobilising specialised cognitive, relational, social and activation skills, necessary to address development scenarios, design and implement new activities and procedures.</p> <p>Typically: SYSTEMIC VISION, LEADERSHIP, MANAGEMENT OF RELATIONAL NETWORKS AND COMPLEX SOCIAL INTERACTIONS and PLANNING.</p>	<p>To steer integration and transformation processes, elaborating implementation strategies and directing the development of results and resources, deciding independently and directing objectives and implementation methods, in an undetermined context, exposed to continuous changes, usually comparable to known variables, subject to innovation.</p>
8	<p>Integrated, expert and avant-garde knowledge in one area and in the areas common to different fields. Critical awareness of theories and principles in several areas of knowledge.</p>	<p>Conceive new knowledge, methods, practices and procedures, mobilizing cognitive, relational, social and activation skills necessary to intercept and respond to the demand for innovation.</p> <p>Typically: STRATEGIC VISION, CREATIVITY and PROJECTION AND EVOLUTION CAPABILITY.</p>	<p>Promoting processes of innovation and strategic development, prefiguring scenarios and solutions and evaluating their possible effects, in an avant-garde context not comparable with previous situations and contexts.</p>

[Link](#) to the descriptors of the NQF

GUIDE VERBS

NQF Level	GUIDE VERBS
1	OBSERVE AND IMITATE
2	REMEMBER AND EXECUTE
3	UNDERSTAND AND REALIZE
4	KNOW AND COORDINATE
5	EVALUATE AND CONTROL
6	ORGANIZE AND MANAGE
7	PLAN AND DIRECT
8	RESEARCH AND INNOVATE

3.2.6 ITALIAN QUALIFICATIONS AT LEVEL 1 & 2 - THE CASE OF FRIULI VENEZIA GIULIA

Below, there is the description and the table with competences together with the level of development related to the 4 different job profiles present in the Friuli Venezia Giulia's Repertoire of Professional Qualifications corresponding to EQF level 2, there is no qualification at level 1. These profiles are characterized by the fact that many of the competences included are developed in a partial way, to testify the fact that they are profiles that are more involved in "helping/assistant roles" to more qualified figures within the companies.

PROF-AGR-06 Assistant/Helper in the construction and maintenance of green areas

Taking into consideration the indications provided by and under the supervision of the process manager (e.g. company owner, team leader), the worker is able to cooperate in the creation and maintenance of gardens, flowerbeds and green spaces of all kinds, carrying out tasks ranging from soil preparation, lawn sowing, planting and pruning of plants, plant irrigation, cultivation operations for the maintenance of existing vegetation, to the realization of simple furnishing works. He/she uses the specific equipment and machinery for the various gardening tasks.

Code	RPQ Title	EQF	Developed
QPR-AGR-01	TILLAGE	3	Partial
QPR-AGR-02	ARRANGEMENT OF CULTIVATION FACILITIES	3	Partial
QPR-AGR-03	PLANTING AND PROPAGATION/SPREAD/BREEDING OF PLANTS	3	Complete
QPR-AGR-04	PLANTS IRRIGATION	3	Partial
QPR-AGR-06	PRUNING	3	Partial
QPR-AGR-08	HARVESTING OF AGRICULTURAL PRODUCTS	3	Partial
QPR-AGR-11	CONSTRUCTION AND MAINTENANCE OF GREEN AREAS	3	Partial

PROF-GRA-07 Graphic designer assistant

On the basis of the executive project/final design, the raw/needed material provided and under the supervision of the process manager (e.g. company owner, art director, department head) he/she is able to process digital images through photo editing and/or photomontage operations, to create vector illustrations and to digitally layout simple graphic products (e.g. posters, leaflets, brochures, calendars) containing text, images, illustrations, tables and graphics. Moreover, using a CMS (content management system) platform and respecting the specifications provided (e.g. graphic idea, the internet navigation structure), it is able to create a simple website, from the definition of the visual aspect to the insertion of the contents (e.g. text, tables, images, video and audio), from the structuring of the internet navigation menus to the putting online.

Code	RPQ title	EQF	Developed
QPR-GRA-12	USE OF THE GRAPHIC STATION	3	Complete
QPR-GRA-03	DIGITAL IMAGE PROCESSING	4	Partial
QPR-GRA-04	CREATION OF VECTOR ILLUSTRATIONS	4	Partial
QPR-GRA-05	DIGITAL LAYOUT OF GRAPHIC PRODUCTS	3	Partial
QPR-GRA-11	CREATION OF WEBSITES WITH CMS PLATFORMS	3	Partial

PROF-MEC-10 Assistant/Helper in the welding of steelwork

On the basis of the technical documentation of the project (e.g. executive drawings, working cycles, assembly sheets) and the directions/recommendations of the process manager, he/she realizes of simple metal carpentry products by welding/ joining mechanical parts using the indicated welding procedure (e.g. electric arc with coated electrodes (MMA); electric arc in protective atmosphere (MIG/MAG); electric arc with TIG procedure). In particular, the assistant/helper prepares the parts to be welded by means of adjustment processes; following specific instructions/directions/recommendations, he/she makes simple tools that facilitate the assembly of the part (e.g. templates); on the basis of the parameters supplied, he/she prepares the welding machine for processing; he/she positions the parts to be joined in compliance with the desired final shape; he/she performs the required welds; he/she finishes the part by removing the slag and polishing the weld beads.

Code	RPQ Title	EQF	Developed
QPR-MEC-27	MANUAL CARPENTRY WORK	3	Complete
QPR-MEC-07	REALIZATION OF MECHANICAL PARTS ON THE PARALLEL LATHE	3	Partial
QPR-MEC-10	REALIZATION OF WORKING ON SHEET METAL	3	Partial
QPR-MEC-18	MANUAL ELECTRIC ARC WELDING (MMA)	3	Partial
QPR-MEC-19	REALISATION OF ELECTRIC ARC WELDING (MIG/MAG)	3	Partial
QPR-MEC-20	REALISATION MANUAL TIG ARC WELDING	3	Partial
QPR-MEC-22	ASSEMBLY OF WELDED METAL CARPENTRY STRUCTURES	3	Partial

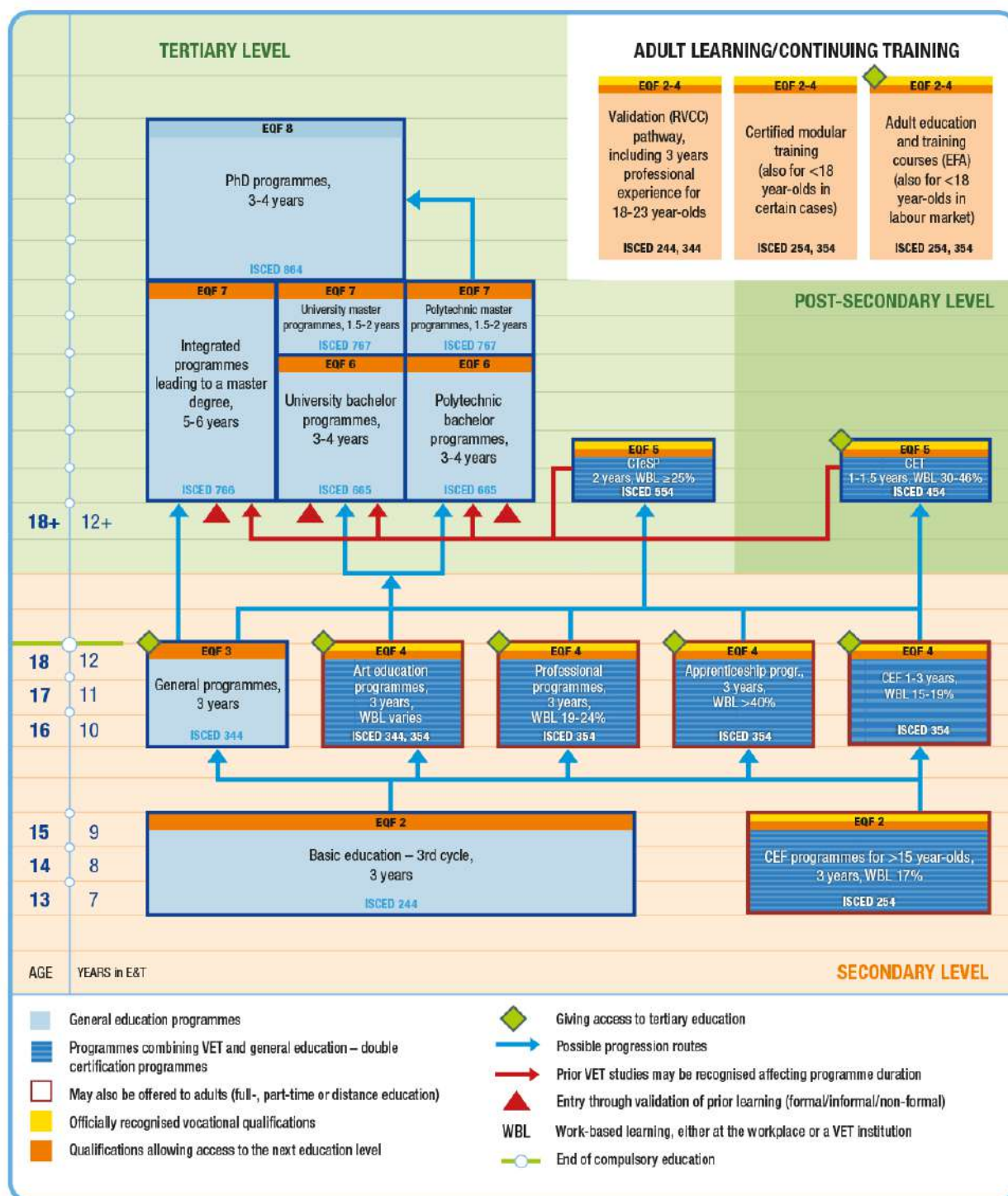
PROF-LEG-03 Assistant/helper in carpentry work

On the basis of the technical project documentation (e.g. final design drawings/executive drawings) and the indications/recommendations/hints of the process manager (e.g. company owner, master craftsman, department head) he/she is charge for the realization of single components or simple wooden artefacts. In particular, the assistant/helper is able to: carry out manual carpentry work (e.g. cutting, planing, chiselling, sanding with hand tools or portable electromechanical tools) or the main machine tools (e.g. cutting machine, wire planer, thickness planer, spindle moulder, mortising machine, tenoning machine) for the preparation of semi-finished wood products; assemble/set up/ put together the semi-finished products necessary for the realization of the product using the joining technique indicated (e.g. union with nails, screws, glues or joints); complete the wooden product with the required finishing techniques (e.g. dyeing, oiling, painting).

Code	RPQ Title	EQF	Developed
QPR-MOB-17	MANUAL CARPENTRY WORK	3	Complete
QPR-MOB-04	DEBURRING OF STRAIGHT-PROFILE SOLID WOOD ELEMENTS	3	Partial
QPR-MOB-05	DEBURRING OF SHAPED SOLID WOOD ELEMENTS	3	Partial
QPR-MOB-06	REALIZATION OF THE JOINTS/MORTISE/SLOT ON SOLID WOOD ELEMENTS	3	Partial
QPR-MOB-07	SANDING WOODEN ELEMENTS	3	Partial
QPR-MOB-09	VARNISHING OF SOLID WOOD AND WOODEN PRODUCTS	3	Partial

3.3 PORTUGAL

3.3.1 GENERAL OVERVIEW ON THE VET SYSTEM



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Portugal, 2019.

Source Cedefop and refernet Portugal

In Portugal, the [Ministry of Education](#) (*Ministério da Educação* - ME) is responsible for general non-higher education in Portugal.

The vocationally-oriented pathways are the joint responsibility of the ME and the [Ministry of Labour, Solidarity and Social Security](#) (*Ministério do Trabalho, Solidariedade e Segurança Social* - MTSSS).

Higher education is the responsibility of the [Ministry of Science, Technology and Higher Education](#) (*Ministério da Ciência, Tecnologia e Ensino Superior* - MCTES), which is also responsible for defining and implementing policies affecting the science and technology system. Adult education and training is the joint responsibility of the ME and the MTSSS.

The duties of these three ministries are provided by services that are part of direct state administration, indirect state administration bodies, advisory bodies, and other organisations and entities within state-owned enterprises.

The **National Agency for Qualification and Vocational Education (ANQEP)** is responsible for coordinating the implementation of youth and adult education and vocational training policies and ensuring the development and management of the competency recognition, validation and certification system.

Adult education and training¹⁸

Adult education and training provision varies and is geared towards specific aims and target groups:

- **Recognition, Validation and Certification of Skills**– Processes in the Qualifica Centres involving the recognition of academic and professional competences acquired by adults and that provide academic and/or professional certification;
- **Basic Competences Training Programme** – Designed for adults to acquire basic reading, writing, maths skills and information and communication technologies competencies (ICT);
- **Adult Education and Training Courses**– These courses aim to boost adult qualifications via dual certification;
- **Modular Training**- Permit the conclusion of basic or secondary education and the acquisition of academic and professional competences, in order to return to or progress in the labour market;
- **Specialised Technological Courses**–These courses are designed to respond to socio-economic needs for middle level staff and provide an alternative for improving young people's qualification and retraining of the working population;
- **Secondary Education Completion Paths**- Aimed at those who attended but did not courses whose syllabuses no longer exist or will soon disappear;
- **Recurrent education**– Designed for adults who have not completed their primary or secondary education at the usual age;
- **Portuguese for Speakers of Other Languages**– Designed to meet the legal requirement of knowledge of Portuguese language to acquire Portuguese nationality, permanent or long-term residence, as well as to promote proficiency in reading, writing and speaking.

¹⁸ Source: https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en.

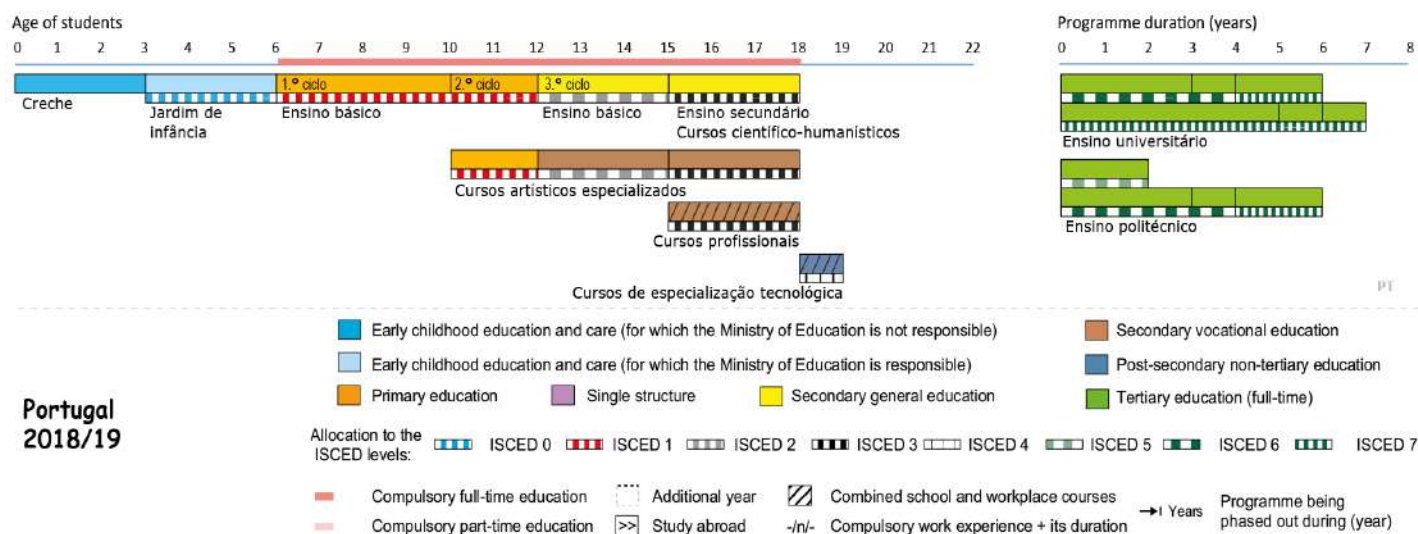
Within the context of adult education and training, the Qualifica Programme was designed for adults whose objective is to improve adult education and training, improving the population's qualifications and individuals' employability.

The Qualifica Program is based on a qualification strategy that involves educational and training solutions, as well as a range of tools that promote adult qualification and an extensive network of providers.

As part of this programme, the Qualifica Passport was created as an electronic record of courses already done and guidance for new courses, based on training completed and skills acquired, offering the chance to complete a qualification or obtain others and advance academically and professionally.

At the beginning of 2017, a National Credit System for Vocational Education and Training was also implemented, which allows credit points to be assigned to qualifications in the National Qualifications Catalogue (*Catálogo Nacional de Qualificações- CNQ*) and other certified training courses, provided that they are registered in the Information and Management System of the Education and Training Provision (*Sistema de Informação e Gestão da Oferta Educativa e Formativa- SIGO*) and comply with the quality assurance criteria in force. This system incorporates the principles of the European Credit System for Vocational Education and Training (ECVET), promoting mobility within Europe.

3.3.2 TRAINING PATHWAYS PORTUGAL



3.3.3 PORTUGUESE VALIDATION OF COMPETENCES SYSTEM

Recognition of prior learning (recognition, validation and certification of competences process - RVCC) comprises the identification of formal, non-formal and informal competences developed throughout life; through the development of specific activities and the application of a set of appropriate evaluation tools. Adults may start this process at any time at a *Qualifica* Centre ([58]).

RVCC process has two distinct paths: the education and the professional.

To access educational or professional RVCC processes, candidates must be at least 18 years old and possess sufficient knowledge in relation to the key competence and the professional competence framework. 23-years old or younger candidates must also submit proof of a minimum of three years professional experience via a statement issued by the relevant social security office.

One of the tools used in the RVCC process to evaluate the candidates is the reflective learning portfolio (*portefólio reflexivo de aprendizagens*). It is a written record of the candidate's competences acquired throughout life; it also presents a critical appraisal of their knowledge, competence development, prior experience, and education. It includes all relevant supporting documentation linked to the different areas of the portfolio. Validation of these competences is done under the referential framework of key competences elaborated by ANQEP ([59]).

A jury appointed by a *Qualifica* Centre does the certification of competences after the evaluation of the candidate. It can include written, oral or practical evaluation, or a combination of the three, that can be organised by key competences areas in the case of the education path, or by professional competences in the case of the professional path.

Candidates can obtain a full certification (when they have proven that they possess all the competence units of the standard) or a partial certification. In the education path, a full certification enables the candidate to obtain a certificate of basic education (4, 6 or 9 years of schooling) or upper-secondary education (12 years of schooling) corresponding to EQF levels 1 to 4. In the professional path, a full certification testifies that the candidate holds the competences of specific professional standard at EQF level 2 and 4. Partial certifications allow the candidate to attend the remaining training to obtain a qualification.

These processes are under the responsibility of the *Qualifica* Centres, managed by ANQEP. Currently there are around 290 centres spread all over the country.

Source: <https://www.cedefop.europa.eu/da/tools/vet-in-europe/systems/portugal>

Steps of the RVCC process (appendix 1 Methodological guide for recognition of prior professional learning in PT):

- 1 – Interview
- 2 - filling in the Vocational and Training Form
- 3 - filling the self-assessment grid
- 4 - Construction of the reflective learning portfolio
- 5 - performance observation in the workplace
- 6 - evaluation of practical exercises

The Key Competence Referential available to obtain professional certification are organized by Units of Competences (UC) that include several Short Term Training Units (UFCD). Each one of this UFCD include tasks that are also classified from 1 to 5 according to the degree of importance of each one. To be able to achieve the Professional Qualification the adults must validate to total of UFCD at least at the minimal level of importance identified.

Example of the tasks identified as crucial to the Cook area (classified with 5 points) included in Key Competence Referential for Cook area (code **811177**), level 2 (appendix 2 in PT).

UC 4 - Preparing and making kitchen backgrounds and base sauces

UFCD 8240 - Kitchen backgrounds and base sauces

Task	Social and relational knowledge and competences	Weighting (1 to 5)**
4.1 Prepare and cook the different kitchen backgrounds	Raw materials technology (UFCD 8240); Fund preparation techniques (UFCD 8240); Process of making kitchen backgrounds (UFCD 8240); Quality control of the manufacturing process (UFCD 8240); Packaging and conservation (UFCD 8240); Food handling procedures (UFCD 7731); Notions of cleaning and disinfection (UFCD 7731); Kitchen equipment and utensils technology (UFCD 3299); Kitchen operating standards (UFCD 3299); Specific professional rules (UFCD 8213).	5
4.2 Prepare and makes the different sauces base and its derivatives	Raw materials technology (UFCD 8240); Fund preparation techniques (UFCD 8240); Process of making kitchen bottoms (UFCD 8240); Quality control of the manufacturing process (UFCD 8240); Packaging and conservation (UFCD 8240); Food handling procedures (UFCD 7731); Notions of cleaning and disinfection (UFCD 7731); Kitchen equipment and utensils technology (UFCD 3299); Kitchen operating standards (UFCD 3299); Specific professional rules (UFCD 8213)	5

** The weighting reflects the degree of importance of each of the tasks within the respective UC. Tasks with weighting 5, considered fundamental and indispensable in the scope of the UC, assume an eliminatory character for their validation.

3.3.4 PORTUGUESE NQF LEVEL DESCRIPTORS 1 & 2

Main NQF descriptors elements in Portugal

Level Descriptor elements		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> Facts, principles, theories and practices 	<ul style="list-style-type: none"> Cognitive skills (logical, intuitive and creative thinking) Practical skills (manual dexterity and the use of methods, materials, tools and instruments) 	<ul style="list-style-type: none"> Autonomy Responsability

Detailed description for the interpretation of level descriptor domains

Knowledge	Skills	Attitudes	Context (*)
<p>Depth: Depth of knowledge is considered to increase progressively from the lowest to the highest level, as is the complexity and variety of knowledge</p> <p>Understanding and critical thinking: At the lower level, it is understood as interpretation of information and application in the context; At the highest, critical awareness of knowledge-related issues in the field and at the interface with other fields.</p>	<p>Depth and breadth: Progressive broadening and specialisation of the range of cognitive and practical skills, from a range of restricted breadth and basic depth at qualification level 1, to an advanced range of skills at the forefront of a field of work or study at the highest level of qualification.</p> <p>Purpose: At the lowest level, the individuals should be capable of performing tasks and solving simple problems by interpreting basic information (task of execution), and at higher level of qualification they are expected to be capable of research and innovation to solve critical problems and perform complex tasks or to redefine existing knowledge and professional practices (research and development tasks, innovation).</p>	<p>Responsibility: This subdomain includes responsibility for one's own work and responsibility for others. In terms of responsibility for one's own work, a gradation was adopted from work under instruction with shared responsibility (level 1) to work taking responsibility and with a sustained commitment to the development of new ideas and new processes at the forefront of a field of work or study (level 8). As for the level of responsibility for others, there is considered to be progression from no responsibility (level 1) to responsibility for others, demonstrating authority, innovation and scientific and professional integrity (level 8).</p> <p>Autonomy: This subdomain is structured from no autonomy/low level of autonomy (levels 1/2) to maximum autonomy, understood as a sliding scale.</p>	<p>Context of application: Ranging from everyday activities at a lower level, to a specialised field of work or study and the interface between different areas at higher level.</p> <p>Predictability and complexity: Developing from a stable structure context at level 1, to an unpredictable and highly complex context at qualification level 8.</p>

NQF Level 1 and Level 2 descriptors Portugal

	Knowledge	Skills	Attitudes
Level 1	<ul style="list-style-type: none"> basic general knowledge 	<ul style="list-style-type: none"> basic skills required to carry out simple tasks 	<ul style="list-style-type: none"> work or study under direct supervision in a structured context.
Level 2	<ul style="list-style-type: none"> basic factual knowledge of a field of work or study 	<ul style="list-style-type: none"> basic cognitive and practical skills required to use relevant information to carry out tasks and to solve routine problems using simple rules and tools 	<ul style="list-style-type: none"> work or study under supervision, with some autonomy.

Referencement NQF Portugal and EQF

NQF	EQF
Level 8	Level 8
Level 7	Level 7
Level 6	Level 6
Level 5	Level 5
Level 4	Level 4
Level 3	Level 3
Level 2	Level 2
Level 1	Level 1

3.3.5 PORTUGUESE QUALIFICATIONS AT LEVEL 1 & 2

In the National Catalogue of Qualifications there is no level 1 in adult education and training. However, there are level 1 in education and training courses for young people (CEF).

The Education and Training Courses (CEF) are an opportunity to be able to complete compulsory education, through a flexible path and adjusted to the interests of each one, or to be able to continue studies or training that allows a qualified entry into the world of work. Each course corresponds to an education / training stage (from Type 1 to Type 7) whose access is related to the level of school and professional qualifications already reached. At the end of each stage, a school and professional qualification is obtained. Regardless of the typology, all CEF are marked by a professional approach and include four training components: sociocultural; scientific; **technological**; and practice.

The technological component is organized from training units of the National Qualifications Catalogue (structuring the targeted professional qualification).

There are **110** professional qualifications at level 2. These 110 can be obtained through adult education and training courses. **75** of these 110 professional qualifications can also be obtained through the RVCC process.

Code	Area	Adult education and training	Recognition, validation and certification of competences process - RVCC
213	Audio-visuals and media production	4	0
215	Craft	9	4
341	Trade	2	2
346	Secretariat and Administrative Work	1	1
481	Computer Sciences	1	1
521	Metallurgy and Metalworking	12	10
522	Electricity and Energy	4	3
523	Electronics and Automation	7	0
525	Motor Vehicle Construction and Repair	9	7
541	Food Industries	3	2
542	Textile, Clothing, Footwear and Leather Industries	9	8
543	Materials (Wood, Cork, Paper, Plastic, Glass and Other Industries)	12	12

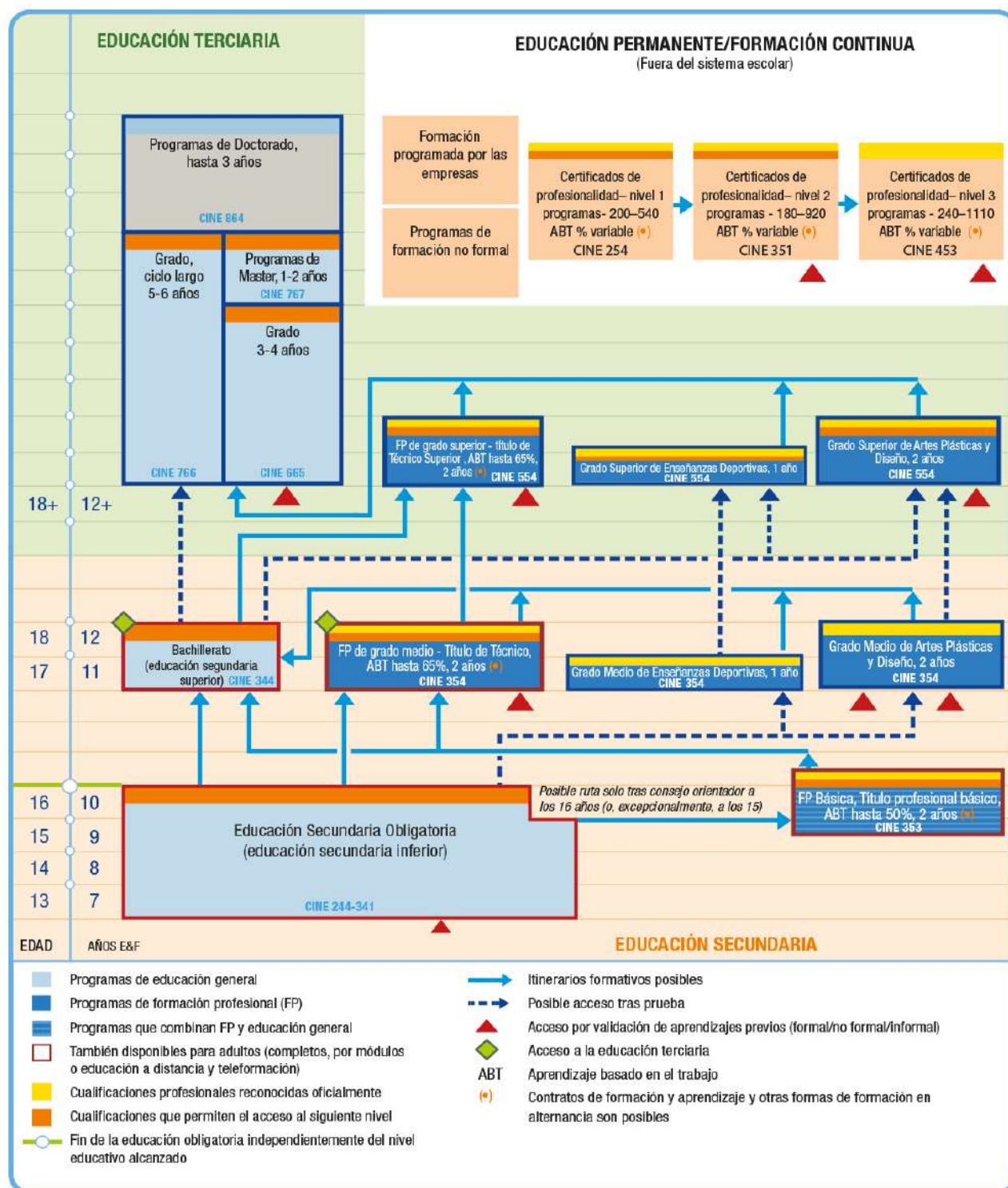
544	Extractive Industries	2	4
582	Civil Construction and Civil Engineering	7	7
621	Agricultural and Animal Production	6	5
622	Floriculture and Gardening	2	2
623	Forestry and Hunting	3	2
624	Fisheries	1	1
729	Health	1	0
761	Child and Youth Support Services	1	1
762	Social Work and Orientation	2	2
811	Hotels and restaurants	4	2
815	Beauty care	3	0
814	Domestic services	1	1
840	Transportation Services	2	0
850	Environmental Protection	2	2
Total	26	110	75

Ex.: 811 – Hotels and Restaurants (desegregations of the Specific professional qualification)

Code	Area	Adult education and training	Recognition, validation and certification of competences process - RVCC
811	Hotels and restaurants	4	2
811177	Cook	X	X
811180	Floor Employee	X	
811311	Restaurant / Bar Employee	X	X
811181	Hotel Maintenance Operator	X	

3.4 SPAIN

3.4.1 GENERAL OVERVIEW OF THE VET SYSTEM



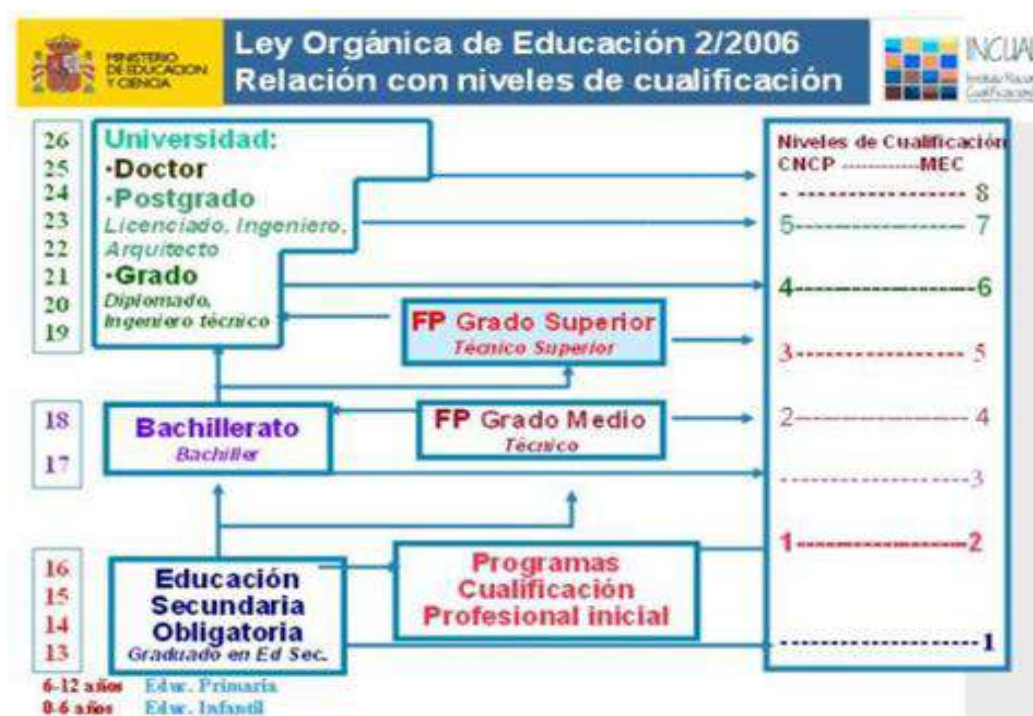
Nota: ISCED-P 2011. El sistema educativo español no está referenciado a los niveles del MEC.

Fuente: Cedefop y ReferNet España.

Source : Cedefop and Refernet Spain

The National Qualifications and Vocational Training System, offers two different approaches providing VET in Spain: one from the Education System and the other from the National Employment System.

VET offered in the education system is primarily oriented towards IVET and has deep roots and tradition among the youth population after Secondary Compulsory Education. On the other hand, VET in the National Employment System is aimed at a more adult population either employed or unemployed, and is considered CVET. Hereto find the Spanish VET system:



The two above mentioned approaches within the National Qualifications and Vocational Training System are integrated thanks to Units of competence of the National Catalogue of Professional Qualifications (CNCP). However, it must be noted that this Catalogue is not a Catalogue of official accreditations or diplomas, but a reference tool to elaborate the formal qualifications that award and certify a qualification level by the Education and Labour Authorities.

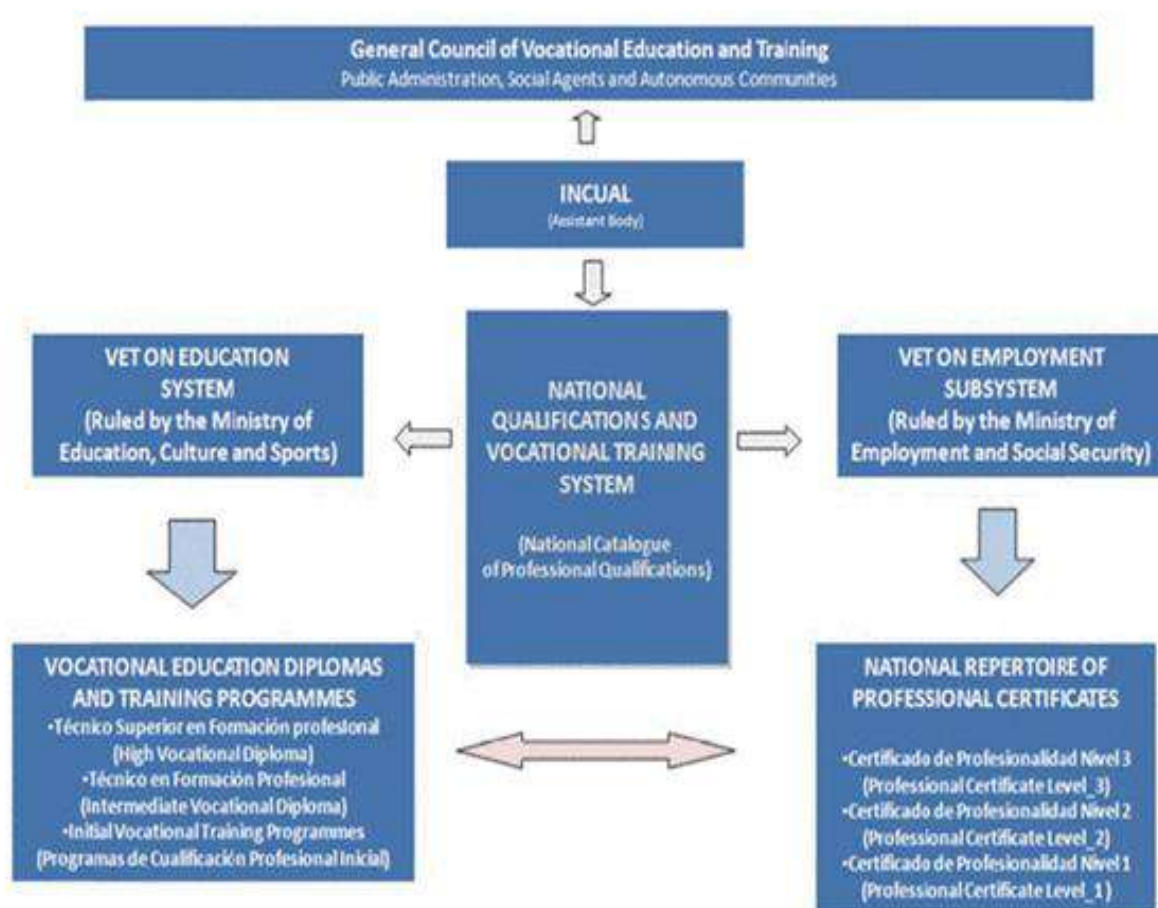


It is a system based on the cooperation amongst the different authorities and combines state and regional levels with sector collective bargaining at national level, building a single frame of reference based on the agreement reached between the social partners and the government.

This national subsystem has two main types of Vocational Training Programmes:

- a) Programmes linked to the National Catalogue of Professional Qualifications: Professional certificates.
- b) Programmes non-linked to the National Catalogue of Professional Qualifications: General Use training, Special training needs, Specific training actions referred to companies, complementary training for VET support.

Professional Certificates are the official accreditation in the National Subsystem of Vocational Training for Employment and are based on the structure of the professional qualifications of the National Catalogue of Professional Qualifications (CNCP) acquired through formal learning processes, work experience or even non-formal training.



Adult education and training covers different types of provision offered by the education and employment authorities, provided by institutions from different nature. Classroom-based education leading to the award of official degrees of the education system is provided in ordinary schools or specific schools for adults.

Adult **training provision** comprises different types of programmes, which are organised by the education, employment and local authorities:

- 1 The education authorities provide adults with an opportunity to acquire basic education or complete the different types of provision of the education system leading to the award of an official qualification. In addition, they periodically organise entrance examinations to have access to different types of provision or to obtain an official qualification without having to complete the corresponding studies.
- 2 The employment authorities organise a series of training actions aimed at both employed workers and unemployed people, with the aim of improving the employability of the population.
- 3 Local authorities are responsible for organising popular education through popular universities, which offer a wide range of educational, training and cultural activities.

3.4.2 SPANISH VALIDATION OF COMPETENCES SYSTEM

The evaluation and accreditation of the professional competences acquired through work experience and non-formal and informal training is one of the necessary instruments to make **lifelong learning** a reality, encouraging the adult population, especially those who dropped out with no qualification, to reintegrate into the education system through the recognition of their training.

Lifelong Learning.

Everyone must have the right to lifelong learning, within and outside the education system, in order to acquire, update, complete or expand their abilities, knowledge, skills and competences for their personal and professional development. That is why the basic principle of the education system is to promote lifelong learning.

With the aim of promoting lifelong learning, the Ministry of Education and Vocational Training offers different types of educational provision and training to improve the training of the Spanish society:

Open education:

1. Aula Mentor
2. Open learning programmes in adult education institutions (classroom-based)
4. Open learning programmes in adult education institutions (distance)
5. Popular universities
6. Massive open online courses.

Periodically, the competent administrations (both at state and regional level) will make public calls about the procedure of evaluation and professional skills accreditation acquired through work experience or non-formal training paths.

These calls will identify the Units of Competence as subjects of evaluation, as well as the professional training qualifications and/or Certificates of Professionalism in which they are included.

People who want to accredit the competences acquired through work experience or non-formal training channels must enroll in these public calls. In order to be able to enroll in them, they must meet the following requirements:

1. Spanish nationality, or:
 - to be in possession of the certificate of registration as a Community citizenship
 - to be in possession of the card that recognise you as a family member of an EU citizen
 - to be a holder of an in force residence authorization or, of a residence and work authorization in the terms established in the Spanish regulations of foreign affairs and immigration.
2. To be 18 years old at the time of registration (in the level I units of competence case), and 20 years old for levels II and III.
3. To have work experience and/or training on the competences you want to be accredited:
 - Working experience: 3 years of (at least) justifiable work, with a minimum of 2000 total worked hours, in the last 10 years before the call. (At level I, 2 years minimum, with 1200 hours).
 - Training: 300 hours of (at least) justifiable training, in the last 10 years before the call (200 hours in level II).
4. Documentary evidence of the specific non-academic requirements which may be required in the call.

Once the call is opened and your application is selected, you have to go through three phases:

1. Counseling phase: This is the main phase. An advisor will accompany and give you advice so that you have more possibilities of passing the next phase.
2. Evaluation phase: In this phase an evaluation will be made to show if the applicant have the professional skills on the requested Units of Competence.
3. Accreditation and registration of professional skills phase: Once the two previous phases have been passed, an accreditation for each Units of Competence (in which you have demonstrated your competence) is given.

For the effective access to the evaluation and accreditation processes for people who are working, it will be possible to use individual training permits with which you will have about 200 working hours per academic year to attend the phases of assessment and evaluation. This won't have any cost for the company in which the applicant is working.

The permits must be authorised by the company and if the company refuses, it must be motivated by organisational or production reasons and communicated to the worker.

3.4.3 SPAIN NQF LEVEL DESCRIPTORS 1 & 2

Main NFQ at level 1 in Spain: Professional qualifications of competence. Organic Law 5/2002, June 19th about Qualifications and Vocational Training

This Organic Law recognised 26 professional families. This law was further developed by this legislation: Royal Decree 295/2004 of 20 February, Royal Decree 1228/2006 of 27 October and Royal Decree 665/2007 of 25 May.

Those Royal Decree are developed in each professional family by a presidential order by the presidential minister.

Competency dimension or Learning outcome				
Specific objective	Evaluation criteria		Contents	Context
To achieve limited capabilities following instructions and complying with applicable regulations	Knowledge: To know and recognise the contents at basic/limited level	Skill: Cognitive: logical, intuitive & creative thinking Practical: manual dexterity in the use of methods, tools and materials. It is supposed to be simple activities	Theoretical basic concepts	The employee develops his or her activities in public or private companies. The general context is a working relationship.

Main NFQ at level 2 in Spain: Basic vocational education training “Formación Básica”

In this case, the Law that regulates the Basic vocational education training or Formación Básica is the following:

Royal Decree 127/2014 of 28 February, regulating specific aspects of Basic Vocational Training of vocational training educations in the education system

Royal Decree 1850/2009 of 4 December on the issuance of academic and professional qualifications corresponding to the teachings established in Organic Law 2/2006 of 3 May on Education.

General Competency			
General objective	Evaluation criteria		Contents
To achieve capabilities in order to work in a more responsible and autonomous way.	Knowledge: Qualities and efficiency in the assigned work	Skill: Cognitive/Practical Fulfil the task with autonomy and responsibility individually or as member of a group	Theoretical concepts with a broaden and depth knowledge

NQF = CNCP	EQF
Level 6	Level 8
Level 5	Level 7
Level 4	Level 6
Level 3	Level 5
Level 2	Level 4
	Level 3
Level 1	Level 2
	Level 1

3.4.4 SPANISH QUALIFICATIONS AT LEVEL 1 & 2

The Spanish qualifications system suppose 665 certificates organised in 26 professional 'families' and 3 levels.

77 certificate at level 1 CNCP (= L1 and L2 of EQF) : Could you focus on professional certificate and just present into the 77 the low professional qualification at level 1 of your CNCP (=level 1 & 2 of the EQF)

For the complete list see: http://incual.mecd.es/administracion_cualificaciones

The elements of interest of each Professional Certificate are:

- **1-General competence:** Define the professional profile which this certificate accredit.
- **2-Training modules:** Define the blocks of content that must be overcome to obtain the certificate of professionalism through training.
- **3-Competence units:** Define the specific professional subjects competences that must be demonstrated in order to obtain the certificate of professionalism.
- **4-Occupations or jobs:** Jobs which you can access through this certificate of professionalism.
- **5-Level:** We can find 3 different levels of professional certificates, according to the complexity of the competences on it.

The Spanish Basic Vocational education training known as Formación básica follow the same criteria that those of Professional qualification of Competencies but besides the vocational education, it adds up some transversal common module as Math, Language, Foreign Language, Applied Science and Labour Risk Prevention.

4 DESCRIPTION OF THE LOU AT LEVELS 1 & 2: METHODOLOGY

4.1 INTRODUCTION

Each LOU (unit of learning outcomes) should be described by the knowledge, skills (know-how and behavioural skills in professional situations) and responsibility/autonomy (which we will call "resources") that the learner should be able to demonstrate at the end of the learning process. This can be done through a general explanation but also through a description of the resources.

LOU must be transparent, understandable, comparable, observable and measurable.

Action verbs can be used to describe the LOU, e.g.:

- *The learner is able to explain how to use an oven to bake different types of pastries.*
- *The learner knows and understands different types of units of measurement such as kg, gr, litre, millilitre, etc.*

A few key words that are easy to understand for learners at levels 1 & 2 :

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

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

Description of autonomy, responsibility: discussing, cooperating, accepting, planning, deciding, being attentive to, taking care of, being attentive to, reacting, adapting, being responsible for, organising, controlling, structuring, judging, validating, modifying...

It is important to describe the different levels in such a way as to show that the level of responsibility, autonomy and complexity of the task increases:

- Level 1 descriptors :
 - With a lot of support I am able to ...
 - A superior is always present when I realise...
 - I am allowed to use this machine only when my supervisor tells me to do so and when he/she is present.
- Level 2 descriptors :
 - With a little support I am able to...
 - With a bit of support I am able to cope with this task.
 - I may need support.
 - My superior reminds me of these things regularly.
 - Every time I work on this ... My superior briefly looks with me at what I need to pay attention to.
 - From time to time, someone should check that I have done everything correctly.
 - I am only allowed to use the machines when my supervisor tells me to do so.
- The LOUs need to clearly establish the context in which the resources refer to, e.g. :
 - The learner can measure different food ingredients in relation to a recipe without any support.
- The LOUs must be easily understandable:
 - The LOUs provide a comprehensive overview of the concrete things to be learned in the certification process. Their description can be used as a support during the career guidance phase before starting the training as well as a guide during the training process. They should therefore be formulated in an easy-to-understand way with regard to guidelines for writing easy-to-read documents.

Often the LOUs of existing qualification/ certification programmes do not fully conform to the structure given by the descriptors. Sometimes, for example, some of them refer to a higher level than most of the others. Or some competences described in a specific level are not necessary for this qualification/certification. In this case, the classification is made at the level to which the greatest number of learning outcomes refer.

Example: When a qualification/certification programme some of the LOUs observed correspond to the descriptors of level 1, some to level 3, but most to level 2, the qualification/certification should be at level 2.

4.2 METHOD IN EACH PARTNERSHIP COUNTRIES

4.2.1 BELGIUM

WORKING GROUP on level 1 & 2 in the HORECA sector

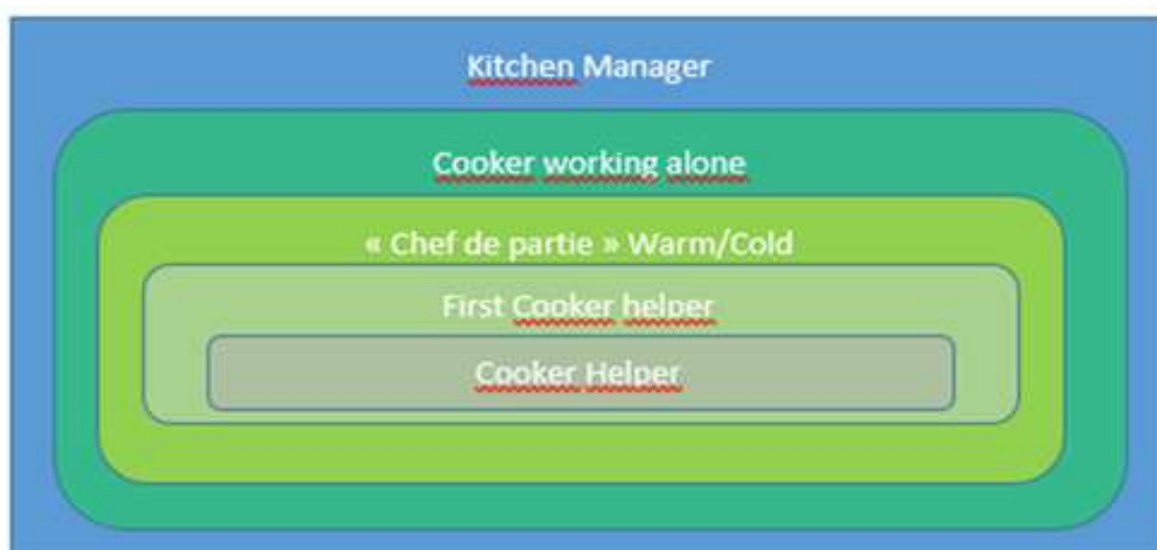
In Belgium the Horeca sector, sometimes written HORECA or HoReCa, refers to the sector of activities of the Hotel, Restaurant and Cafés. It has the same meaning in English and is understood as an acronym for Hotels, Restaurants and Catering.

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

HORECA (Kitchen sector): Kitchen Manager → Cook working alone → “Chef de partie” Warm/cold → First Cook helper → Cook helper → Assistant Cook helper

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

SFMQ trade cluster for Kitchen trades:



Composition of the SFMQ trades cluster for the kitchen trades [1]		
Occupations in demand	Definition	Hanging Rome v3 (n° & title of card(s))
<p>First Kitchen Assistant (103)</p> <p><i>Not yet positioned at the NQF</i></p>	<p>Depends on the chef de partie or cook working alone</p> <p>He works under the supervision of a supervisor (hot and cold preparations, desserts).</p> <p>He gives operational instructions to the assistant He carries out the implementation</p> <p>It verifies the implementation of the instructions given</p>	<p>G 1602 kitchen staff</p>
<p>Chef de partie cold kitchen (105)</p> <p>THE FIRST HEAD OF ROW (FOR THE ROOM) IS PLACED ON LEVEL 4 AT THE NQF à NO POSITIONING FOR THE « Chef de partie » (Kitchen) YET</p>	<p>Depends on the sous-chef and the head chef (chef de cuisine)</p> <p>He is experienced as a half party leader and is responsible for the cold preparations.</p> <p>He is in charge of the cold kitchen and gives instructions to the first kitchen assistant who work in his department.</p> <p>He/she sets up, prepares, arranges and garnishes cold foodstuffs</p> <p>Coordinates and supervises the occupations of the kitchen assistant or kitchen labourers in his or her department</p>	<p>G1602 kitchen staff</p>
<p>Head of hot kitchen part (106)</p> <p>THE FIRST HEAD OF ROW (FOR THE ROOM) IS PLACED ON LEVEL 4 AT THE NQF and NO POSITIONING FOR THE « Chef de partie» (Kitchen) YET</p>	<p>Depends on the sous-chef and kitchen manager (chef de cuisine)</p> <p>He is experienced as a half party leader and is responsible for the hot preparations. He is the head of the hot kitchen and gives instructions to the 1st kitchen assistant working in his department.</p> <p>He/she sets up, prepares, arranges and garnishes hot food</p> <p>He/she coordinates and supervises the work of the kitchen assistant or kitchen workers in his/her department</p>	<p>G1602 kitchen staff</p>

<p>Cook / cook working alone (113 a)</p> <p>PLACED ON LEVEL 4 OF THE NQF</p>	<p>It depends on the kitchen manager or the manager or the owner.</p> <p>It ensures all kitchen preparations</p> <p>Works alone in the kitchen or manages one or more assistant</p> <p>He/she carries out all the cooking activities, sets up, prepares, arranges and garnishes the dishes.</p> <p>He plans and organises activities.</p>	<p>G1602 kitchen staff</p>
<p>Unsolicited occupations</p>	<p>Definition</p>	<p>Hanging Rome v3 (n° & title of card(s))</p>
<p>Cook helper(102)</p> <p>No SFMQ PROFILES and NOT PLACED ON NQF BUT COULD BE AT LEVEL 2</p>	<p>It depends on the 1st clerk, the chef de partie or the cook.</p> <p>He/she works under the supervision of a supervisor (either for hot preparations, cold preparations or desserts).</p> <p>He carries out the preparations according to the cook's instructions.</p> <p>He/she receives progressive training, following the instructions of the 1st clerk, the head of the party and/or the cook.</p>	<p>G1602 kitchen staff</p>
<p>Assistant Cook helper</p> <p>No SFMQ PROFILES and NOT PLACED ON NQF BUT COULD BE AT LEVEL 1</p>	<p>He is in charge of washing the dishwashing equipment (kitchen equipment), dishes, glassware (glassmaker's officer).</p> <p>He also sometimes cleans the premises or helps to peel vegetables and fruits, sometimes to cut them.</p> <p>He assembles simple desserts</p> <p>He prepares and assembles starters (raw vegetables, charcuterie, etc.).</p> <p>He prepares salads and sandwiches under supervision.</p>	<p>G1605 - restoration diving</p>

[1] Main sources used : Sectoral trees, S.P.E. trees, access to the profession, Classification of functions in the horeca sector: www.horecanet.be, Rem file, Sheet rome v3 g1602, Self-checking guide g023

Within the framework of the AID Coordination network, several training centres are developing training courses in the HORECA sector, in particular for the Cook and dining room assistant trades.

As explained above, the qualifications for these levels are not, as yet, positioned at the level of the French qualifications framework.

However, at the level of the "Centres de Formation en Insertion Socioprofessionnelle" sector¹⁹, the Federation which brings together all the federations of CISPs²⁰ has developed job profiles and training profiles specifically dedicated to the training courses of CISPs, given that the latter were not yet selected by the SFMQ reference body.

Within the framework of the ENVOL project, we wish to work on identifying the level of qualification of the jobs of assistant cook and assistant cook. We will base our work on the NQF and SFMQ, but also on the work carried out by the Interfederation of CISPs²¹ and on existing certificates of qualification at the level of formal education.

Indeed, even if the certification for the Cook helper is not yet positioned at the NQF level, there is a possibility at the teaching level to obtain a qualification for the kitchen clerk:

In ordinary secondary education, training extends over the two years of the 3rd level (5th and 6th higher humanity) of vocational qualification. At the end of these two years, the candidate obtains a certificate of qualification (CQ6) which he or she can use on the labour market. For an additional year, they can also obtain the certificate of upper secondary education (CESS), which gives them access to higher education of the short type.

Within the framework of our working group, we will therefore rely on the following resources in order to propose a positioning for the Cook helper and his Assistant Cook helper. This list may be completed in the course of the work:

- The job/training profiles: "Cook working alone" and "First kitchen clerk" (see below: HORECA kitchen job cluster produced by the SFMQ) as well as the positioning, granted at level 4, of the "Cook working alone" certifications. The certifications for the First Kitchen Assistant are not yet positioned on the NQF.
- The SFMQ's "Restaurant/Barmaid waiter" business profile and its positioning awarded at level 3 of the NQF.
- The trade/training references produced by the Interfédération des CISP "Commis de cuisine" and "Commis de salle".
- CQ6/CQS "Commis de cuisine", a certificate of qualification issued by the formal education system.

Steps of work:

1. Comparing the existing JOB PROFILE for the COOK HELPER :

- Interfederation of CISP
- Education/ CQ6/CQS

2. Defining the JOB PROFILE of the ASSISTANT COOK HELPER linked to the ROME and other existing references resources

3. Identifying the NQF level of the two JOB PROFILES (Cook helper L2 and assistant Cook helper L1) with regards to :

- The SFMQ Trade cluster
- NQF descriptors
- EQF descriptors

¹⁹ CISP - private non-market operators.

²⁰ Of which AID coordination is a member.

²¹ The Interfédération des CISP has developed trade/training profiles at the lowest qualification levels.

4.2.2 ITALY

WORKING GROUP on level 1 & 2 in the HORECA sector

In Italy an inductive method has been followed, using two pilot cases of profiles to be defined at level 2 and trying to identify a process to recognise knowledge, skills and Work Situational Typologies (WST) that correspond to Level 2 and at the same time, are adequate to the needs of the labour market for some professional roles there are employment opportunities for.

The Work Situational Typologies, around which the description of professional profiles in the model of the Friuli Venezia Giulia Region is centred, describe work situations in which competence is typically acted upon, classified on the basis of the operating conditions (reference context, products/services realised, activities planned, tools required, techniques applied, materials used, etc.).

The Work Situational Typologies are expressed in a language and structure co-constructed with representatives of the business world, in order to trace, as clearly as possible, the description of the learning outcomes most useful to companies in understanding the skills of candidates for a job placement.

First of all, we have brainstormed which economic sector could have space for a profile (ore more) at level 2.

We have considered that HORECA sector was a suitable sector to use as an example case because there are professional roles that are not yet covered by the proper professional qualification in the regional repertoire of professional qualifications.

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

As a consequence of this brainstorming, an inconsistency emerged regarding the professional profiles already present in the Regional Repertoire of Professional profiles in the "kitchen area": two profiles with different levels of autonomy and complexity of tasks were referred at the same EQF level in the Repertoire: Cook and Cook-Assistant were both at EQF level 3.

In particular, the list of Regional Professional Qualificators (RPQ) between the Cook and the Cook-Assistant were different:

- the cook included a RPQ at Level EQF4, developed as Partial, that was not present in the profile of Cook Assistant, the RPQ-RIS-03 "ORDER PROCESSING MANAGEMENT";
- the RPQs at EQF level 3 that were in common between the Cook and the Cook-Assistant had, in 3 cases out of 6, different grades of development (Partial/Complete),
- in total, 11 Work Situational Typologies less than the Cook were covered by the Cook-Assistant.

So, the team decided to solve this inconsistency by discussing within a multi-disciplinary group the need for a shift of the Cook-Assistant to a lower EQF Level, i.e. Level 2.

Following the approach used in the Region of Friuli Venezia Giulia for defining the professional profiles based on situations in which competence is typically acted, we've discussed within the working team, which tasks could have been performed in the kitchen by an assistant less qualified than the cook, making reference to the actual roles requested on the labour market.

In parallel, a similar analysis of professional roles, Work Situational Typologies of those roles, and regional qualifications were made with regard to the Dining room staff dealing with the waiter service.

The team was composed by:

- Lorena Sassi – coordinator of the project - Scuola Centrale Formazione
- Valli Burello and, from 15/10/2020, Francesco Cavallo – contact person for Civiform of the Envol project
- Carlo Birri - director of the training area in Civiform and collaborator of the Friuli Venezia Giulia Region for the development of the certification system of competences
- Amorino Michelutti – catering sector trainer
- Maurizio De Michielis – trainer for waiters.

Some exchanges have also been started with some representatives from social economy organizations (social cooperative, consortium of social cooperative, association working for the social inclusion of people with disability).

For the Kitchen area, the roles traditionally present in restaurant kitchens were compared, referring in particular to the types of restaurants and catering services that are quantitatively more representative of the sector in the context of the region Friuli Venezia Giulia and the new needs emerging on the market.

The professional roles most widely present in the labour market for the "kitchen" area are the 5 below:

- Executive chef.
- Chef.
- Chef de partie.
- Commis de Cuisine.
- Garçon de Cuisine.

These 5 figures make up the "kitchen brigade" of restaurants and catering services medium-structured.

Please, note that the French terms for these professional roles are widely used in Italy too.

The working group then verified whether a corresponding qualification or training profile was defined in the Repertory of Professional Qualifications of the Friuli Venezia Giulia Region for the professional roles identified above.

The role of Chef corresponded to the training profile of Cook-technician, ranked at level 4 of the EQF and NQF.

The role of Chef de Partie, instead, corresponded to the training profile of Cook, ranked at Level 3 of the EQF and NQF.

As far as the role of Commis de Cuisine is concerned, on the other hand, the most similar training profile appeared to be that of Chef-Assistant, but the working group felt that the description of skills, knowledge and typical situations currently included in the Regional Directory was too close to that of the Cook, and therefore did not correctly reflect the distinction between the two roles.

The role of Chef's Assistant that the working group has thought of is an EXECUTIVE figure, who performs a RESTRICTED NUMBER OF SIMPLE ACTIVITIES, under the SUPERVISION of the Cook, ASSURING CONFORMITY of the result in a structured work context with a limited number of diversified situations. Typically, the cognitive and relational skills he/she applies are those of MEMORY (e.g. remembering the Cook's instructions; remembering operational procedures) and PARTICIPATION (e.g. working within a kitchen brigade). In particular, these two skills are consistent with the guide verbs associated with level 2 of the NQF, which are REMEMBER and PERFORM.

On the basis of these elements of analysis the profile of Assistant Cook has been decided to assign level 2.

The working group then proceeded to review the description of the training profile, starting from the list of Regional Professional Qualifiers, in order to see how to relocate it to Level 2. This also considering that in other regions (e.g. Piedmont and Umbria), the assistant cook is on Level 2 (but in others he/she is on Level 3).

Moreover, a second figure has been identified in the kitchen area: the "Garçon de cuisine" or kitchen boy, whose tasks would be restricted to the preparation of the premises, cleaning of vegetables and portering, performing the activities under the supervision of the cook, but ensuring the achievement of the required result within the kitchen brigade.

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

Job role	EQF	Training profile
Executive chef	5	
Chef	4	Cook technician
Chef de partie	3	Cook
Commis de cuisine	2	Cook assistant
Garçon de cuisine	2	Kitchen porter

In parallel, the same analysis was carried out on the area "dining room service", leading to the following result.

Job role	EQF	Training profile
Room manager	5	
Maitre	4	Room technician
Chef de rang	3	Waiter
Commis de rang	2	Waiter assistant

For the Commis de rang or "Waiter's assistant", there are training courses in FVG, at level 2 EQF, but there is no specific qualification yet, which exists, for example in Piedmont.

In order to arrive at a description of competences (knowledge, skills) and Work Situational Typologies (WST), the working group discussed which approach to follow, debating on:

- Proceed by "deduction" of knowledge, skills from RPQ level 3 and by "deduction" of Work Situational Typologies (WST) from WST at level 3.
- Define new RPQ and WST specific for level 2, following an inverse process of building "from the bottom" (i.e. from the simplest to the most complex) of knowledge or skills and application situations/contexts; this second mode was, for example, used in FVG to decline competence levels in basic IT.

The internal debate within the working group showed that the first modality, i.e. by "subtraction", would have been more coherent with the general structure of the regional qualifications system, working on the partial acquisition of RPQ, and more comprehensible/usable in the relationship with enterprises.

This is because from the very beginning RPQs were created by trying to include in the WST sheets all the elements (tasks, application contexts, complexity of activities...) that would have allowed companies to "position" among their staff the professional figure with a clear and coherent role in relation to professional needs.

The choice of knowledge, skills and WSTs to describe Level 2 has been made by crossing the descriptions of Level 3 with :

- The characteristics of a figure at Level 2:
 - Work or study under SUPERVISION with a CERTAIN DEGREE OF AUTONOMY ;
 - Work context DETERMINED and STRUCTURED, with a limited number of diversified situations to manage;
 - RECURRENT types of tasks, problems and approaches that require the APPLICATION of SIMPLE TOOLS AND RULES ;
 - OPERATIONS under direct supervision with AUTONOMY with regard to own DUTIES and RESPONSIBILITY with regard to own RESULTS;
- The role, tasks and working methods of a commis de cuisine / commis de rang as required by the labour market.

Regarding the "garçon de cuisine" profile, the working group is evaluating:

- the real interest of the Administration in charge of FP in codifying this profile, which is considered by the companies in the sector as an entry-level job role, which often does not require any particular formal training, but rather guided learning in a work context,
- the possible presence of this profile in a more "protected" labour market such as that of social cooperation, with the possibility of declining the professional figure of Garçon de Cuisine as a tool for empowering people in particularly fragile conditions in a process of strengthening skills within protected contexts (socio-occupational workshops, ...) taking into account the ICF approach (International Classification of Functioning, Disability and Health: <https://www.who.int/classifications/icf/en/>);
- the opportunity to formalise the figure of Garçon de Cuisine in the Regional Directory in order to have an official profile to be able to recognise through the certification of competences the result of a mixed pathway (propaedeutic training + internship in protected contexts) or totally non-formal (in a working context).

It has been discussed that an important element in the definition of Level 1 is the CONTEXT, which may be more or less favourable, also depending on the degree of structuring, coaching or "protection", to the expression and implementation of knowledge and skills.

In the light of the need to be able to also certify the individual Learning Outcomes Units (i.e. RPQ in the FVG system) for people who do not complete the set of RPQs that define a professional profile, with a view to facilitating a path to qualification in several stages, and that for regional legislation a certification can only be issued on "complete" knowledge/skills lists and not on sub-sets, it is being considered, at regional level, to re-describe all RPQs so that each profile corresponds to a list of complete RPQs.

The working group therefore considered that, in addition to "narrowing" the list of knowledge and skills related to the lowest level profiles compared to the higher ones, by "subtraction" as described above, it might also be appropriate to adapt the definitions of knowledge and skills, as well as the lists of WSTs, so that they are more specifically related to the appropriate level.

This by referring to the specifications indicated in the Italian National Qualifications Framework (2018) and to the guiding verbs for the level:

Level	Knowledge	Skills	Responsibility/ autonomy
Sub-descriptors	factual and/or conceptual dimension Width and depth Comprehension and awareness	Procedural, practical, technical, professional and sectoral skills Cognitive, social interaction and activation skills	Responsibility Autonomy Context
1	Concrete, basic knowledge, limited in scope, aimed at performing <u>a simple task</u> in <u>known</u> and <u>structured</u> contexts.	Use knowledge, materials and tools to perform a simple task, involving <u>basic cognitive, relational and social skills</u> . Typically: CONCENTRATION and INTERACTION	Carrying out the task assigned in compliance with the parameters provided for, <u>under direct supervision in carrying out the activities</u> , in a structured context.
2	Concrete, basic, moderately broad knowledge aimed at performing <u>simple tasks</u> in <u>different sequences</u> .	Use knowledge, materials and tools to perform <u>simple tasks</u> in <u>diversified sequences</u> , involving cognitive, relational and social skills necessary to perform simple tasks within a <u>defined range of context variables</u> . Typically: MEMORY and PARTICIPATION	Perform the assigned tasks according to pre-established criteria, ensuring the conformity of the activities carried out, <u>under supervision for the achievement of the result</u> , in a structured context, with a <u>limited number of different situations</u> .
3	Range of knowledge, mainly concrete, with conceptual elements aimed at creating <u>logical links</u> . <i>Interpreting skills.</i>	Apply a <u>range of knowledge, methods, materials and tools</u> to achieve the expected results, activating a set of cognitive, relational, social and activation skills that facilitate <u>adaptation in changing situations</u> . Typically: COGNITION, COLLABORATION and ORIENTATION TO RESULTS	Achieving the expected results by ensuring compliance and <u>identifying the most appropriate methods</u> of implementation, in a <u>structured context</u> , with <u>changing situations</u> that require a change in its work.
4	<u>Wide</u> range of knowledge, integrated from the point of view of the <u>factual and/or conceptual</u> dimension, <u>deepened</u> in some areas. <i>Interpreting skills.</i>	Apply a range of knowledge, methods, practices and procedures, materials and tools, to solve problems, activating a set of cognitive, relational, social and activation skills needed to overcome growing difficulties. Typically: PROBLEM SOLVING, COOPERATION and MULTITASKING.	To achieve the objectives, coordinating and integrating the activities and results also of others, participating in the decision-making and implementation process, in a normally foreseeable context, subject to unforeseen changes.

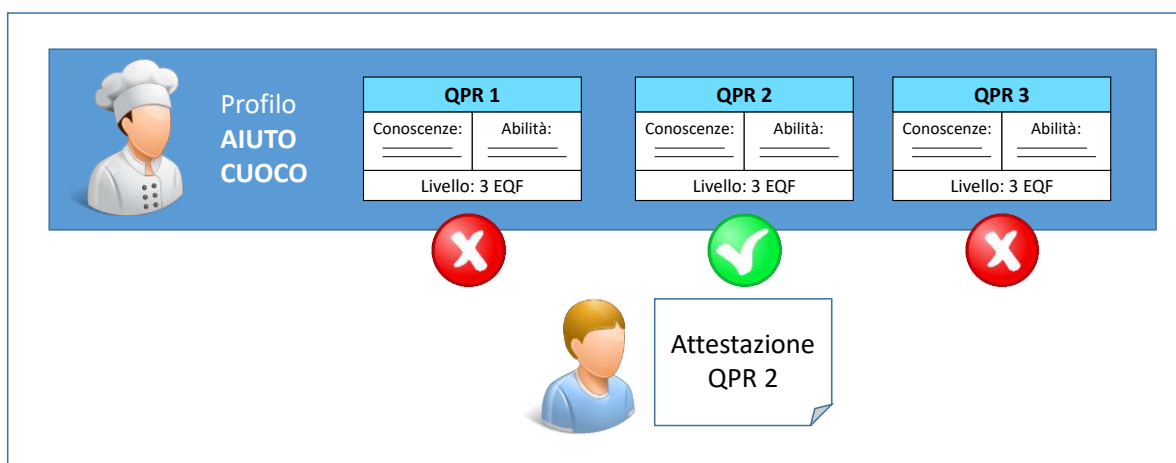
GUIDE VERBS

NQF Level	GUIDE VERBS
1	OBSERVE AND IMITATE
2	REMEMBER AND EXECUTE
3	UNDERSTAND AND REALIZE
4	KNOW AND COORDINATE
5	EVALUATE AND CONTROL
6	ORGANIZE AND MANAGE
7	PLAN AND DIRECT
8	RESEARCH AND INNOVATE

FLEXIBLE USE OF THE QPR/SST MODEL

To make clear the need to document the actual level of competence achieved by a subject at the end of a training course, an extracurricular internship or work experience, the model provides a flexible use of the QPR and SST for the purpose of end-of-course certificates.

Example 1 - If, at the end of a training course of a professional profile (e.g. Help Chef- Cook Assistant), a person attending a course has not acquired all the required skills, but only some of them at the level defined by the SST, he/she will be issued a statement certifying the QPRs achieved in full..



Consequences: The QPRs that make up a profile can be acquired in small steps over time, either by attending other courses or through work experience. When a person possesses all of the competencies required by a profile, he or she may apply to the certification service and obtain qualification against the occupational profile.

Example 2 - A subject attending a training course organized by QPR, but not referred to a complete professional profile (e.g. Basic cooking techniques), at the end of the course is issued a certifying statement for each QPR the level actually achieved by marking (e.g. red border) on the SST form the typical situations that he/she can manage independently.

STANDARD SITUATION SHEETS (SSS)	PREPARATION OF INGREDIENTS			EQF-3	Version 6 15/01/2020 Format_4D
	On the basis of the work plan received, select and prepare for subsequent processing the ingredients necessary for the preparation of the dishes, using the tools available, respecting processing times and health and safety regulations.				
1 - VEGETABLES		2 – MEAT		3 - FISH	
1.3 - TRIM VEGETABLES		2.5 - CUT BONE-IN MEAT		4 - CRUSTACEANS AND SHELLFISH	
Improve the presentation of vegetables by obtaining regular shapes on potatoes (e.g. fondant, natural, castle, cocotte, olive, mascot) and other vegetables.		Cut bone-in meat (e.g. Sirloin steak, Veal loin, Pork cutlet, Lamb ribs).			
1.2 - MAKE 2ND AND 3RD LEVEL CUTS		2.4 -MEAT DEBONE			
Make 2nd level cuts (e.g. sticks, matches, julienne, chiffonade) and 3rd level cuts (e.g. matignon, mirepoix, paesana, macedonia and brunoise) on potatoes and other vegetables.		Boning birds, small mammals (e.g. rabbits), Sirloin steak, Loin of pork and leg of lamb.			
1.1 - CLEAN, WASH AND CUT VEGETABLES		2.3 - CUT THE MEAT WITH OVERLAPPING MEAT TISSUES		4.3 - CLEAN LARGE COOKED CRUSTACEANS	
Remove from the vegetables the external inedible parts (e.g. roots, upper green parts, skin and faulty leaves), the internal parts and the filaments, washing them, possibly treating them (e.g. soaking vegetables that tend to darken in water acidulated with lemon or vinegar), drying them and making 1st level cuts (e.g. slices, rounds, rings).		Cut the meat into slices from pieces of overlapping muscle tissue (e.g. turkey rump, veal rump, beef rump).		Extract the pulp from large cooked crustaceans (e.g. lobsters, spider crabs).	
		2.2 – DICE, SLICE OR MINCE MEAT		4.2 - CLEAN SMALL RAW CRUSTACEANS	
		Dice the meat (e.g. for skewers or stews), into slices from single muscle pieces (e.g. Entrecôte (beef) steak, pork loin) or minced (e.g. ragout, hamburgers, tartare).		Remove the small raw crustaceans (e.g. shrimps, prawns, prawns) from the shell, legs, innards.	
		2.1 – TRIM MEAT		4.1 - CLEAN THE SHELLFISH	
		Free raw meat from all discards and non-edible parts (e.g. skin, fat, tendons).		Remove gastropods and bivalves from the sand ingested with repeated baths, eliminate any byssus, the tuft of filaments protruding from the valves and the incrustations of the shell. Remove the cephalopods from beak, eyes, ink bag, bone, pen.	
				3.3 - SLICE FISH STEAKS AND SLICES	
				Slice medium size fishes (e.g. turbot and salmon) or large size (e.g. swordfish, tuna) in pieces (steaks) or slices.	
				3.2 – FILLET THE FISH	
				Remove all fishbones (central and remaining) from round fish and large flat fish (e.g. salmon, trout, turbot) and obtain regular fillets.	
				3.1 - SHAVE, SCALE, GUTT THE FISH AND REMOVE FISHBONES	
				Remove fins, scales and guts from round and flat fish. Remove the central fishbone from small fish (e.g. anchovies, sardines).	

Consequences: it is possible to attend progressive training courses (e.g. basic course, intermediate course, advanced course) at the end of which the subject can have all the partial results acquired at the end of each course recognized in order to obtain certification of individual skills (QPR), or of the entire professional profile.

Example 3 - For the most fragile subjects, who find it difficult to reach a level of autonomy consistent with the EQF level required by the competence being acquired (both in a formal and non-formal context), it is possible to issue, at the end of the course, a statement with the actual level reached, highlighting with different colors the degree of autonomy referred to the EQF level (e.g. red = level 3; blue = level 2) relative to each typical situation.

STANDARD SITUATION SHEETS (SSS)	SST-RIS-04	PREPARATION OF INGREDIENTS		EQF-3	Version 6 15/01/2020 Format_4D
	On the basis of the work plan received, select and prepare for subsequent processing the ingredients necessary for the preparation of the dishes, using the tools available, respecting processing times and health and safety regulations.				
1 - VEGETABLES		2 - MEAT		3 - FISH	
1.3 - TRIM VEGETABLES		2.5 - CUT BONE-IN MEAT		4 - CRUSTACEANS AND SHELLFISH	
Improve the presentation of vegetables by obtaining regular shapes on potatoes (e.g. fondant, natural, castle, cocotte, olive, mascot) and other vegetables.		Cut bone-in meat (e.g. Sirloin steak, Veal loin, Pork cutlet, Lamb ribs).			
1.2 - MAKE 2ND AND 3RD LEVEL CUTS		2.4 - MEAT DEBONE		4.3 - CLEAN LARGE COOKED CRUSTACEANS	
Make 2nd level cuts (e.g. sticks, matches, julienne, chiffonade) and 3rd level cuts (e.g. matignon, mirepoix, paesana, macedonia and brunoise) on potatoes and other vegetables.		Boning birds, small mammals (e.g. rabbits), Sirloin steak, Loin of pork and leg of lamb.		Extract the pulp from large cooked crustaceans (e.g. lobsters, spider crabs).	
1.1 - CLEAN, WASH AND CUT VEGETABLES		2.3 - CUT THE MEAT WITH OVERLAPPING MEAT TISSUES		4.2 - CLEAN SMALL RAW CRUSTACEANS	
Remove from the vegetables the external inedible parts (e.g. roots, upper green parts, skin and faulty leaves), the internal parts and the filaments, washing them, possibly treating them (e.g. soaking vegetables that tend to darken in water acidulated with lemon or vinegar), drying them and making 1st level cuts (e.g. slices, rounds, rings).		Cut the meat into slices from pieces of overlapping muscle tissue (e.g. turkey rump, veal rump, beef rump).		Remove the small raw crustaceans (e.g. shrimps, prawns, prawns) from the shell, legs, innards.	
		2.2 - DICE, SLICE OR MINCE MEAT		3.3 - SLICE FISH STEAKS AND SLICES	
		Dice the meat (e.g. for skewers or stews), into slices from single muscle pieces (e.g. Entrecôte (beef) steak, pork loin) or minced (e.g. ragoût, hamburgers, tartare).		Slice medium size fishes (e.g. turbot and salmon) or large size (e.g. swordfish, tuna) in pieces (steaks) or slices.	
		2.1 - TRIM MEAT		3.2 - FILLET THE FISH	
		Free raw meat from all discards and non-edible parts (e.g. skin, fat, tendons).		Remove all fishbones (central and remaining) from round fish and large flat fish (e.g. salmon, trout, turbot) and obtain regular fillets.	
				3.1 - SHAVE, SCALE, GUTT THE FISH AND REMOVE FISHBONES	
				Remove fins, scales and guts from round and flat fish. Remove the central fishbone from small fish (e.g. anchovies, sardines).	
				4.1 - CLEAN THE SHELLFISH	
				Remove gastropods and bivalves from the sand ingested with repeated baths, eliminate any byssus, the tuft of filaments protruding from the valves and the incrustations of the shell. Remove the cephalopods from beak, eyes, ink bag, bone, pen.	

Fallout: the SST form makes explicit the real level of autonomy for each typical situation characterizing the competence, providing a clear map for a coherent and targeted job placement on the real skills of the subject, or to plan targeted training interventions on individual deficit areas.

In this way it is possible to enhance any learning related to a skill or professional profile, and use this information to plan in a targeted way the professional growth or job placement of a subject.

PROFILES DESCRIPTION

In this section are reported in extreme synthesis the descriptions of the professional profiles developed.

WAITER ASSISTANT

EQF Level = 2

Brief description of the profile

The WAITER ASSISTANT is the executive figure that guarantees the support to the waiter in the preparation, delivery and distribution of meals and drinks in accommodation facilities. The waiter-assistant works under the guidance of the waiter and his main tasks consist in the preparation of the room, the tidying up and cleaning of the rooms, the preparation of the tables and the preparation of the panadora (service station). The figure of the waiter assistant collaborates in the standard mise en place and in the replacement of food and consumables during the realization of buffets. He also brings the bread basket and drinks to the table. At the end of the service he clears the tables of the room and the buffets as well as taking care of the standard operations in the office.

Professional skills characterizing the profile

Code	Title	EQF Developed:	
QPR-RIS-16	SET UP SPACES, EQUIPMENT AND MATERIALS	3	Partial
QPR-RIS-10	FOOD AND BEVERAGE SERVICE	3	Partial
QPR-RIS-14	DINING ROOM SET UP	3	Partial

COOK ASSISTANT

EQF Level = 2

Brief description of the profile

The COOK ASSISTANT is an executive figure that guarantees the support to the cook during the different phases of preparation of meals to be served to customers. Its activity is particularly aimed at the preparation of raw materials (vegetables, fruit, meat, fish), the preparation of semi-finished products (bases, thickening agents, sauces, fresh pasta and gnocchi, kitchen appliances, etc.), the preparation of simple dishes and the standard preparation of dishes and serving trays. It also manages the cleaning and sanitizing of environments and equipment, the storage of raw materials in the warehouse and the preservation of semi-finished products in cold storage, respecting the provisions of the self control system for the safety and hygiene of food products.

Professional skills characterizing the profile

Code	Title	EQF	Developed :
QPR-RIS-16	SET UP SPACES, EQUIPMENT AND MATERIALS	3	Partial
QPR-RIS-04	PREPARATION OF THE INGREDIENTS	3	Partial
QPR-RIS-05	PREPARATION OF SEMI-FINISHED PRODUCTS	3	Partial
QPR-RIS-06	FOOD COOKING	3	Partial
QPR-RIS-07	LAY DISHES AND SERVICE TRAYS OUT	3	Partial

Attached are all the details of each profile: references (NUP and ATECO codes of professions), competence descriptors (with evidence of characterizing knowledge and skills) and standard situation sheets (with the level of competence development).

TRAINING COURSES EQF 2

In this section are reported the structures of the training courses of "Qualification for adults". The description includes an indication of the modules making up the training project and the related training units in which each module is in turn articulated.

Waiter assistant

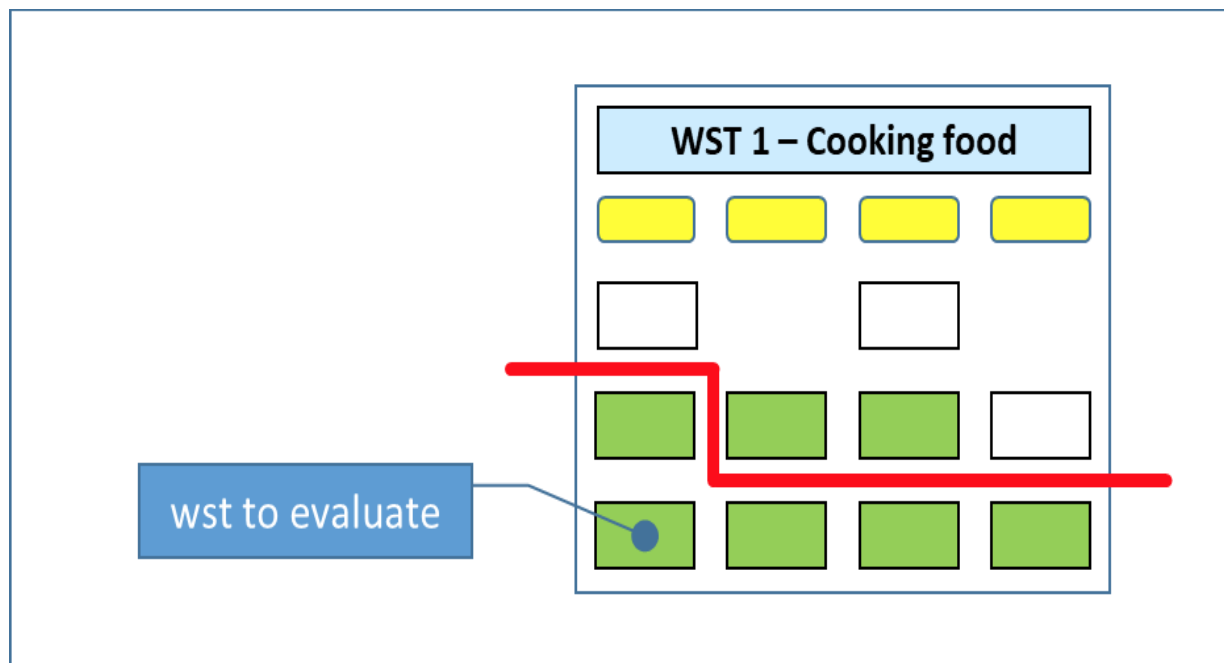
<i>Mod Title</i>	<i>Training Units</i>	<i>Hours</i>
1 TRAINING PATH MANAGEMENT	Reception and training agreement	4
	Learning process monitoring	12
2 CAREER GUIDANCE TO WORK	The catering sector in FVG	8
	Active job search	16
3 SAFETY TRAINING COURSES	General safety	4
	Safety specific catering sector	8
4 TECHNOLOGICAL ASPECTS	Hygiene, health and environmental protection	16
	Food merchandising	24
	Food technology	24
	English course	50
5 PROFESSIONALISING SKILLS	Preparation of spaces, equipment and materials	40
	Preparation of the restaurant room	36
	Food and beverage service	24
6 STAGE	Stage	120
7 FINAL EXAMS	Final exams	14
Total =		400

Cook assistant

<i>Mod Titles</i>	<i>Training Units</i>	<i>Hours</i>
1 TRAINING PATH MANAGEMENT	Reception and training agreement	4
	Learning process monitoring	12
2 CAREER GUIDANCE TO WORK	The catering sector in FVG	8
	Active job search	16
3 SAFETY TRAINING COURSES	General safety	4
	Safety specific catering sector	8
4 TECHNOLOGICAL ASPECTS	Hygiene, health and environmental protection	16
	Food merchandising	32
	Food technology	32
5 PROFESSIONALISING SKILLS	Preparation of spaces, equipment and materials	50
	Preparation of the ingredients	80
	Preparation of semi-finished products	80
	Food cooking	40
	Preparation of plates and serving trays	24
6 STAGE	Stage	180
7 FINAL EXAMS	Final exams	14
Total =		600

DESCRIPTORS FOR THE EVALUATOR PROCESS

The process of evaluation of technical and professional skills takes as reference the Work Situational Typologies (WST) Frameworks and more specifically the "Work Situational Typologies (WST)" provided for each profile (all those that are below the red lines in each WST included in the profile).



For each WST to be evaluated the trainers define the relative descriptors with respect to 4 evaluation dimensions:

- - V1 - Correctness of the realization process
- - V2 - Quality of the product/service made
- - V3 - Respect of assigned constraints (e.g. time, quantities)
- - V4 - Mastery of related knowledge

4.2.3 PORTUGAL

WORKING GROUP on level 1 & 2 in the HORECA sector

In Portugal, it was defined the sector of Hotel and Catering to develop the comparative analysis of Descriptors for level 1 & 2.

Hotel and Catering >> Kitchen management and production (level 5) □ Kitchen/Pastry Technician (level 4) □ **Cook** (level 2)

The Hotel includes all the modules that concern the work in a Hotel, from the kitchen, to the floor service in all its scope, passing through the heart of a hotel unit: the Reception, the place where all the questions must be answered or forwarded. The Catering is articulated (or not) with the Hotel, assuming the restaurant/bar service in all its extension, from the communication with the client to the table service and the excellence that must be associated to it.

Training in hotels and catering concerns the study of tasks related to the provision of accommodation, food, drinks and other related services in hotels, restaurants, drinks establishments, etc. This area includes programmes whose main content covers the following training: Catering; Kitchen; Training of restaurant and bar staff; Hospitality; Hotel reception; Catering; Room services; Service techniques. (source: <http://www.akivida.com/hotelaria-e-restauracao-811> e <https://dre.pt/application/conteudo/572672>)

For the courses mentioned:

The **Kitchen Management and Production Specialist** (Level 5) is the qualified professional to plan, direct and coordinate the kitchen production work and collaborate with the catering and beverage management service (F&B) in the structuring of menus and the process cost calculation.

Main activities:

- Plan and organize the kitchen service;
- Perform management control and control the production costs of the kitchen service;
- Design and make bakery and pastry products applied to catering;
- Design and make kitchen recipes;
(Traditional Portuguese, contemporary and modern cuisine, quick service cuisine, classic and international cuisine, new cooking trends, alternative cuisine);
- Manage and organize special kitchen services;
- Develop and design new kitchen products;
- Manage work teams.

The **Kitchen / Pastry Technician** is the qualified professional to plan, coordinate and carry out the activities of the pastry kitchen, respecting the hygiene and safety standards, in catering and beverage establishments, integrated or not in hotel units, with a view to guarantee quality service and customer satisfaction.

Main activities:

- Store and ensure the condition of the raw materials used in the kitchen / pastry service.
- Plan and prepare the kitchen / pastry service, in order to make the necessary confections, in accordance with hygiene and safety standards.
- Making the recipe according to the established schedule: starters, main courses, desserts, making and decorating cakes and other pastry products.
- Design and execute artistic pieces in the kitchen.
- Design and execute artistic pieces in pastry.
- Articulate with the restaurant service, in order to satisfy meal requests and collaborate on special services.
- Research new cooking / pastry techniques and trends.
- Collaborate in the preparation of letters and menus.
- Coordinate work teams.
- Provide first aid and basic health care and well-being.
- Control food costs.
- Prepare and complete technical documentation related to the activity developed.
- Ensure the cleanliness and tidiness of spaces, equipment and service utensils, checking stocks and controlling their state of conservation.

The **Cook** is the qualified professional to organize, prepare, cook and plate food, respecting hygiene and safety standards, in production units, restaurants and drinks establishments, integrated or not in hotel units, in order to guarantee quality service and customer satisfaction.

Main activities:

- Pre-prepare and store the raw materials used in the kitchen service, ensuring their conservation status.
- Prepare the kitchen service, making the service miseenplace, in order to allow the preparation of the necessary meals.
- Prepare the recipe according to the established menu: starters, main courses, desserts.
- Articulate with the restaurant service in order to satisfy meal requests and collaborate in other types of services.
- Clean and tidy the spaces, equipment and utensils of the service, checking stocks and checking their state of conservation.

The university courses that complete Kitchen management and production area are Catering food production (Level 6); Food design (level 7), Innovation in culinary arts and sciences (Level 7), Food safety and quality in catering (level 7).

The qualifications identified above have been designed based on learning outcomes according to the National Qualifications Framework (NQF) and are available in the National Qualifications Catalogue. The Nacional Qualification Framework adopted the same eight levels of qualification and descriptors of the European Qualification Framework.

Portuguese national qualifications framework (QNQ)

NQF levels	Qualifications	EQF levels
8	Doctoral degree (<i>Doutoramento</i>)	8
7	Master degree (<i>Mestrado</i>)	7
6	Bachelor degree (<i>Licenciatura</i>)	6
5	Diploma in technological specialisation (<i>Diploma de Especialização Tecnológica</i>)	5
4	Secondary education and professional certification (<i>Ensino secundário obtido por percursos de dupla certificação</i>)	4
4	Secondary education and professional internship; minimum six months (<i>Ensino secundário vocacionado para prosseguimento de estudos de nível superior acrescido de estágio profissional — mínimo de seis meses</i>)	4
3	Secondary education (<i>Ensino secundário vocacionado para prosseguimento de estudos de nível superior</i>)	3
2	Third cycle of basic education (<i>3º ciclo do ensino básico obtido no ensino regular</i>)	2
2	Third cycle of basic education and professional certification (<i>3º ciclo do ensino básico obtido por percursos de dupla certificação</i>)	2
1	Second cycle of basic education (<i>2º ciclo do ensino básico</i>)	1

Source: ANQ, 2016.

In Portugal, the creation of the National Qualifications Framework (Quadro Nacional de Qualificações - QNQ), carried out as part of the process of reforming vocational training and the creation of the National Qualifications System (DL no. 396/2007), was based on a number of premises:

- The need to integrate and articulate the qualifications obtained within the different education and training subsystems (education, vocational training, higher education) within a single framework;
- The importance of valuing and taking into account skills acquired in non-formal and informal contexts;
- The improvement of readability, transparency and comparability of qualifications;
- The valorisation of double certification associated mainly with secondary level qualifications;
- Ensuring coordination with the European Qualifications Framework (EQF), in particular by using the EQF as a reference tool for comparing the qualification levels of different qualifications systems from a lifelong learning perspective.

The options taken regarding the design and structuring of the NQF were aimed at responding in a clear and objective manner to the premises identified:

- The scope: the NQF covers basic, secondary and higher education, vocational training and the processes of recognition, validation and certification of competences obtained either non-formally or informally.
- The structuring into 8 qualification levels that cover all the qualifications currently produced in our education and training system.
- The adoption of the methodology based on learning outcomes to characterise each level of qualification: the use of learning outcomes in the definition of qualification levels reflects an important change in the way qualifications are conceptualised and described, enabling their comparability according to competences and not according to learning processes. The NQF thus makes it possible to compare competences acquired regardless of how they were acquired (in formal, informal or non-formal contexts). The description of qualifications according to results allows individuals and employers to have a clearer perception of the relative value of qualifications, which contributes to the better functioning of the labour market. On the other hand, transnational mobility is facilitated by the comparability of qualifications which is ensured by the NQF and facilitated through the link with the EQF.
- The adoption of the "knowledge, skills and attitudes" areas for defining learning outcomes for each level of qualification.
- The adoption of the descriptors of learning outcomes in the EQF to describe qualification levels.

The publication of Order no. 782/2009, of 23rd July, regulates the National Qualifications Framework, and with its entry into force from 1st October 2010 are repealed.

Source: <http://www.catalogo.anqep.gov.pt/home/qnq>

Training offered by our organisation

At **Santa Casa da Misericórdia de Lisboa**, education services for young people and adults promote and develop technological and dual certification training offers in the Hotels and Catering area according to the National Qualifications Framework, namely the Cook courses (Level 2) and the Pastry / Bakery Technician course (Level 4).

The Cook training path is developed in the 3 training Centers of Santa Casa da Misericórdia de Lisboa, currently involving a total of eight training groups, four in the adults training and four in the youth training.

- Multicultural Training Centre (young from 15 to 24)
- Center for Education, Training and Certification (adults over 18)
- Aldeia de Santa Isabel – Professional training centre (young from 15 to 24)

At this point we will focus on the Cook course for adults (Level 2).

Training profile

The **Cook** is the qualified professional to organize, prepare, cook and plate food, respecting hygiene and safety standards, in production units, restaurants and drinks establishments, integrated or not in hotel units, in order to guarantee quality service and customer satisfaction.

- Pre-prepare and store the raw materials used in the kitchen service, ensuring their conservation status.
- Prepare the kitchen service, making the service mise-en-place, to allow the preparation of the necessary meals.
- Prepare the recipe according to the established menu: starters, main courses, desserts.
- Articulate with the restaurant service in order to satisfy meal requests and collaborate in other types of services.
- Clean and tidy the spaces, equipment and utensils of the service, checking stocks and checking their state of conservation.

Training Program (reference)

Currently, there is no reference for level 1. However, there are level 1 courses that consist of level 2 modules, with a maximum of 350 hours.

Next, the table with the level 2 training reference of the Cook course is presented with the identification of the Short-Term Training Units (Unidades de Formação de Curta Duração – UFCD), number of hours and credits per unit, the school year and the level. This table also exemplifies how to build a level 1 reference and the criteria necessary to obtain it.

Training reference – Cook -NQF – Level 2/ EQF – Level 2					
Order	UFCD	Hours	Credits	School Year	Level
1	Hygiene and food safety in catering	25	2,25		
2	Hygiene and safety at work in catering	25	2,25		
3	Calculation operations and units of measure	25	2,25		
4	Professional conduct in catering	25	2,25		
5	Kitchen - organization and operation	50	4,5		
6	Restaurant / bar service - organization and operation	50	4,5		
7	English language - kitchen service	25	2,25		
8	Nutrition and Dietetics	25	2,25		
9	Food raw materials	50	4,5		
10	Kitchen bottoms and base sauces	50	4,5		
+	+	350+	31,5+	6 th year	Level 1

11	Soups, creams and velvety	25	2,25		
12	Basic pastry confections	25	2,25		
13	International dessert sweets	50	4,5		
14	Traditional Portuguese sweets	50	4,5		
15	Solid appetizer	50	4,5		
16	Fish and shellfish	50	4,5		
17	Meat, poultry and game	50	4,5		
18	Traditional Portuguese cuisine	50	4,5		
19	International cuisine	50	4,5		
20	English language - tourist information of the region	25	2,25		
21	Another language - kitchen service	25	2,25		
22	Several options	25	2,25		
Total		825	74,25	9 th year	Level 2

Working groups

The working groups will be composed by different members of our 3 training Centres (CEFC – adults, CEFC – Young, and ASI) that develop professional training in the Cook area in level 2:

- 3 trainers from professional area, (one of these trainers also collaborates with other training Centres, and all of them are responsible for the evaluation of the trainees)
- trainers from academic area – that work with transversal and social skills
- other technicians that work directly with the integration in labour market of our trainees (evaluations of internships and integration in the labour market)
- Pedagogical coordinators of the 3 training Centres.

Working Agenda

The working groups contemplate the following points:

Part 1 - Theoretical Presentation

1. Explanation of the concepts and principles underlying the National Qualifications Framework.
2. Reference of the NQF to the European Qualifications Framework.
3. Explanation of level 1 and level 2 descriptors: knowledge, skills and attitudes;

Part 2 - Practical Activity

- 1 Identification of professions in the area of Hospitality and Catering whose main tasks and functions compete to support the work of the cook or chef.
- 2 Identification, from case studies, of knowledge, skills and attitudes necessary to achieve the results expected in the level 2 cook course
- 3 Analysis of the profile defined for the cook in the level 2 course
- 4 Presentation of a proposal of designation and profile for a level 1 course.

Working Tools

In Portugal, we have some tools that help to define a Unit of Competence according to the level of qualification. These tools are the *Understanding the NQF* – user support guide and the *Methodological Guide (designing qualifications based on learning outcomes)*. They will be our working instruments to **establish specific descriptors** for the identified occupations at the levels 1 & 2

In these guides we can find the definitions with which we will work:

The Qualification levels are the indicators of the complexity and / or depth of knowledge and skills, of the autonomy and responsibility that an individual should be able to demonstrate to possess at a certain level of qualification.

In this sense, each of the levels is described using a scale of indicators that characterize the expected learning outcome for each level, in terms of Knowledge, Skills and Attitudes.

We can define **Learning Outcomes** as what the student / trainee is expected to be able to know, understand and do at the end of a given learning process, expressed in terms of Knowledge, Skills and Attitudes.

Knowledge - "The body of facts, principles, theories and practices related to a field of study or professional activity" (Order no. 782/2009, of 23rd July).

Skills - "The ability to apply knowledge and use know-how to carry out tasks and solve problems. A skill may be cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)" (Order no. 782/2009, of 23rd July).

Attitude - "The ability to carry out tasks and solve problems of lesser or greater degrees of complexity and involving various levels of autonomy and responsibility" (Order no. 782/2009, of 23rd July).

"In comparing these fields with those in the EQF, it can be seen that there is only one difference: the concept of "attitude" was used as a descriptor in the NQF in the place of the "competence" descriptor used by the EQF.

This choice of descriptor is justified by the fact that the National Qualifications System defines the concept of "competence" as being "the proven ability to use knowledge, skills and attitudes at work, in professional development, in education and in personal development." This explains why it would be less than coherent to make use of "competence" as one of the descriptors for learning outcomes in the NQF." (2011: Report on the Referencing of the National Qualifications Framework to the European Qualifications Framework)

According to these definitions, the basic structure of the NQF descriptors is shown in table 1.

Table 1 . Main NQF level descriptor elements in Portugal

Level Descriptor elements		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> Facts, principles, theories and practices 	<ul style="list-style-type: none"> Cognitive skills (logical, intuitive & creative thinking) Practical skills (manual dexterity & use of methods, materials, tools & instruments) 	<ul style="list-style-type: none"> Autonomy Responsibility

As can be read in the CEDEFOP publication *Analysis and overview of NQF level descriptors in European countries* (p.19) "Portugal has drafted guidelines (Understanding the NQF) in which a more detailed and fine-tuned description of knowledge, skills, attitudes and context is provided. In the case of knowledge, for example, a distinction is made between depth of knowledge and understanding and critical thinking. The skills domain (also identified as know-how) is characterized by depth and breadth and purpose. The third column covers attitudes (defined as autonomy and responsibility). A context column has been added, defining context of application, predictability and complexity."

Table 2 - Detailed description for interpretation of level descriptor domains. This information is more detailed (by level) in table 3. Source: Portuguese National Agency for Qualifications, 201

Knowledge	Skills	Attitudes	Context (*)
<p>Depth: Depth of knowledge is considered to increase progressively from the lowest to the highest level, as is the complexity and variety of knowledge.</p> <p>Understanding and Critical Thinking: At the lower level, it is understood as interpretation of information and application in the context; At the highest, critical awareness of knowledge related issues in the field and at the interface with other fields.</p>	<p>Depth and breadth: Progressive broadening & specialisation of the range of cognitive & practical skills, from a range of restricted breadth & basic depth at qualification level 1, to an advanced range of skills at the forefront of a field of work or study at the highest level of qualification.</p> <p>Purpose: At the lowest level, the individuals should be capable of performing tasks and solving simple problems by interpreting basic information (task of execution), and at higher level of qualification they are expected to be capable of research and innovation to solve critical problems and perform complex tasks or to redefine existing knowledge and professional practices (research and development tasks, innovation).</p>	<p>Responsibility: This subdomain includes responsibility for one's own work & for others. In terms of responsibility for one's own work, a gradation was adopted from work under instruction with shared responsibility (level 1) to work taking responsibility and with a sustained commitment to the development of new ideas & new processes at the forefront of a field of work or study (level 8). As for the level of responsibility for others, there is considered to be progression from no responsibility (level 1) to responsibility for others, demonstrating authority, innovation & scientific & professional integrity (level 8).</p> <p>Autonomy: This subdomain is structured from no autonomy/low level of autonomy (levels 1/2) to max autonomy, understood as a sliding scale.</p>	<p>Context of application: Ranging from everyday activities at a lower level, to a specialised field of work or study and the interface between different areas at higher level.</p> <p>Predictability and complexity: Developing from a stable structure context at level 1, to na unpredictable and highly complex context at qualification level 8.</p>

(*) Context is considered a transversal subdomain.

Table 3 – Learning outcomes by qualification level

Learning Outcomes by Qualification level									
Level	Knowledge			Skills			Attitude		Context
	What you should know and understand			What should be able to accomplish			What should be able to assume		In what context of action
	Depth of Knowledge		Comprehension / Purpose	Comprehension /Purpose		Range and depth of skills to be used	Degree of Responsibility	Degree of Autonomy	
	Complexity	Type of Knowledge		Knowledge Application	Purpose				
Level 1	Basic	factual	Interpret information to apply in family contexts	Apply rules and use simple tools	Carrying out tasks and solving simple and routine problems (execution)	Range of cognitive skills and materials of restricted amplitude and basic depth	Act under direct supervision, with shared responsibility for their achievements	Autonomy limited to decision making and resolution of current and routine problems	In a family/daily context Stable and predictable
Level 2	Basic	Factual Conceptual	Interpret information to apply in the context of work or study	Apply rules and use simple tools	Carrying out tasks and solving simple and routine problems (execution)	Range of cognitive skills and materials of restricted amplitude and basic depth	Act under direct supervision, with shared responsibility for their achievements	Autonomy limited to decision making and resolution of current and routine problems	In an area of study or work Stable and predictable

This table presents the articulation of the subdimensions of the domains according to the conceptual model presented by the taxonomy proposed by Bloom (1956) and revised by Krathwohl (2002) regarding knowledge and cognitive dimensions, according to the theories of Feuerstein (1990) regarding mental operations and according to the skills development model of Dreyfus & Dreyfus (1986) and updated by Benner (2005) regarding attitudes.

4.2.4 SPAIN

WORKING GROUP on level 1 & 2 in the GARDEN sector

In Spain as we have already said the NQF has 6 levels instead of the 8 levels of the EQF. Level 1 & 2 corresponds to level 1 in Spain: in order to distinguish the two levels also in Spain the working group adopted a table of content in which the Educational system is represented from the basement level to the degree level.

NQF	Agriculture Qualification	EQF	Employment Minister
1	Basic Professional Degree in Agricultural Activities	1	Professional Qualification of Competencies
	Basic Professional Title in Agro-Gardening and Floral Compositions	2	
	Basic Professional Degree in Forest Harvesting		
2	Technician in Equestrian Activities	3-4	
	Technician in The Exploitation and Conservation of the Natural Environment		
	Technician in Gardening and Floristry		
	Agroecological Production Technician		
	Agricultural Production Technician		

3	<u>Senior Technician in Livestock and Animal Health Assistance</u>	5	
	<u>Senior Technician in Forestry and Natural Environment Management</u>		
	<u>Técnico Superior en Paisajismo y Medio Rural</u>		
4	<u>University degree in biology, botany, entomology, chemistry, mathematics, genetics, physiology, statistics, computer science, and communication science</u>	6	

As established in laws and royal decree that develops the qualifications at level 1, the working group has achieved to distinguish between level 1 & 2 as it is in the EQF:

FP BÁSICA: INITIAL VOCATIONAL TRAINING IN:

1. AGRO-GARDENING & FLORAL COMPOSITION

2. FOREST EXPLOITATION

Module:

3050: watering, fertilisation activities and cultivation treatment

3051: Auxiliary operation for the preparation of the ground, plantation and sowing for its cultivation

3053: Perform auxiliary operations for the production and maintenance of plants in nurseries and garden centers

3054: auxiliary operation in the elaboration and floral and plants composition

3055: Perform auxiliary operations for the installation of gardens, parks and green areas

3056: Perform auxiliary operations for the maintenance of gardens, parks and green areas

3057: florist's equipment

Total hours: 2000 (240h trainee experience)

Public school

PROFESSIONAL CERTIFICATE OF COMPETENCE IN:

AUXILIARY ACTIVITIES IN NURSERIES, GARDENS AND GARDEN CENTERS

Unit of competence:

UC0520_1: Perform auxiliary operations for the production and maintenance of plants in nurseries and garden centres.

UC0521_1: Perform auxiliary operations for the installation of gardens, parks and green areas

UC0522_1: Perform auxiliary operations for the maintenance of gardens, parks and green areas

Training Modules

MF0520_1: Basic operations in nurseries and garden centres (120 hours)

MF0521_1: Basic operations for the installation of gardens, parks and green areas (120 hours)

MF0522_1: Basic operations for the maintenance of gardens, parks and green areas (90 hours)

Total hour: 330 (80h trainee experience) Private or public educational centre.

Adult school

In the case of Auxiliary activities in nurseries, gardens and garden centres the main activities are the following (Professional Qualification of competencies, Employment Minister):

"It develops its professional activity in the production department, dedicated to the installation and maintenance of gardens and green areas, and to the production of plants in public or private entities, in companies of any size, both on their own and outsider regardless of their legal form. It develops its activity depending on its case, functionally and / or hierarchically from a superior It is also able to perform phytosanitary treatments at the basic level, professional activity subject to regulation by the competent administration. In the development of professional activity, the principles of universal accessibility are applied in accordance with the applicable regulations."

More or less the main activities are the same for the INITIAL VOCATIONAL TRAINING BEFORE CALLED FORMACIÓN BÁSICA (Education Minister): "The general competence of this title is to develop compositions with flowers and plants and to carry out auxiliary operations on crops, in the production of plants in greenhouses or gardening centres, collaborating in the preparation of the land and in the implementation and maintenance of gardens, parks and green areas, operating with the indicated quality, observing the corresponding rules of occupational risk prevention and environmental protection and communicating orally and written in the Castilian language and, where appropriate, in the coofficial language of its own as well as in some foreign language"

The main difference between these two qualifications are upon the responsibility and autonomy of the worker: in the first case the student is less skilled and less autonomous as he or she carries out simple operations and regulated proceedings. In the second case, the student will be able to develop activities in a more autonomous way, not being under the surveillance of a superior during the whole working proceeding. It is also possible that he or she carries out the task individually or as a member of a team.

According to what we have figured out in the before the working group has outlined two table in which we make up the element of the unit of competence in both cases, at a level 1 & 2 of the EQF:

**Professional certificate of competence in Auxiliary activities
in nurseries and gardens and garden centres**

UC0520_1: Perform auxiliary operations for the production and maintenance of plants in nurseries and gardening centres.

Garden centre general worker

Professional Achievement	Performance criteria	Knowledge	Skills	Evaluation Criteria
1. Prepare soil and substrate mixtures for plant production with the required tools and tools, following instructions and complying with applicable regulations	<p>CR1.1 The land is conditioned by cleaning, despising & despicing it with the tools required for further work, following instructions.</p> <p>CR1.2 Preliminary amendments & fertilizers are incorporated into the field, uniformly to improve their physical, chemical and biological properties.</p>	<p>1. Preparing the ground</p> <p>Soil texture: concept, soil classification, basic methods of determining textures.</p> <p>Amendment: types, features & application.</p> <p>Credits: types, features & application.</p>	Relate the fundamental types of soils, amendments & fertilizers, as well as the various types of substrates, to the preparation of the land using the required means & complying with the applicable regulations.	<p>CE1.1 Describe the clearing and cleaning systems appropriate to each case.</p> <p>CE1.2 Distinguish the different soil types, depending on their texture.</p> <p>CE1.3 Describe the different types of substrates that can be used in plant production.</p>

	<p>CR1.3 The preparation of the land for planting or planting is carried out at the required time according to the conditions of the environment, following instructions.</p> <p>CR1.4 The different components of the substrates, as well as amendments and fertilizers, are mixed homogeneously in the required proportions, depending on the plant material to be implemented.</p> <p>CR1.5 The substrate is watered to maintain with a required humidity level, following instructions.</p> <p>CR1.6 Equipment, tools & machinery used in preparation of soil & substrates are cleaned for subsequent placement at the established site.</p> <p>CR1.7 Equipment, tools & machinery used in preparation of soil & substrates are kept in a state of use.</p>	<p>Substrates: types, characteristics, preparation and mixtures.</p> <p>Field preparation: Techniques.</p> <p>Tools&media used in preparation.</p> <p>Occupational risk prevention & environmental protection standards.</p>		<p>CE1.4 Explain the different types of amendments and subscriptions and their method of application.</p> <p>CE1.5 Identify, at the basic level, measures to prevent occupational and environmental risks.</p> <p>CE1.6 Describe the field preparation work according to the objective set.</p> <p>CE1.7 Describe substrate preparation work according to the objective set.</p> <p>CE1.8 In a practical case of production of plants in nursery or garden center:</p> <ol style="list-style-type: none"> 1. Perform field preparation work using the right tools. 2. Perform substrate preparation work using the right tools.
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**FP BÁSICA: INITIAL VOCATIONAL TRAINING IN:
1. AGRO—GARDENING AND FLORAL COMPOSITION**

3053: Perform auxiliary operations for the production and maintenance of plants in nurseries and garden centres

Learning outcome	Performance criteria	Knowledge	Skills	Evaluation criteria
1. Prepares the ground of a nursery, relating the type of amendment and fertilizers to the characteristics of the soil	Fulfill the tasks of your level with autonomy and responsibility, using criteria of quality and efficiency in the assigned work and performing it individually or as a member of a team.	Land preparation: Facilities that make up a nursery. Space distribution : Soil texture: concept, soil classification, basic methods of determining textures. Application of amendments: types, features and application. • Preparation of substrates: types, characteristics, preparation and mixtures. • Field preparation techniques. • Clears and cleans the soil and the tools and/or machinery to be used. • Handling of tools and small soil preparation machinery. • Safety standards for the handling of fertilisers. Soil and environmental conservation through good agricultural practices. • Use of personal protective equipment.	Recognition of soil types & preparation techniques.	a) The infrastructure that constitutes a nursery has been described. b) Different soil types have been distinguished according to their texture. c) Field preparation work has been described according to the objective set. d) The appropriate clearing and cleaning systems have been described for each case. (e) The different types of amendments and subscriptions and their method of implementation have been explained. (f) Organic and mineral amendments have been incorporated into the field uniformly. (g) The land has been paid, taking into account safety rules in the use of fertilizers. h) The different types of substrates that can be used in plant production have been described. (i)

				<p>The components of the substrates have been mixed homogeneously & in the established proportions. The water needed to maintain the substrate with an adequate level of moisture has been provided. The tools and machines used have been cleaned and ordered & kept in perfect condition.</p>
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Job profile description at level 2 of EQF:

The job profile has been related to the Unit of Competence here below added to underline the fact that level 1 is included in level 2 but besides this, at level 2 workers have more knowledges and responsibilities.

Unit of competence:

3053: Perform auxiliary operations for the production and maintenance of plants in nurseries and garden centers

3055: Perform auxiliary operations for the installation of gardens, parks and green areas

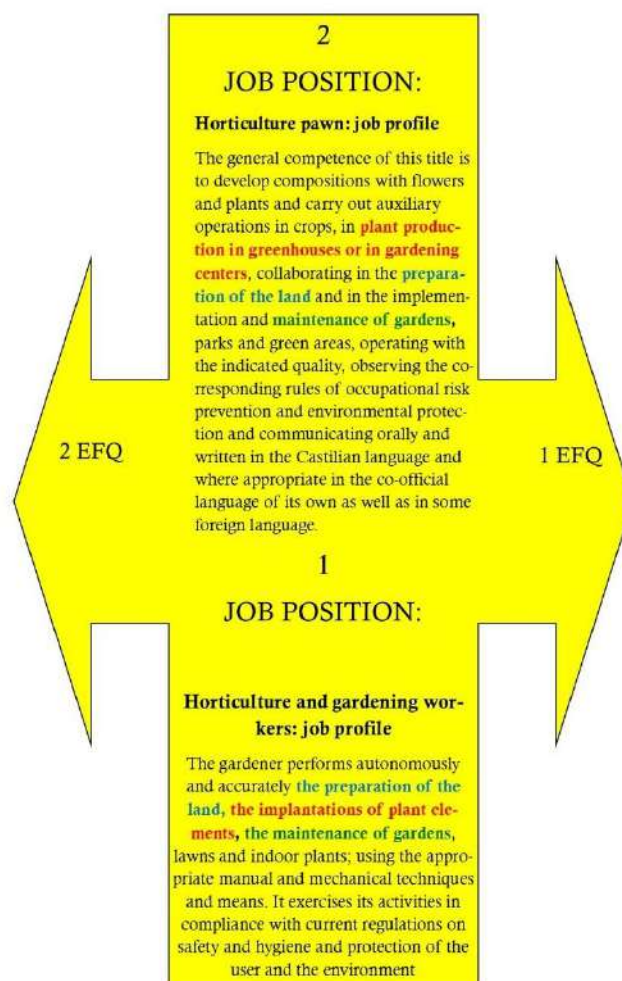
3056: Perform auxiliary operations for the maintenance of gardens, parks and green areas

3050: watering, fertilisation activities and cultivation treatment

3051: Auxiliary operation for the preparation of the ground, plantation and sowing for its cultivation

3054: auxiliary operation in the elaboration and floral and plants composition

3057: florist's equipment



Job profile description at level 1:

The job profile description has been related to the Unit of Competence here below added in different colours (blue, red and green). Law reference: Royal Decree 2031/1996, September 6th.

Unit of competence:

UC0520_1: Perform auxiliary operations for the production and maintenance of plants in nurseries and garden centers.

UC0521_1: Perform auxiliary operations for the installation of gardens, parks and green areas

UC0522_1: Perform auxiliary operations for the maintenance of gardens, parks and green areas

In the image the reader can see how the functions of the job profile are related to the unit of competence analyzed here before:

CONCLUSION

Through this production you were able to have an overview of the different procedures used in each of the partner countries to define the qualification levels at level 1 and or 2 of their national qualification framework and of the work carried out in the framework of the specific working groups in order to develop in the field the procedures that will allow to widen the positioning at these low levels.

In the 2nd production of project (IO2) we will identify on the basis of the results of these different working groups a common model of positioning at the low qualification levels of the NQF.

SOURCES

EU policy frameworks and initiatives:

- https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en
- https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en

Belgian profile of the Cook helper:

- <https://www.interfed.be/publication/referentiels-du-metier-de-commis-de-cuisine/>

Portugal adult education and training:

- https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en

Portugal Catálogo Nacional de Qualificações:

- <http://www.catalogo.anqep.gov.pt/Qualificacoes>

Portugal Profile of the cook:

- http://www.catalogo.anqep.gov.pt/PDF/QualificacaoPerfilPDF/7327/811177_Perfil

Portugal cook training program:

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Portugal Metodologic Guide

- <http://www.catalogo.anqep.gov.pt/boDocumentos/getDocumentos/554>

Portugal Understanding NQF

- https://anqep.gov.pt/np4/file/312/QNQ_GuiaInterpretativoQNQ_2014.pdf

Spanish system of recognition of National Qualifications and Job profile:

- <http://incual.mecd.es/>

Spain: Castilla La Mancha Decree about the Agriculture qualification Vet system for young learner:

- <http://www.educa.jccm.es/es/sistema-educativo/decretos-curriculo/normativa-vigente-formacion-profesional-curriculos-ciclos-f/curriculos-ciclos-formativos-formacion-profesional-basica-c>

Spanish order and Royal Decree on which is based VET system at level 1 & 2 for adult learner:

- BOE.es - Documento BOE-A-2015-8772
- BOE.es - Documento BOE-A-2007-96

Spanish General Law about VET system: LOE

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	<p>Spain: Partner</p>
	<p>Portugal: Partner</p>
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