



## **Handbook 2**

### **Model 1:**

**Definition of units of learning outcomes and modules for  
basic vocational qualifications on NQF levels 1 and 2**

### **Model 2:**

**NQF assignment of permeable basic vocational qualifications,  
which are described via units of learning outcomes, on levels 1 and 2**

**October 2015**

**[www.eqfmeetsecvet.eu](http://www.eqfmeetsecvet.eu)**

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This handbook describes two modules that were developed as part of the European “EQF meets ECVET” project.

Model 1 shows how basic vocational qualifications can be divided in units of learning outcomes that are meaningful for the learners.

Model 2 outlines how these basic vocational qualifications, which have been described along two different learning levels, can be assigned to the NQF in such a way that the learners' strengths (i. e. the individually acquired units of learning outcomes that will be approved on the higher level) can be approved and written down in a certificate.

The handbook is addressed to

- providers of basic vocational qualifications,
- working groups and authorities that are responsible for the development of the National Qualifications Frameworks and
- bodies that are responsible for the assignment/approval of qualifications to the NQF.

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# INTRODUCTION

## The "EQF Meets ECVET" project

### Background

Often, people with learning disabilities or persons with difficult access to educational opportunities find it impossible to acquire formal VET qualifications such as apprenticeships. Therefore, many of these people attend courses with a focus on vocational qualifications/job profiles that have been developed for them by various facilities with the aim to pass on knowledge, skills and competences that are characteristic of certain occupations.

These basic qualifications are mostly non-formal, and graduates receive no official certificates - even though they are well trained and have learned to deal with certain professional tasks. In order to facilitate these people's access to the labour market certificates would be helpful that show the acquired skills to potential employers.

In addition, the contents of these training programmes are, just like with all other trainings, defined along certain levels. People's special strengths that go beyond, i. e. skills on a higher level, are not recorded. However, it would be very important for this group of learners to make their strengths clearly visible.

Moreover, vocational training programmes are usually offered as "one package" only. Step-by-step learning (or having acknowledged competences acquired some time ago) is hardly possible. This is often an insurmountable barrier for people with learning disabilities.

### Outcomes

All above-mentioned problems form the basis for the "EQF meets ECVET" project and its outcomes:

- The "NQF Inclusive" model for a description of basic vocational qualifications on levels 1 and 2 of the National Qualifications Framework NQF, which was developed in the transfer project and focussed on learning outcomes, was further developed: The description of learning outcomes for NQF levels 1 and 2 were now combined into meaningful units of learning outcomes. This allows for gradual learning and, thus, for individual learning pathways.
- These units can be evaluated on different NQF levels, which makes it possible to make "specific learning strengths" visible and present them in an attachment to the certificate.
- By assigning these qualifications, which consist of individual units of learning outcomes, to the NQF an officially recognised certificate can be issued, which also increases the value of the achieved learning outcomes.

## Target group of this handbook

This handbook is mainly addressed to providers of basic vocational qualifications, public authorities, social partners, and other decision-makers involved in the development and implementation of the National Qualifications Framework. It is also addressed to persons and institutions dealing with the validation and recognition of non-formal learning.

## Contents of this handbook

In addition to a brief information on the EQF/NQF and ECVET European transparency instruments, the book wants to give an insight into the topic of learning outcomes.

Furthermore, the two main project outcomes will be described:

- The model for the definition of units of learning outcomes for vocational qualifications on NQF levels 1 and 2.
- The model for the assignment of these permeable basic qualifications, which are described by units of learning outcomes, to different NQF levels.

## Long-term expectations

- By assigning the basic vocational qualifications to the NQF the trainings will become more attractive and the interest of the participants in lifelong learning will increase.
  - The proof of acquired skills by approving units of learning outcomes along different NQF levels allows for visualising the learners' specific strengths. This makes it possible to systematically plan the further learning process, it strengthens the learners' self-esteem and provides a clear picture of job-related aptitudes.
  - The quality of basic vocational qualifications can be improved since educational institutions that wish to have their qualifications assigned to the NQF will need to describe their services in terms of learning outcomes.
  - Defining educational "standards" in the form of descriptors that are predefined for each NQF level and the approval of these qualifications by an external certification body will bring greater transparency and objectivity.
- These improvements will increase the graduates' chances on the labour market, which, in turn, will lead to greater equality of opportunities and increased inclusion.

# 1. Two European Transparency Instruments

## 1.1. EQF & NQF

### a. Objectives and Structure

The European Qualifications Framework (EQF), which is based on an eight-level meta-framework, is a transparent translation tool for qualifications and national educational systems. It serves as a guideline for the development of the National Qualifications Frameworks (NQF) of the EU Member States and other European countries.<sup>1</sup> The EQF does not want to be the only possible predefined structure; it is to be interpreted in accordance with national priorities, which are agreed among policy makers, training providers and key stakeholders - including the economy. Therefore, not all NQFs have eight levels; the Slovenian and the Irish NQFs, for example, have ten levels, and in the UK there are eight regular levels plus three entrance levels. Based on the verbal description of the individual levels with the help of so-called descriptors, however, each national qualification can be assigned to an EQF level, which then allows for a "translation" into another national qualification scheme.

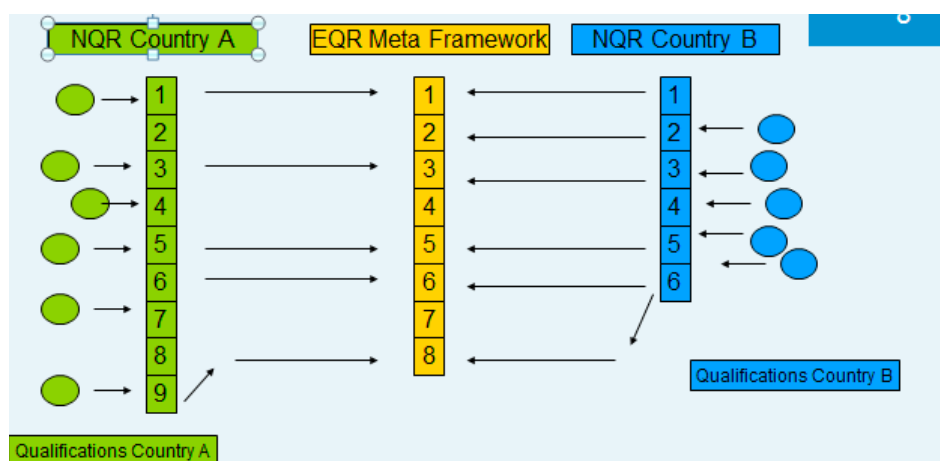


Chart 1<sup>2</sup>

The EQF is to be seen as an integrated framework that covers the range from compulsory education to vocational education and training and higher education.

It was the initial aim of the European Commission to facilitate the mobility for European citizens in the field of education and training and on the labour market through increased transparency and improved comparability of national qualifications. However, the EQF can achieve more since it considers flexible learning paths and includes all forms of learning: the formal one, the informal one and the non-formal one. Although qualifications rather than individual learning results are assigned to the qualifications frameworks, the focus lies on the individual learners and there are no age restrictions.

<sup>1</sup> In 2014, 18 countries have reached operational stage; at that time, seven of these countries had the NQF entirely implemented. Cf. CEDEFOP.

<sup>2</sup> The EQF as a meta-framework.



The increasing levels of difficulty in the EQF provide a benchmark for the validation of informal and non-formal learning. This aspect offers good opportunities for learners that are outside the formal qualification process. That way, low-skilled people, school dropouts and people who have had bad experiences with the formal qualifications system can be supported to take part in the process of lifelong learning. Validating the learning process could motivate low-skilled people and foster an inclusive society. It is now up to the European member states to utilise these chances for new ways of recognising skills and knowledge acquired in various contexts and to create their specific NQFs in order to open the national education systems for people with difficult access to the formal education system. This is the only way to '... promote equal opportunities in the recognition of skills and competences regardless of where they were acquired...'<sup>3</sup>

## b. A Focus on Learning Outcomes<sup>4</sup>

The most important basic requirements of the European and national qualifications frameworks include **qualifications focusing on learning outcomes** and reference levels. Rather than describing the inputs (duration of the training, hours of attendance, division between theory and practice, etc.) the focus lies on the outcomes, i. e. the learners' knowledge, skills and competencies. Learning opportunities that are described with reference to learning outcomes enable the learners to have, before they begin the training, a clear picture of what the qualification programme is about and what proficiency level they can reach at the end of the programme. This facilitates the decision for an appropriate qualification. Therefore, qualification descriptions that are based on learning outcomes can be seen as a useful tool in both vocational as well as educational counselling.

The description of the learning outcomes is also an advantage for the teaching staff: The joint teaching/learning process becomes clearer, and the same is true regarding the assessment of whether learning objectives have already been achieved or whether the learner still needs support.

This approach with a focus on learning outcomes is strongly advantageous for all learners as they, as individuals, move further towards the centre of the learning process. It is important for them to achieve the described learning outcomes, and the teachers need to offer the individually suitable methods.

This approach, provided it is seriously implemented (e. g. in the form of training programmes that are not defined by the duration of the training), could be a significant improvement for people with disabilities and their educational opportunities because, due to their diverse forms of impairments, they are often not able to complete trainings within the given time frame. Focussing on what a person is able to do rather than on where and for how long she/he attended a training programme would mean a big step towards equal opportunities.

<sup>3</sup> CEDEFOP, 2009, p 28.

<sup>4</sup> ECVET Principles

## c. Descriptors

As has already been mentioned above the levels within the qualifications frameworks are described by means of descriptors that are based on learning outcomes. Thus, they apply to all qualifications, formal and non-formal ones.

On each level, the descriptors refer to three different dimensions: knowledge, skills and competencies. These dimensions are based on the following definitions of the European Parliament and the European Council<sup>5</sup>:

- **Knowledge:** Theoretical and/or factual knowledge
- **Skills:** Cognitive skills (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Competences:** Taking responsibility and autonomy.

Qualifications to be assigned to a NQF must be described in terms of learning outcomes; whether the three dimensions described above must be presented separately or it is possible to provide a holistic description depends on the criteria for the mapping process as defined by each country. Therefore, no universal description model can be presented. However, when describing the learning outcomes it is important to always consider all three dimensions.

EQF levels 1 to 4 can be described with the following descriptors<sup>6</sup> :

EQF Level	Skills	Knowledge	Competences
<b>1</b>	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
<b>2</b>	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
<b>3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

<sup>5</sup> Recommendations of the European Parliament

<sup>6</sup> Ibid.

<b>4</b>	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
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### **d. Best-Fit Principle**

There are cases when the learning outcomes describing a qualification do not exactly match an NQF level or that not all aspects contained in the descriptors of a level are relevant for a qualification. Therefore, the level with descriptors primarily meeting the qualification must be selected when assigning the qualification to the NQF. Therefore, the descriptors of several levels should be regarded when describing the learning outcomes to succeed with the assignment according to the best-fit principle.

## **1.2. ECVET**

### **a. Objectives and Structure**

ECVET stands for "European Credit System for Vocational Education and Training". This system consists of several instruments and was developed to facilitate transnational mobility in vocational training. ECVET is characterised by three key elements:

- Units of learning outcomes, which are used for a structured description of the learning content.
- ECVET credits, which provide for a ranking of the individual units of learning outcomes.
- Transfer process for the transfer and acknowledgment of skills acquired in the training facility.

### **b. Units of Learning Outcomes**

In the ECVET system, qualifications and those learning contents to be acquired in the context of a mobility programme in another company or vocational school are also described in terms of learning outcomes in order to ensure transparency with regard to the learning content.

In a next step, learning outcomes that are related in a certain way are grouped into units. Related learning outcomes are, for example, learning outcomes that belong to the same special field, that are taught within a certain time slot etc. It is important that each unit can be evaluated as such. There are, however, no fixed rules for the structuring of qualifications into individual units of learning outcomes; every company/school that sends a trainee to an ex-house internship defines individual learning objectives for this internship in the form of units of learning outcomes. That makes it possible to consider the duration of the internship, the current level of education, the learning pace, or the specific learning content. Due to the transparent description in terms of learning outcomes, the content to be taught to the learner becomes clearly visible.

The European Commission has published a proposal for additional information to be included in descriptions of units of learning outcomes: In addition to a title and the title of the qualification the specific unit of learning outcomes is based on, the EQF level, the number of awarded ECVET credits, the criteria and the procedures for the assessment might also be included.

### **c. ECVET Credits**

In order to rank individual units of learning outcomes in relation to the overall qualification but also amongst each other there is the possibility to assign credits. This assignment can be based on various criteria, such as labour market relevance, amount of learning outcomes, learning effort, etc. There are no rules for such a ranking and so it can be very individual. Transparency is obtained through the learning outcomes.

There are, however, rules regarding the definition of credits: 60 ECVET credits correspond to the learning effort for a year in a full-time formal vocational training programme.

Not all countries have a tradition of quantifying the learning efforts like, for example, in Austria. Therefore, it is not mandatory to use ECVET credits.

## 2. Learning Outcomes

### 2.1. What are Learning Outcomes?

Learning outcomes state what a learner will know, understand and be able to do after finishing a learning process. Thus, the focus is on the outcome rather than the input; it is not on the description of the course content, the duration or the type of knowledge transfer but on the gain in competence for a person at the end of the training process. Learning outcomes are defined in terms of knowledge, skills and competence<sup>7</sup> and must be verifiable.

### 2.2. The Benefits of Learning Outcomes<sup>8</sup>

As mentioned in 1.1. b) *A Focus on Learning Outcomes*, describing qualifications by means of learning outcomes has several advantages for the different actors in an educational process and beyond.

#### The learners

- become the centre of the teaching-learning process;
- get a clear picture of the possible acquisition of competences in advance and are, therefore, supported in their decision-making process for a training programme;
- are able to better and more clearly explain what they know and are able to do;
- find it easier to transfer their learning outcomes to other settings; and
- can better exploit skills acquired outside the formal education system.

#### The teachers

- focus more on the results of the teaching process;
- can more clearly communicate the results of the common learning process with the learner and
- are supported in the selection of appropriate teaching and examination strategies by the clear focus on the learning outcomes.

#### Educational institutions

- can present their services in a more transparent way;
- increase the quality in the teaching process and in the assessment of the results and
- can more easily assign their services to the NQF.

#### Entrepreneurs

- receive clear information regarding the competencies of candidates (if they are attached in writing to a certificate) and can, therefore, find the most suitable candidate for a job and
- can more specifically select appropriate training opportunities for their employees.

<sup>7</sup> Recommendations of the European Parliament

<sup>8</sup> Cf. Zürcher, pp 19.

**National educational systems**

- become more transparent and
- become more permeable.

## 2.3. How to describe Learning Outcomes<sup>9</sup>

Learning outcomes offer the teachers a clear picture of the outcome of the joint teaching-learning process. However, they also address the learners and provide them with a clear picture of the acquisition of skills linked to the completion of a specific training activity. Therefore, the following aspects should be considered:

- Learning outcomes are described from the perspective of the learner.
- They must be described clearly, explicitly and in such a way that the target group can easily understand them.
- Knowledge, skills and competences that the learners will have acquired at completion of the learning process must be described by means of concrete, active verbs.
- The context that is linked with the learning outcome becomes visible in the description.
- The learning outcomes must be transparent, comparable, observable and, therefore, measurable/verifiable.
- For an assignment to the NQF, the degree of complexity of the task that is described in the learning outcomes must be recognisable. That means that the NQF descriptors for each NQF level must be accordingly represented in the description of the learning outcomes.

This project deals with the recognition of basic vocational qualifications to be mainly offered to people with learning difficulties. Therefore, the criteria listed above were implemented as follows<sup>10</sup>: the italicised texts are excerpts from learning outcomes, described in simple language, of the four basic vocational qualifications that were developed within this project.

- Ad "First-person perspective"

All learning outcomes are described from the perspective of the learner:

*I know that I must be extra careful  
when I work with eggs, raw meat, fish or defrosted food.*

- Ad "Target group orientation"

All four basic vocational qualifications described in terms of units of learning outcomes within the project are described in accordance with the simple language rules for writing texts.

- Ad "Concrete, active verbs"

Especially the skills and competences are described based on concrete action situations:

*With much support, I dispose the separated garbage in the designated tons.*

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<sup>9</sup> Cf. Tritscher-Archan, p 27.

<sup>10</sup> EQF meets ECVET

- Ad "Inclusion of context"

All learning outcomes refer to the real work situation and its conditions:

*I know that it is important that guests feel at home.  
That's why I make sure  
not to talk too loudly with my colleagues.  
Now and then, my superior should remind me of that.*

- Ad "They must be transparent, comparable, observable and, therefore, measurable/verifiable."

The clear and action-oriented description of learning outcomes is a very transparent way of presenting acquired knowledge, skills and competencies. Therefore, it can easily be observed whether the learning outcomes have actually been achieved. Also, verifiability and comparability are ensured.

*With little support, I can create a simple cut-image.  
I can do that directly on a cloth or on the computer.  
I can pay attention to the straight grain of the cloth. And to the direction of the nap.  
I can arrange to use a little cloth as possible.  
I can avoid using places that are marked.  
I can help to lay out a cutting arrangement on multiple layers of cloth.*

- Ad "For an assignment to the NQF, the degree of complexity of the task that is described in the learning outcomes must be recognisable. That means that the NQF descriptors for each NQF level must be accordingly represented in the description of the learning outcomes."

In this project, learning outcomes were described on NQF levels 1 and 2. As shown above working and learning independently is not characteristic of the learning outcomes on these levels. For learning outcomes on NQF level 1 and in easy language the project team decided to use phrases like "*With much support I am able to...*" or "*Under regular supervision...*". NQF level 2 is characterised by phrases such as "*With a bit of support I am able to...*" or "*Sometimes my superior reminds me...*" Furthermore, the complexity of tasks was graded through and is reflected in, for example, a higher amount of work equipment or processing techniques to be used by the learner.<sup>11</sup> This grading is also reflected in the fact that the qualifications described on NQF level 2 may have more units of learning outcomes than those on level 1.

<sup>11</sup> EQF meets ECVET

### **3. Model 1: Definition of Units of Learning Outcomes and Modules for Basic Vocational Qualifications along NQF Levels 1 and 2**

As described above, there are different criteria to group learning outcomes into units. Learning outcomes from the same special field, for example, that are necessary for managing a particular activity or that should be acquired within a certain time frame can be defined as one unit of learning outcomes. Also the labour market demand for certain activities/job profiles could be the basis for combining learning outcomes. It is important that the knowledge, skills and competences that are grouped in a unit can be checked and evaluated separately from other units, which means that each unit of learning outcomes is self-contained.

The European Commission proposes additional information for the description of a unit of learning outcomes. In addition to its title and the title of the qualification that is linked with the particular unit of learning outcomes the EQF level, the number of associated ECVET credits and the evaluation criteria and procedure should be specified.

In this project, the partners discussed in detail the criteria for the grouping of individual learning outcomes into units of learning outcomes. The partners agreed on the definition that the units of learning outcomes should comply with the individual work tasks along the entire work process. Therefore, each unit of learning outcomes must contain all knowledge, skills and competencies necessary for carrying out a specific task. Thus, each module is composed of several tasks that are linked on the content level and are necessary to complete a certain work step. The individual tasks/units of learning outcomes should have a size that is well manageable for the learner.

The four qualifications described in this project are each composed of a different number of modules and units of learning outcomes. For example, the "Kitchen and Cook Assistant" qualifications as described by the Italian partner consists of five modules with a total of eleven units of learning outcomes for NQF level 1 and of six modules with a total of 16 units of learning outcomes for NQF level 2. The "Bakery Assistant" qualification as described by the Austrian partner consists of eight modules, each with 20 units of learning outcomes, on both NQF levels.<sup>12</sup>

With regard to the creditability of individual modules, the project team had intense discussions about the use of credits as provided for within the ECVET framework. Since this framework, contrary to the focus on learning outcomes as supported by the European transparency instruments, is purely input-oriented and focuses on a formal learning setting (60 ECVET credits correspond to the learning effort of a year in full-time formal vocational training) these credits cannot measure the non-formal learning reality of people with learning disabilities. Since learning efforts are highly dependent on individual impairments and, therefore, cannot be compared with each other, a quantification of learning efforts is generally meaningless with this target group. Therefore, the project partnership decided not to use ECVET credits.

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<sup>12</sup> EQF meets ECVET



## 4. Model 2: NQF Assignment of Basic Vocational Qualifications as Described by Units of Learning Outcomes along Levels 1 and 2

The "EQF meets ECVET" project is based on the experience from the previous "NQF Inclusive" project that people with learning difficulties often reach very different levels of competence within the same qualification. Certain people, for example, find it hardly possible to do calculations in 0 - 100 number range on their own, even after intensive training; however, when applying certain other work techniques they can reach a higher level of professional competence, autonomy and accountability.

Qualifications, however, are always defined along a given level. People's special strengths that go beyond or, in other words, higher-level competences are not acknowledged and reported. However, it is particularly this group of learners that would need their strengths be made visible and recognisable.

In addition, vocational trainings are usually offered in "one package", which is often an insurmountable barrier, especially for people with learning disabilities. Step-by-step learning (and acknowledging competences that were acquired in the past) is hardly possible. Modularised qualifications that allow for step-by-step learning would facilitate many learners and provide a practicable way to conclude their trainings.

### 4.1. Two Steps

In order to allow for a detailed presentation, in terms of "proficiency levels", of the acquired learning outcomes within a qualification the above-described model to outline basic vocational qualifications in the form of modules and units of learning outcomes were developed in a first step.

In addition to naming the relevant NQF level when describing a modularised qualification that is permeable along several NQF levels it is important to provide information about the title and the NQF level of the linked qualification on the adjacent NQF level.

Example<sup>13</sup> :

Title of qualification:

*Bakery Assistant Basics*

NQF level of qualification: Level 1

*Linked Qualification: Bakery Assistant Advanced (NQF level 2)*

This is the only way to show the various qualifications the validated units of learning outcomes are based on. Moreover and providing that the model is implemented, this "interconnectivity" of different qualifications that allow for a permeability when acquiring competences would be necessary when filing the qualifications at the relevant NQF bodies (see 4.3.).

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<sup>13</sup> EQF meets ECVET

In a second step, a system was developed to assign units of learning outcomes to qualifications at different NQF levels.

Generally, the NQF assignment of non-formal qualifications provides a form of official recognition, which means an upgrading, particularly for basic vocational qualifications on NQF levels 1 and 2 (and often on level 3), which are not part of the formal educational systems. A differentiated assignment of units of learning outcome to different NQF levels would also make it possible to provide people who have completed these basic qualifications with an evidence of their competencies that is acknowledged and focuses on strengths.

In Austria, Italy and Slovenia the model to be described was discussed with authorities responsible for the development of the National Qualifications Framework and evaluated by the scientific project partner, the Vytautas Magnus University.<sup>14 15</sup>

## 4.2. Certificate

The supplement<sup>16</sup>, which is attached to the certificate, is the "centrepiece" of this model for assigning the vocational basic qualifications, which are described by modules and units of learning outcomes, to NQF levels 1 and 2. Similar to the one developed in the VQTS<sup>17</sup> project, it represents a kind of competence matrix providing the competence descriptions of all units of learning outcomes for both NQF levels in a table. In this table, the units of learning outcomes that, as part of an approval procedure, have been evaluated as successfully acquired are colour-highlighted. On the one hand, this makes it possible to quickly see the units of learning outcomes that were acquired on a certain NQF level. In addition, the short competence descriptions inform about person's professional competence with regard to the work task described in that unit.

On the other hand, such a coloured tabular view shows very well possible fields of learning and, thus, provides a basis for planning further learning steps.

## 4.3. Possible Approval Procedure

None of the partner countries (Austria, Germany, Italy, Lithuania, and Slovenia) have procedures for the recognition of non-formal qualifications based on NQF; amongst other reasons because the NQF has not yet been implemented in some countries. Other European countries also did not provide recognition procedures considered useful for this project. A pilot of a very similar model is currently being implemented in the Netherlands; no results have been published so far, though.<sup>18</sup>

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<sup>14</sup> Assignment model for basic VET programmes – Evaluation report

<sup>15</sup> In Germany, no official body could be won for cooperation despite intensive efforts by the German project partner (Chiemgau-Lebenshilfe-Werkstätten GmbH) and the project coordinator (Chance B - Holding GmbH).

<sup>16</sup> Annex: Certificate Supplement

<sup>17</sup> Luomi-Messerer

<sup>18</sup> ECVET pilots

**Germany** has a regulated assignment process for assigning formal vocational and university qualifications; for the assignment of non-formal qualifications, however, there is just a recommendation of the “validation of informal learning” working group.<sup>19</sup>

In **Slovenia** there is a methodology for describing national formal qualifications that belong to the Slovenian qualifications framework. There is no published description of methods for the classification of non-formal qualifications.

The educational system in **Italy** is highly decentralised, and each region has its own regulations, qualifications and responsibilities. Although a NQF is to be developed to increase transparency within the country itself it does not exist at the moment. Formal qualifications are directly referenced to the EQF, and there is no process for assigning non-formal qualifications.

Although **Lithuania** provides the possibility to acquire most qualifications through non-formal or informal learning all qualifications in the Lithuanian NQF are based on defined occupational standards and are, thus, formal qualifications. Non-formal qualifications as defined in this project, i. e. qualifications on the basis of non-government/statutory programmes, cannot be assigned to the NQF in Lithuania. However, there is the possibility of getting a formal qualification by acquisition and verification of learning outcomes in the context of non-formal settings.

In **Austria**, where the NQF has not been implemented yet, an assignment method for formal qualifications was developed. As part of a pilot project of the Federal Ministry for Education, Arts and Culture (now Federal Ministry for Education and Women) in 2013 a simulation phase was implemented that examined the utilisation of this process for the assignment of non-formal qualifications. 14 providers of non-formal qualifications on various levels were invited to take part in this project. Based on the handbook, which had been developed for the assignment of formal qualifications, these educational institutions issued an application for assignment of one of their qualifications<sup>20</sup>. Amongst others, the project assessed in how far the assignment and recognition procedure and the handbook for the application for an assignment of non-formal qualifications would be utilisable in this area.

The information and documents with regard to the assignment procedure of formal qualifications from Austria, Germany, Lithuania, and Slovenia and the considerations in the countries with regard to possible assignment procedures for non-formal qualifications served as a basis for the consortium to develop the following assignment procedure for permeable basic vocational qualifications on NQF levels 1 and 2 as described by units of learning outcomes.

<sup>19</sup> Recommendations of the workgroup of experts

<sup>20</sup> Manual for Including Formal Qualifications in the National Qualifications Framework (NQF) – Criteria

## a. The Approval Form

Based on the researched information and documents a form was developed. It is heavily based on existing examples to increase the chances for a future use in the individual countries. A draft application form which does not take into account essential information that decision-makers have already been defined as being relevant in the development processes of the National Qualifications Frameworks will barely meet the required criteria; it will not be introduced in further developments in the development of education policies in the partner countries. Therefore, the form was evaluated and revised with institutions that are responsible for the NQF development<sup>21</sup>.

The following list of relevant information to be stated as part of a request for NQF assignment of basic vocational qualifications on levels 1 and 2 described by units of learning outcomes is available:

<b>How to describe permeable basic VET qualifications for their assignment to NQF</b>
<b>1. Qualification provider:</b>  a. Name, address, legal status, legal representative, contact data, QM
<b>2. The qualification:</b>  a. Name and NQF level of qualification & Name and NQF level of conjuncted, linked, overlapping qualification b. Field of work and short work description c. Description of the qualifications in form of modules, units and learning outcomes d. Progress / carrier possibilities for the graduates
<b>3. The Assessment Procedure:</b>  Description of: a. Assessment methods <ul style="list-style-type: none"> <li>• Observation at work;</li> <li>• Practical demonstration of doing specific tasks;</li> </ul> b. Evaluation scheme ("standards") + Assessment Criteria <ul style="list-style-type: none"> <li>• Standards = Learning Outcomes;</li> <li>• Assessment Criteria: e.g. Learning Outcomes are described in a very detailed way so they can also be used as assessment criteria, otherwise criteria have to be defined;</li> </ul>

<sup>21</sup> Assignment model for the allocation of basic VET programmes – Evaluation report

- c. Examiners
  - e.g. 1 representative from VET provider for persons with disabilities + 1 representative from the occupational sector
- d. Possibilities of inspection of assessment documentation for the learner
- e. Possibilities of lodging appeals against the results
  - E.g. written appeal with explanatory statement sent to general manager; meeting of learner and person of trust with trainer and at least 1 assessor; etc.
- f. Possibilities of repetition [of parts] of the procedure
  - Description whether particular units or modules can be assessed again and how often
- g. Quality assurance
  - Information about existing certified QM system or
  - Description of assessment procedure, documentation, way of getting reliable and objective assessment results, frequency of actualisation of assessment contents / Learning Outcomes

#### **4. Certificate and Supplement:**

- a. Content / information at the certificate:
  - Name of candidate,
  - Name + NQF level of acquired qualification (that one with more than 50% successfully evaluated units);
  - Name of qualification + NQF level of particular successfully evaluated units
  - Name + stamp of VET provider, signature
  - Date of assessment
  - Table of EQF or NQF descriptors level 1 to level 4 at rear page
- b. Supplement (kind of competence matrix):
  - Short summary per unit (for both NQF levels) in easy to understand language to make it also useful for the certificate owner, shown in table with coloured fields (if unit is proofed at level 2 also level 1 shall be marked)

## b. Roles and Responsibilities

Also based on created or existing responsibilities as part of a possible assignment process in the partner countries representatives of the institutions responsible for the development of the NQF in Austria, Italy and Slovenia were surveyed regarding the involvement of different actors in the assignment of qualifications to the NQF. The same list of all potentially involved institutions and responsibilities was used in all partner countries. The results<sup>22</sup> can be summarised as follows:

In **Austria**, no requirements for the approval procedure are being considered; the decision lies with the qualification provider. However, the procedure must be described in the assignment request, which must also include quality assurance information as part of the approval process. The planned assignment procedure is expected to be as follows:

Providers will have the possibility to apply for their qualification to be referenced to the Austrian National Qualifications Framework. This application will be supported by a QVS (this QVS = Quality and Validation Centre will assist the applicants as an independent body with preparing the necessary information and will guarantee, that the provided information is correct.) The QVS itself will have to fulfil the following criteria: independency / objectivity, transparency, one QVS per sector as well as knowledge of this sector, competent with learning outcomes approach.

The application to referencing a qualification to the Austrian NQF will be analysed by experts and the NQF steering committee will have the final decision on the outcome. This decision will be published in a public register. This procedure is still under development – the legal framework has to be set up.

All ministries, social partners and the representatives of the provinces will be involved in the decision-making process.

With regard to the validation of non-formally acquired competences in **Slovenia**, the rules, procedures and quality criteria for the appraisal procedure are to be provided by the Ministry of Social Affairs and Labour together with government agencies responsible for reviewing the quality assurance in the field of initial vocational training. Moreover, these quality assurance agencies are to develop the examination papers. The qualification providers themselves are to be responsible for organising the approval procedure.

With regard to the responsibilities linked to the assignment of submitted non-formal basic vocational qualifications to the NQF the following information was provided: Together with the Ministry responsible for vocational education and lifelong learning the body responsible for the development, implementation and maintenance of the NQF will be involved in the definition of the processes and the necessary rules in the assignment process and responsible for quality assurance in that process. The NQF body should also organise the activities associated with the assignment.

The Ministry of Social Affairs and the Labour Market should be involved in the approval process and in the quality assurance in the context of assigning basic professional

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<sup>22</sup> Ibid.

skills to the NQF. In addition, tripartite bodies consisting of representatives of the social partners, public institutions and training providers, such as industry groups responsible for the development of occupational standards, are to be involved in the decision on the assignment of a basic vocational qualification to the NQF.

In **Italy**, the national agency responsible for the development, implementation and maintenance of the NQF should be involved in the definition of the regulations and the approval procedures, in the development of tasks to be carried out as part of the approval process and in organising the approval procedure and its quality assurance. The same is true for the Ministry of Vocational Training and Lifelong Learning, the Ministry of Social Affairs and Labour Market.

As can be seen there are differences between the various partner countries as far as competences and responsibilities for the individual process steps of an assignment and recognition process. As has already been mentioned, however, no corresponding method has so far been implemented in any of these countries. Thus, it has not been decided whether the mentioned actors and their roles will be involved in such a process in the outlined way.

## 5. Recommendations to Education Policy

The model for the NQF assignment of basic vocational qualifications on NQF levels 1 and 2 that are described by units of learning outcomes, which was developed in the "EQF meets ECVET" project, is very visionary. Most EU countries have not yet implemented the NQF, and if so there are only a few that, currently, provide the possibility to reference non-formal qualifications.

However, in the UN Convention on the Rights of People with Disabilities, which has been ratified by all EU Member States, inclusive education plays an important role<sup>23</sup>. The recognition and, thus, equality with regard to the value of these non-formal qualifications, particularly on the lower NQF levels, is a first step in this direction. It would be another step to make training programmes and certification procedures so differentiated that the learners' strengths are made highly visible and learning paths can be created in a more individual way.

To support these ideas and objectives in the partner countries (and beyond) each project partner created three recommendations for decision-makers in its national educational system. We very much hope that they will be read and implemented!

### **Austria:**

1. The NQF has the potential to make the Austrian educational system more inclusive. On the one hand, the Austrian NQF (other than the current approach in many other European countries) allows the assignment of non-formal qualifications that do not necessarily target the same certification as existing formal qualifications. On the

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<sup>23</sup> UN Convention



other hand, levels 1 to 3, which are lower than the lowest possible Austrian vocational education qualification (level 4), offer less complex qualifications the chance to be assigned to an official qualification system and, thus, the chance for better public recognition. Particularly for people with difficult access to formal education these qualifications are often more appropriate than those of the formal system; they provide these people with a good introduction to further educational pathways and, thus, to the lifelong learning process - combined with a recognised qualification certificate. We call on the Austrian education policy to, even in view of resistance or non-interest, take and actively create this chance for a more inclusive educational system!

2. In order to implement the requirement mentioned under (1) we recommend to the decision makers responsible for the NQF process to stronger involve representatives of learners with difficult access to education or qualification providers for these learners in the NQF development and implementation process - not only in the form of the social partners and ministries but on the level of the individuals themselves and of those institutions that address their training opportunities to them.
3. Trainings in the form of smaller units, such as modules and/or units of learning outcomes, would be a great relief in the acquisition of qualifications not only for the target group of people with learning disabilities itself but for all learners who, for various reasons, do not walk along classically linear learning paths. Such a system allows for gradual learning and the validation of those individual units, thus assigning value to them rather than defining them in terms of time wasted. In addition, a system which allows for the validation of individual modules or units of learning outcomes would prevent repeatedly studying skills that have already been acquired, thus saving the learner time and money. Therefore and with regard to the implementation of the inclusive educational system as required by the UN CRPD, we ask to seize the opportunity for a validation and recognition of individual units of learning outcomes, which is already implemented by ECVET and was used as a basis for this project, and to transfer it, as a basic principle, to the Austrian educational system.

### **Germany:**

Germany's vocational training system is the result of centuries of development and enjoys an excellent reputation worldwide. But it cannot stand as an adequate response to the requirements of the CRPD for equality without any kind of discrimination. On the contrary. At present, the typically rigid regulation of formal education, particularly as regards stipulated content and duration and the regulatory government of its examinations, unfortunately still has the effect of excluding people with severe learning difficulties from the German education system. Training in specialist practical skills on the basis of evidence of an individual's limitations and corresponding compensation for those disadvantages, remains the lowest level of vocational training for people with learning difficulties. However, due to the

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regulations of the Vocational Training Act, this qualification is beyond the ability of most people with pronounced learning difficulties.

1. We recommend Germany's education policy decision-makers to make access to the DQR available to non-formal education in order to really do justice to everybody as required by the CRPD.
2. We recommend abandoning the discriminatory labelling of people as "untrainable", instead providing an education system that renders such people trainable.
3. We recommend education policy-makers to open up stages 1 and 2 of the DQR to state recognition of professional qualifications, so that all people have an equal human right to the recognition of their professional achievements and corresponding social esteem.

### **Italy:**

1. Curricula developed in the project „EQF meets ECVET“ provide useful reference and example for the design of the initial and continuing VET curricula for vocational integration and inclusion in Italy, especially for people with disabilities that very often are excluded from formal Education pathways.
2. The model developed in “EQF meets ECVET” is regarding the EQF level 1 and 2 represents an important innovation in the Tuscany Regional Qualification framework and we kindly suggest to include our results and our new ECVET modularization in the Tuscany Qualification framework.
3. We recommend the experts working at Regional level to update the Qualifications Framework taking into consideration the procedures assessed keeping in mind that we need to work differently when the target is represented by persons with disabilities.

### **Lithuania:**

1. Curricula developed in the “EQF meets ECVET” project provide useful reference and example for the design of the initial and continuing VET curricula for vocational integration and inclusion in Lithuania.
  2. The prepared model of awarding of qualifications referenced to the EQF levels 1 and 2 provides important reference for the development of procedures of awarding of such qualifications in Lithuania.
  3. Design of qualifications, assessment of competences and awarding of qualifications referenced to levels 1 and 2 of the Lithuanian Qualifications Framework require intensive involvement of the representatives and experts of organisations working
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in the field of vocational integration and inclusion of disabled persons. Such experts have to be included in the working groups responsible for the design of occupational standards as well as in the sectoral occupational committees responsible for the reviewing and approval of these standards.

**Slovenia:**

1. In Slovenia learning outcomes developed in the project „EQF meets ECVET“ offer helpful recommendation and exemplar for the design of the training programme for vocational integration and inclusion.
2. The presented model of assignment of qualifications referenced to the EQF levels 1 and 2 gives important reference for the development of National Vocational Qualifications on levels 1 and 2 in Slovenia.
3. We recommend the Sectoral commission for occupational standards and the Ministry responsible for social affairs to take a decision about qualifications on these levels, especially for people with impairment.



Annex:

## **Assessment of the proposed Assignment Modell for allocation of basic VET programmes at NQF levels 1 and 2, described by learning outcomes units, to the National Qualifications Framework**

### **Evaluation report**

#### **Part A) The Assignment form and the certificate supplement**

#### **Part B) Roles and responsibilities of institutions in the assesment of competences and referencing of basic VET qualifications (NQF levels 1 and 2) to the National Qualifications Frameworks**

Vidmantas Tutlys, Centre for Vocational Education and Research, Vytautas Magnus University, Kaunas, Lithuania

#### **Part A) The Assignment form and the certificate supplement**

The goal of this survey is to assess the validity of suggested model for assignment of the qualifications designed for the purpose of vocational and social inclusion to the lower levels of the NQFs and the EQF.

This report is written in the following way – there is provided summarised information about the answers of surveyed experts in the countries, which is followed by the comments of the authors of this report.

#### **Austria:**

In **Austria** the interview was done with experts from the coordination point for the NQF in Austria and the Austrian Federal Ministry for Education and Women's Affairs.

In Austria there was a test phase for the assignment of non-formal qualifications to the NQF in 2013. The draft of this official procedure (it's not officially implemented yet) was the base for the assignment model drafted in this project. Therefore only a few remarks

were given concerning the proposed drafted assignment model. In general proposed structure and contents of the model was confirmed as suitable. It was suggested to amend the part of qualification with a point about possible entry requirements and possible rights derived from successful assessment and certification (e.g. allowance to enter specific further training programmes etc.)

## Slovenia:

**Slovenian** experts suggested to remove the following part of the model:

**Ad 3.b: The Assessment Procedure – description of evaluation scheme (“occupational standards”) and Assessment Criteria:** Explanation of quantifying / how to calculate threshold for passing assessment (e.g. 40% of all LOs have to be proofed, 50% of each LO has to be proved....).

*Comment: this suggestion can be discussed and accepted, because such detailed explanation of quantifying and calculation of threshold for passing assessment can be provided in the other documents, such as assessment instructions and guidelines.*

All other parts were indicated as suitable and acceptable.

## Italy:

**Italian** experts suggested to remove the following parts of the model:

**Ad 3.b: The Assessment Procedure – description of possibilities of lodging appeals against the results** (e.g. written appeal with explanatory statement sent to general manager; meeting of learner + person of trust with trainer and at least 1 assessor; etc.)

*Comment: The information on the possibilities of lodging appeals against the assessment results is of procedural character, therefore it can be removed from the model. Alternatively, there can be provided references to the different other documents (rules, regulations, recommendations) that define possibilities of lodging appeals.*

**Ad 1.: Data on Qualification provider:** c. Legal status and d. Legal representative.

**Ad 2. The Qualification:** a. Title and NQF level of qualification and the title of conjuncted, linked, overlapping qualification with the corresponding NQF level; d. Progress of skills development and career possibilities for the graduates.

*Comment: These parts are of crucial importance for the model, therefore this information cannot be removed. In case if the country has no approved NQF, there can be indicated references of national qualifications to the EQF.*

**Ad 3. The Assessment Procedure – description of assessment methods:**

a. observation at work

*Comment: This information can be important for the assessment of competences and learning outcomes acquired in apprenticeship and work based learning schemes. Therefore it should be included.*

**Ad 3. The Assessment Procedure – description of evaluation scheme (“occupational standards”) and Assessment Criteria:** b. Occupational standards and learning outcomes.

*Comment: This information is important for the model. Of course, if the country does not have occupational standards there can be indicated other relevant documents, such as VET standards, national curricula etc.*

**Ad 3. The Assessment Procedure – description of possibilities of repetition [of parts] of the procedure:** Description whether particular units or modules can be assessed again and how often.

*Comment: This information should be included, because it is important for the VET systems with unitised qualifications and modular VET curricula.*

**Ad 3. The Assessment Procedure – Quality Assurance** – g. Information about existing certified QM system.

*Comment: This information in principle can be left, because there is the trend of increasing implementation of QM systems in the VET institutions. However, certification of the QM systems is neither really relevant nor widely practiced in this field. Therefore it could be sufficient to mention the existence of QM systems (internal).*

## **Part B) Roles and responsibilities of institutions in the assessment of competences and referencing of basic VET qualifications (NQF levels 1 and 2) to the National Qualifications Frameworks**

The goal of this survey is to define and explore the roles and responsibilities of institutions in the assessment of competences and referencing of the basic VET qualifications (EQF level 1 and 2) to the National Qualification Frameworks.

In **Austria**, according to the “Manual for Including Formal Qualifications in the National Qualifications Framework (NQF) – Criteria” there are no regulations / requirements about the institutions to be involved in the assessment. It’s up to the providers who will assess the learning outcomes and how it will be done. In the application for the assignment of the qualification the assessment procedure has to be described, also information about the assessors has to be given, but there are no predefined criteria. Maybe it could be helpful for the reputation / “public recognition” – especially for these

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low level programmes – to involve professional experts, e.g. from the chamber, but it's not necessary. Therefore answering the question on the institutions to be involved in the assessment press there were suggested the following institutions: trade unions, which could delegate one assessor, professional organisations, public bodies and organizations representing the interests of disabled persons, initial VET providers. There was no information indicated on the roles and responsibilities of these institutions in the assessment process.

The assignment procedure of the formal and non-formal qualifications to the NQF levels is planned like this:

providers fill in an application form stating all the information we listed in the assignment model; this application form will be send to a QVS, an awarding body (this body also supports applicants with preparing the needed information). At the QVS a check of all information and also of the stated NQF level is done, then all material is forwarded to the NQF steering committee which decides whether the application will be accepted or not. Some criteria for these QVS were defined like independency / objectivity, transparency, one QVS per sector, competent with learning outcomes approach. These are only planned but not yet legally approved procedures.

Therefore answering the question on what institutions should be involved in the referencing of the basic VET qualifications to the NQF levels and what should be the responsibilities of these institutions, the expert from Austria indicated the following institutions:

- National agency responsible for the implementation, maintenance and development of the NQF, also playing role of coordination point for the NQF in Austria. The NQF contact point will probably be the gateway from the QVS to the steering group.
- Ministries responsible for governance of VET and lifelong learning: Austrian Federal Ministry for Education and Women's Affairs and Federal Ministry of Science, Research and Economy. These ministries are responsible for approval of the level of qualification as they are members of the steering group.
- Ministries responsible for the governance of social affairs and labour market: Federal Ministry of Labour, Social Affairs and Consumer protection. This ministry will be responsible for approval of the level of qualification as they are members of the steering group.
- National agencies responsible for the supervision and regulation of quality assurance in initial VET. In the formal system quality assurance in VET is task of the AT Federal Ministry for Education and Women's Affairs and Federal Ministry of Science, Research and Economy together with the chamber of economy. For non-formal learning which does not result in a formal qualification training providers are responsible for quality assurance in their programmes.
- The chambers together with the ministry of the particular occupational sector that are responsible for development and approval of apprenticeships. These bodies together with other employers organisations and trade unions will also be responsible for approval of the level of qualification as they are members of the steering group.
- Public bodies and organizations representing the interests of disabled persons - the Federal Ministry of Labour, Social Affairs and Consumer protection is member of the steering group and therefore approves on the assignment applications. This ministry will also be responsible for approval of the level of qualification as they are members of the steering group. Maybe these institutions could be represented

in particular QVS, as the design of the QVS is not clear at the moment also this aspect is not clear now, but it should be considered.

- Initial VET providers. In the formal sector the ministries will define the learning outcomes and the steering committee will decide about the assignment / level. In the non-formal sector providers will be the ones who will apply for the NQF assignment, therefore they can't be responsible for the assignment process

**Slovenian** experts indicated the following institutions that should be involved in the assessment of learning outcomes for basic VET qualifications (EQF levels 1 and 2) and in the referencing of these qualifications to the NQF levels:

- Ministries responsible for the governance of social affairs and labour market should be responsible for setting the rules and procedures of assessment of learning outcomes, as well as for quality assurance of the assessment process.
- National agencies responsible for the supervision and regulation of quality assurance in initial VET should be responsible for setting the rules and procedures of assessment of learning outcomes, development of the tasks for assessment of learning outcomes and quality assurance of the assessment process.
- Employers organisations, trade unions and professional organisations – no responsibilities indicated by expert.
- Initial VET providers and adult education providers should be responsible for the organisation of assessment process.

Answering the question on what institutions should be involved in the referencing of the basic VET qualifications to the NQF levels and what should be the responsibilities of these institutions the Slovenian experts indicated the following institutions:

- National agency responsible for the implementation, maintenance and development of the NQF should be involved in setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels, organisation of the referencing of the basic VET qualifications to the NQF levels and supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.
- Ministry responsible for governance of VET and lifelong learning should be involved in setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels and in supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.
- Ministry responsible for the governance of social affairs and labour market should be involved in approval of the level of qualification and supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.
- Tripartite bodies consisting of representatives of social partners, governmental institutions and training providers (on the national and sectoral level, e.g. national and sector skills councils, sectoral and inter-sectoral professional committees) involved in the design and approval of qualifications and occupational standards should be also involved in approval of the level of qualification.

**Italian** experts indicated the following institutions that should be involved in the assessment of learning outcomes for basic VET qualifications (EQF levels 1 and 2) and in the referencing of these qualifications to the NQF levels:

- National agency responsible for the implementation, maintenance and development of the NQF, as well as the ministries responsible for governance of VET and lifelong learning, as well as for the governance of social affairs and labour market should
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be involved in setting the rules and procedures of assessment of learning outcomes, development of the tasks for assessment of learning outcomes, organisation of the assessment process and quality assurance of the assessment process.

- National agencies responsible for the supervision and regulation of quality assurance in initial VET should be involved in the quality assurance of the assessment process.
- Employers organisations should be involved in the development of the tasks for assessment of learning outcomes and organisation of the assessment process.
- Trade unions should be involved in the development of the tasks for assessment of learning outcomes.
- Professional organisations (organisations and bodies uniting communities of professionals) should be involved in the approval of the work tasks used in assessment of competences.
- Initial VET providers should be involved in development of the tasks for assessment of learning outcomes, organisation of the assessment process and quality assurance of the assessment process.

Answering the question on what institutions should be involved in the referencing of the basic VET qualifications to the NQF levels and what should be the responsibilities of these institutions the Italian experts indicated the following institutions:

- National agencies responsible for the implementation, maintenance and development of the NQF should be involved in setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels, approval of the level of qualification and supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.
- Ministries responsible for governance of VET and lifelong learning, as well as for the governance of social affairs and labour market should be involved in approval of the level of qualification.
- National agency responsible for the supervision and regulation of quality assurance in initial VET should be involved in supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.
- Tripartite bodies consisting of representatives of social partners, governmental institutions and training providers (on the national and sectoral level, e.g. national and sector skills councils, sectoral and inter-sectoral professional committees) involved in the design and approval of qualifications and occupational standards should be also involved in approval of the level of qualification.
- Initial VET providers should be involved in setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels, organisation of the referencing of the basic VET qualifications to the NQF levels and supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels.

Comparing these answers it can be noticed, that the suggestions of experts on the institutional setting of assessment of competences and referencing of basic qualifications to the NQFs are closely related to the existing or currently designed institutional settings of these processes in the countries. Despite of that, majority of the experts have rather similar opinions on the involvement of state institutions and social partners in these processes.

## **QUESTIONNAIRE ON THE ROLES AND RESPONSIBILITIES OF INSTITUTIONS IN THE ASSESMENT OF COMPETENCES AND REFERENCING OF THE BASIC VET QUALIFICATIONS (EQF LEVEL 1 AND 2) TO THE NATIONAL QUALIFICATIONS FRAMEWORKS.**

Dear Colleagues,

The goal of this survey is to define and explore the roles and responsibilities of institutions in the assesment of competences and referencing of the basic VET qualifications (EQF level 1 and 2) to the National Quialification Frameworks. Your answers will be very helpful for the finalisation and testing of the suggested procedures of assignment of these qualifications.

Please mark your chosen answers and add your comments and suggestions if needed.

Thank you for your colaboration.

**1. What institutions should be involved in the assessment of learning outcomes for basic VET qualifications (EQF levels 1 and 2) and in the referencing of these qualifications to the NQF levels? What should be the responsibilities of these institutions?**

Types of institutions	Should this institution be involved in the assessment of learning outcomes for basic VET qualifications?		In case of the answer YES, what should be the responsibilities of this institution in the assessment of learning outcomes for basic VET qualifications? Several answers can be chosen.
	YES	NO	
National agencies responsible for the implementation, maintenance and development of the NQFs in the countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Ministries responsible for governance of VET and lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Ministries responsible for the governance of social affairs and labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:

National agencies responsible for the quality assurance in initial VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Employers organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Public bodies and organizations representing the interests of disabled persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:

Initial VET providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of assessment of learning outcomes <input type="checkbox"/> Development of the tasks for assessment of learning outcomes <input type="checkbox"/> Organisation of the assessment process <input type="checkbox"/> Quality assurance of the assessment process <input type="checkbox"/> Other – please indicate:
Other institutions – please indicate the title and the responsibilities			

**2. What institutions should be involved in the assessment of learning outcomes for basic VET qualifications (EQF levels 1 and 2) and in the referencing of these qualifications to the NQF levels? What should be the responsibilities of these institutions?**

Types of institutions	Should this institution be involved in the referencing of the basic VET qualifications to the NQF levels?		In case of the answer YES, what should be the responsibilities of this institution in the referencing of the basic VET qualifications to the NQF levels? Several answers can be chosen.
	YES	NO	
National agencies responsible for the implementation, maintenance and development of the NQFs in the countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:

Ministries responsible for governance of VET and lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
Ministries responsible for the governance of social affairs and labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
National agencies responsible for the quality assurance in initial VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
Tripartite bodies (on the national and sectoral level) involved in the design and approval of qualifications and occupational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:

Employers organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
Trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
Professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:
Public bodies and organizations representing the interests of disabled persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Approval of the level of qualification <input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels <input type="checkbox"/> Other – please indicate:

Initial VET providers	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li><input type="checkbox"/> Setting the rules and procedures of referencing of the basic VET qualifications to the NQF levels</li><li><input type="checkbox"/> Organisation of the referencing of the basic VET qualifications to the NQF levels</li><li><input type="checkbox"/> Approval of the level of qualification</li><li><input type="checkbox"/> Supervision of the quality assurance in the referencing of the basic VET qualifications to the NQF levels</li><li><input type="checkbox"/> Other – please indicate:</li></ul>
Other institutions – please indicate the title and the responsibilities			



## **QUESTIONNAIRE FOR ASSESSMENT OF THE PROPOSED ASSIGNMENT MODEL OF THE EQF LEVEL 1 AND 2 QUALIFICATIONS DESIGNED FOR THE PURPOSES OF VOCATIONAL AND SOCIAL INTEGRATION**

Dear Colleagues,

The goal of this survey is to assess the validity of suggested model for assignment of the qualifications designed for the purpose of vocational and social integration to the levels of the NQFs and the EQF. Your answers will be very helpful for the finalisation and testing of the suggested procedures of assignment of these qualifications.

The procedures define the ways, how to describe and structure the basic VET curricula by using learning outcomes units and how to define the level of overlapping basic VET qualifications for their assignment to the NQFs.

Please mark your chosen answers and add your comments and suggestions if needed.

Thank you for your collaboration.

## Evaluation of the sufficiency of the suggested contents of assignment model

Questionnaire for the experts and practitioners involved in the assessment of competences and awarding of qualifications

Instructions for the filling of questionnaire:

1. Please read attentively all the information provided in the 1st column (in all boxes).
2. Please read attentively the information provided in each box of the 1st column separately and then mark and comment (if needed) your chosen box in the column "Answers and suggestions".

Contents of the assignment model		Answers and suggestions		
<b>1. Qualification provider:</b>		The indicated type of data on qualification provider is suitable and needed	I would suggest to remove this type of data, because it is not needed for assessment of competences.	I would suggest to add some types of data on qualification provider (please indicate these types in the box below):
<b>a.</b> Name and surname	<input type="checkbox"/>		<input type="checkbox"/>	
<b>b.</b> Address	<input type="checkbox"/>		<input type="checkbox"/>	
<b>c.</b> legal status	<input type="checkbox"/>		<input type="checkbox"/>	
<b>d.</b> legal representative	<input type="checkbox"/>		<input type="checkbox"/>	
<b>e.</b> contact data	<input type="checkbox"/>		<input type="checkbox"/>	
<b>f.</b> quality management system	<input type="checkbox"/>		<input type="checkbox"/>	
<b>2. The qualification:</b>		The indicated type of data on qualification is suitable and needed	I would suggest to remove this type of data, because it is not needed for assessment of competences.	I would suggest to add some types of data on qualification or to amend contents of indicated types of data (please indicate in the box below):
<b>a.</b> Title and NQF level of qualification and the title of conjuncted, linked, overlapping qualification with the corresponding NQF level	<input type="checkbox"/>		<input type="checkbox"/>	

<b>b.</b> Field of work and short work description	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c.</b> Description of the qualifications in form of modules, units and learning outcomes (incl. short information about title of qualification, field of work, short work description, NQF and EQF level, list of modules of the VET curricula)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>d.</b> Progress of skills development and career possibilities for the graduates	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. The Assessment Procedure – description of :</b>	The indicated type of data on assessment procedure is suitable and needed	I would suggest to remove this type of data, because it is not needed for assessment of competences.	I would suggest to add some types of data on assessment procedure or to amend contents of indicated types of data (please indicate in the box below):
<b>a. Assessment methods:</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>a1.</b> observation at work	<input type="checkbox"/>	<input type="checkbox"/>	
<b>a2.</b> practical demonstration of doing specific tasks	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b. Evaluation scheme ("occupational standards") and Assessment Criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b1.</b> Occupational standards and learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b2.</b> Assessment Criteria: maybe LOs are described in a very detailed way so they can also be used as assessment criteria, otherwise criteria have to be defined	<input type="checkbox"/>	<input type="checkbox"/>	

<b>b3.</b> Explanation of quantifying / how to calculate threshold for passing assessment (e.g. 40% of all LOs have to be proofed, 50% of each LO has to be proved....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c. Examiners</b> (e.g. 1 representative from VET provider for persons with disabilities + 1 representative from the employer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d. Possibilities of inspection of assessment documentation for the learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e. Possibilities of lodging appeals against the results</b> (e.g. written appeal with explanatory statement sent to general manager; meeting of learner + person of trust with trainer and at least 1 assessor; etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f. Possibilities of repetition [of parts] of the procedure</b> Description whether particular units or modules can be assessed again and how often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g. Quality assurance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g1.</b> Information about existing certified QM system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g2.</b> Description of assessment procedure, documentation, way of getting reliable and onjective assessment results, frequency of actualisation of assessment contents / LOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Contents of Certificate and Supplement:	The indicated type of data on contents of certificate and supplement is suitable and needed	I would suggest to remove this type of data, because it is not needed for awarding of qualification.	I would suggest to add some types of data on contents of certificate and supplement or to amend contents of indicated types of data (please indicate in the box below):
<b>a.</b> Name of a candidate	<input type="checkbox"/>	<input type="checkbox"/>	
<b>b.</b> Title and level of acquired qualification (that one with more than 50% successfully evaluated units)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c.</b> Title of qualification and it's level of which a few units were successfully evaluated	<input type="checkbox"/>	<input type="checkbox"/>	
<b>d.</b> Title of VET provider, signature and seal of its representative	<input type="checkbox"/>	<input type="checkbox"/>	
<b>e.</b> Date of assessment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>f.</b> Table of EQF or NQF level descriptors (1- 4) at rear page	<input type="checkbox"/>	<input type="checkbox"/>	
<b>g.</b> Supplement of certificate : short summary of the contents of the units of qualification (for both levels) in easy to understand language to make it also useful for the certificate owner, shown in the format of table with coloured fields (if unit is proved at level 2 also level 1 shall be marked)	<input type="checkbox"/>	<input type="checkbox"/>	

# Certificate

**Name:** .....

## Title of Qualification & NQF level:

Bakery Assistant Basics (NQF 1) / Bakery Assistant Advanced (NQF 2)

## Scope / object of work:

production of baked goods under direct supervision (NQF 1) /  
production of baked goods under supervision (NQF 2)

## Possible fields of work:

bakeries, confectioneries, coffee shops, bakery shops in supermarkets;

**Training institution:** .....

**Duration of training (where needed):** .....

**Date of Certification:** .....

**Approval of NQF accreditation body / authority:** .....

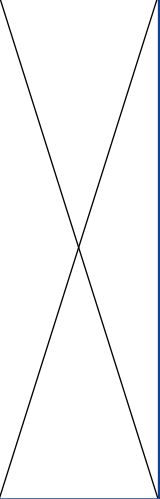


## Supplement

Description of Competences		NQF 2	
Module	Units	NQF 1	NQF 2
<b>1. Hygiene</b>	<b>Unit 1: Caring for Personal Hygiene</b>	The person understands the importance of personal hygiene and cleanliness at work. Being reminded frequently and regularly the person takes care of his or her personal hygiene and of cleanliness.	The person understands the importance of personal hygiene and cleanliness at work. When working the person takes care of his or her personal hygiene and of cleanliness mostly.
	<b>Unit 2: Caring for Hygiene at Work</b>	Being reminded frequently the person cares for clean and correct working clothes. The person pays attention to cleanliness at work. With much support, he or she processes raw materials hygienically.	With a bit of support, the person cares for clean and correct working clothes. With some support the person cleans his or her workplace and processes raw materials hygienically.
<b>2. Teamwork</b>	<b>Unit 3: Working in a Team</b>	The person endeavours to work well together with other people. He or she accepts orders from superiors.	The person accepts the different roles in the team and endeavours to work well together with others. He or she is aware of the importance of a good working atmosphere. He or she accepts orders and criticism from superiors. He or she tries to learn from feedback and to give it in a factual manner.
<b>3. Using Equipment and Machines</b>	<b>Unit 4: Handling of Equipment and Machines</b>	Under direct supervision the person works with different equipment and machines. He or she takes care not to hurt somebody and realizes when a machine does not work correctly.	With a bit of support, the person works with different equipment and machines. He or she takes care not to hurt somebody. He or she handles minor problems with equipment and machines.

<b>4. Baking Basic Confectionery according to Recipes</b>	<b>Unit 5: Preparing the Workplace</b>	<p>With much support, the person takes care for a hygienic workplace. With much support, he or she prepares all the things needed for baking according to the chosen recipe.</p>	<p>With a bit of support, the person takes care for a hygienic workplace. With a bit of guidance, he or she prepares all the things needed for baking according to the chosen recipe.</p>
	<b>Unit 6: Processing of Raw Materials</b>	<p>With much support, the person processes most common raw materials correctly and hygienically. He or she likes working carefully and properly.</p>	<p>With a bit of support, the person processes most raw materials correctly and hygienically. Under some supervision he or she applies appropriate process techniques. With a bit of support, the person considers the food law regulations. With a bit of support, he or she processes and stores foodstuffs in a vitamin-preserving way. He or she likes working carefully and properly.</p>
	<b>Unit 7: Working according to a Recipe</b>	<p>With much support, the person reads recipes and measures and weights quantities. With much support, he or she produces baking goods from basic recipes. He or she endeavours to work carefully and properly, also when very busy.</p>	<p>The person reads recipes and measures, weighs and multiplies quantities with a bit of support. With some support, he or she produces several bakery products from recipes. He or she endeavours to work carefully and accurate, also when very busy or when one type of pastry has to be produced often.</p>
	<b>Unit 8: Applying different Processing Techniques</b>	<p>Under direct supervision the person uses equipment and machines. With much support, he or she takes care not to hurt somebody. Under direct supervision he or she applies different kinds of processing techniques. He or she endeavours to work carefully and properly, even when very busy.</p>	<p>With a bit of support, the person uses the equipment and machines. He or she always takes extra care not to hurt somebody. Under some supervision the person applies different kinds of processing techniques. He or she endeavours to work carefully and properly, even when very busy.</p>



	<b>Unit 9: Producing Dietary Confectionery</b>	The person has some very basic information about diet recipes. With much support, he or she produces diet baking goods.	The person knows some diet recipes. With a bit of support, he or she produces baking goods from these recipes.
<b>5. Refining of Bakery Goods</b>	<b>Unit 10: Drawing Basic Decorations for Special Occasions</b>		With some support, the person drafts simple decorations for particular occasions. He or she tries to work carefully and exactly.
	<b>Unit 11: Making basic Refining</b>		With some support, the person produces and applies different refinings like fillings, dips, glazes, icings, toppings and garnishes for different occasions. With some support, he or she applies different methods to model simple forms. He or she endeavours to work carefully and properly and to consider hygiene regulations.
<b>6. Pre-Cleaning of Equipment, Machines and Workplace</b>	<b>Unit 12: Pre-Cleaning of Machines and Equipment</b>	Under direct supervision the person disassembles machines and equipment correctly and without hurting anybody. With much support, he or she cleans and disinfects machines and equipment according to specific hygiene rules. With much support, he or she stores cleaning agents and disinfectants at the right place.	With a bit of support, the person disassembles machines and equipment correctly and without hurting anybody. With a bit of support, he or she cleans and disinfects machines and equipment according to the specific hygiene rules. With a bit of support, he or she stores cleaning agents and disinfectants correctly.

<b>7. Finishing Work</b>	<b>Unit 13: Pre-Cleaning the Workplace</b>	<p>The person puts away foodstuff and used machines and equipment correctly.</p> <p>With a bit of support, he or she cleans and disinfects the workplace and the floor according to the specific hygiene rules.</p> <p>With a bit of support, he or she stores cleaning agents and disinfectants correctly.</p> <p>He or she understands checklists and fills them in by hand.</p>	<p>The person puts away foodstuff and used machines and equipment correctly.</p> <p>With a bit of support, he or she cleans and disinfects the workplace and the floor according to the specific hygiene rules.</p> <p>With a bit of support, he or she stores cleaning agents and disinfectants correctly.</p> <p>He or she understands checklists and fills them in by hand.</p>
	<b>Unit 14: Waste Management</b>	<p>The person understands the importance of correct waste separation and disposal.</p> <p>With much support, he or she disposes the separated waste correctly.</p>	<p>The person considers environmental protection as an important part of work.</p> <p>With a bit of support, he or she separates different types of waste and disposes them correctly.</p>
	<b>Unit 15: Storing Foodstuffs and Bakery Goods</b>	<p>The person understands the importance of correct storing of raw materials and bakery goods.</p> <p>With much support, he or she stores different foodstuffs correctly.</p>	<p>The person understands why correct storing of raw materials and bakery goods is important.</p> <p>He or she takes care to select spoiled foodstuff.</p> <p>With a bit of support, he or she stores different foodstuffs and bakery goods correctly.</p>
	<b>Unit 16: Cleaning of the Storage</b>	<p>The person understands the importance of a clean storage.</p> <p>Under direct supervision he or she cleans the storage correctly.</p>	<p>The person understands why the storage has to be clean.</p> <p>With a bit of support, he or she cleans the storage correctly.</p>

	<b>Unit 17: Reflecting my Work</b>	<p>The person comprehends the importance of learning and of improving the quality of his or her work.</p> <p>Together with superiors he or she reflects the quality of his or her work and figures out future learning contents.</p>	<p>The person is eager to improve the quality of his or her work.</p> <p>With some support, he or she fills in a checklist about daily work.</p> <p>He or she listens to feedback from customers, colleagues and superiors.</p> <p>With some support, he or she reflects the quality of his or her work.</p> <p>With some support, he or she drafts a learning plan.</p>
<b>8. Selling Bakery Goods</b>	<b>Unit 18: Presenting the Goods</b>	<p>The person endeavours to present goods in a nice way.</p> <p>With much support, he or she arranges the products nicely and regards hygienic regulations.</p>	<p>The person understands the importance of presenting goods nicely.</p> <p>With a bit of support, he or she arranges the products nicely and regards hygienic regulations.</p> <p>He or she notices products which are not all right.</p>
	<b>Unit 19: Communicating with Customers</b>	<p>The person communicates politely with customers also in case of complains.</p> <p>With much support, he or she informs and advices customers about the main products and helps with selling them.</p>	<p>The person communicates politely with customers also in case of complains.</p> <p>He or she understands that criticism is a feedback to improve the quality of work.</p> <p>With a bit of support, he or she informs and advises customers about all products and their main ingredients.</p> <p>With a bit of support, he or she helps with selling the goods.</p>
	<b>Unit 20: Dealing with Money</b>	<p>Under direct supervision the person calculates smaller sums with a calculator, collects the money and gives correct change.</p> <p>He or she is very careful when dealing with money.</p>	<p>With a bit of support, the person calculates smaller sums and the change on paper or with the calculator.</p> <p>With some support, he or she collects the money, gives correct change and writes a correct sales slip.</p> <p>He or she is very careful when dealing with money.</p>

# Certificate

**Name:** .....

## Title of Qualification & NQF level:

Waiter Assistant Basics (NQF 1) / Waiter Assistant Advanced (NQF 2)

## Scope / object of work:

Waiter assistance under direct supervision (NQF 1) /

Waiter assistance under supervision (NQF 2)

## Possible fields of work:

Tea-rooms, cafes, confectioneries, pizzerias, restaurants

**Training institution:** .....

**Duration of training (where needed):** .....

**Date of certification:** .....

**Approval of NQF accreditation body / authority:**.....



## Supplement

Description of Competences			
Module	Units	NQF 1	NQF 2
<b>1. Hygiene</b>	<b>Unit 1: Maintaining personal hygiene at work</b>	The person understands that health and personal hygiene are very important when working with appliances and guests. With a lot of support and easy-to-understand instructions the person maintains personal hygiene and tidiness.	The person understands that health and personal hygiene are very important when working with foods, appliances and guests. With occasional support the person maintains personal hygiene and tidiness.
	<b>Unit 2: Maintaining clean work surfaces and inventory</b>	The person understands and is attentive to hygiene of working surfaces and appliances. With a lot of support and easy-to-understand instructions the person maintains clean work surfaces and inventory.	The person understands and is attentive to hygiene of working surfaces and appliances. With occasional support the person maintains clean work surfaces and inventory.
<b>2. Safe work</b>	<b>Unit 3: Basic rules for safe work with foods</b>	The person understands and is attentive to hygiene when working with foods. With a lot of support and easy-to-understand instructions the person safely handles with foods.	The person understands and is attentive to hygiene when working with foods. With occasional warnings the person safely handles with foods.
	<b>Unit 4: Acting in accordance with the basics of safe work</b>	The person is aware of safety when working with machines and appliances. With a lot of support and easy-to-understand instructions the person is taking care of his/hers own safety as well as safety of co-workers and the guests.	The person is aware of safety when working with machines and appliances. With occasional support the person is taking care of his/hers own safety as well as safety of co-workers and the guests.

<b>3. Personal and workplace appearance</b>	<b>Unit 5: Preparing him/herself and the working area for work</b>	The person is aware of that it is important to prepare him/herself and the working area for serving and other tasks. With a lot of support and easy-to-understand instructions the person prepares him/herself for work.	The person is aware of that it is important to prepare him/herself and the working area for serving and other tasks. The person prepares him/herself for work.
	<b>Unit 6: Preparing the place for the guests</b>	With a lot of support and easy-to-understand instructions the person prepares, arranges and maintains the place for the guests.	With occasional support the person prepares, arranges and maintains the place for the guests.
<b>4. Using machines and equipment</b>	<b>Unit 7: Recognising and using machines, appliances and small inventory</b>	With a lot of support and easy-to-understand instructions the person uses machines, appliances and small inventory.	With occasional support the person uses machines, appliances and small inventory.
<b>5. Ingredients and beverages</b>	<b>Unit 8: Recognising and using ingredients for warm and cold beverages</b>	The person recognises ingredients for beverages. With a lot of support and easy-to-understand instructions the person properly handles with ingredients.	The person recognises ingredients for beverages. With occasional support and easy-to-understand instructions the person properly handles with ingredients.
<b>6. Communication</b>	<b>Unit 9: Communication with co-workers</b>	With a lot of support and easy-to-understand instructions the person is aware his/hers rights and obligations in the team. The person follows the directions of his/hers superior.	With occasional support the person is aware his/hers rights and obligations in the team. The person follows the directions of his/hers superior.
	<b>Unit 10: Communication with the guests</b>	With a lot of support and easy-to-understand instructions the person properly communicates with the guests.	With occasional support the person properly communicates with the guests.

# CERTIFICATE

**Name:** .....

## **Title of Qualification & EQF level:**

Kitchen Assistant (EQF 1) / Cook Assistant (EQF 2)

## **Scope / object of work:**

kitchen assistance under direct supervision (EQF 1) /  
cook assistance under supervision (EQF 2)

## **Possible fields of work:**

commercial and collective catering companies such as school, hospitals and company canteens;  
hotels or small catering businesses such as restaurants, pizzerias and small general restaurants

**Training institution:** .....

**Duration of training (where needed):** .....

**Date of certification:** .....

**Approval of NQF accreditation body / authority:** .....



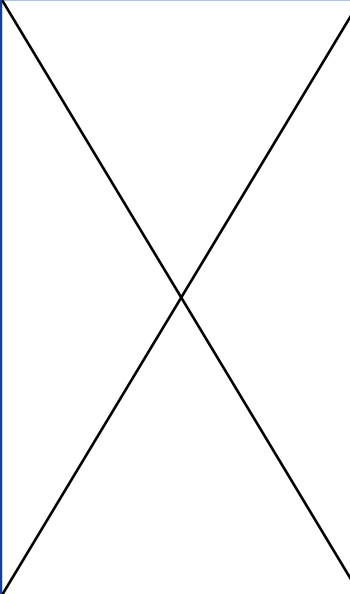
## Supplement

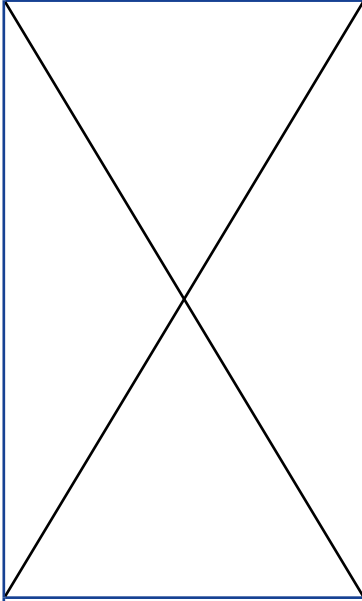
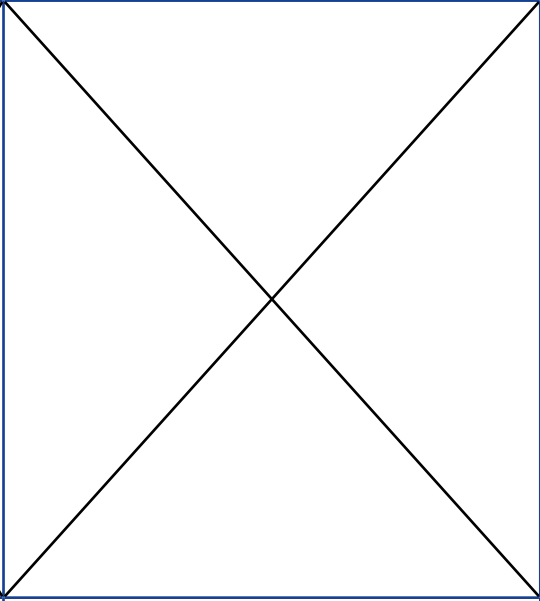
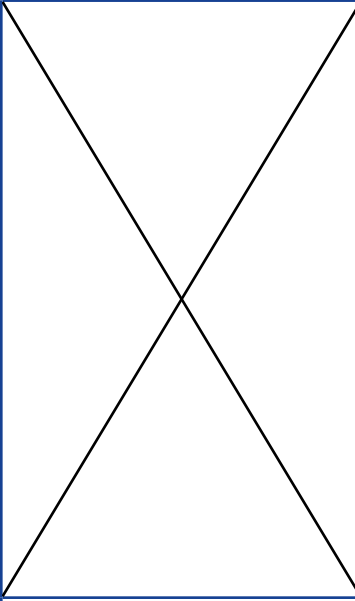
		<b>Description of Competences</b>	
<b>Module</b>	<b>Units</b>	<b>Kitchen Assistant – EQF 1</b>	<b>Cook Assistant – EQF 2</b>
<b>1. Personal Hygiene and Workplace Cleanliness</b>	<b>Unit 1: Act correctly in the presence of symptoms of diseases/infections</b>	<p>The person understands that he/she is not allowed to work in presence of infectious diseases.</p> <p>He/she is aware that it is very important to wash and disinfect his/her hands after sneezing and/or coughing.</p> <p>He/she knows to inform his/her mentor/superior about wounds on his / her hands.</p> <p>Being reminded regularly the person takes care to all these things.</p>	<p>The person understands that it is not allowed to work in presence of infectious diseases.</p> <p>He/she is aware that it is very important to wash and disinfect his/her hands after sneezing and/or coughing.</p> <p>He/she knows to inform his/her mentor/superior about wounds on his / her hands.</p> <p>Being reminded the person takes care to all these things.</p>
	<b>Unit 2: Taking care of personal hygiene</b>	<p>The person understands the importance of personal hygiene and cleanliness at work.</p> <p>Being reminded frequently the person takes care to all these things.</p>	<p>The person understands the importance of personal hygiene and cleanliness at work.</p> <p>With a bit of support the person takes care to his/her personal hygiene.</p>
	<b>Unit 3: Wear clean work clothes and shoes</b>	<p>The person is aware that he/she has to wear proper, clean and ironed work clothes and clean and proper work shoes.</p> <p>Regularly reminded the person takes care to all these things.</p>	<p>The person is aware that he/she has to wear proper, clean and ironed work clothes and clean and proper work shoes.</p> <p>With a bit of support and supervising the person takes care to all these things.</p>
	<b>Unit 4: Keep the workplace clean</b>	<p>The person is aware that it is very important to maintain clean working areas and disinfect all surfaces in the kitchen.</p> <p>He/she takes care of the selection of the adequate type and amount of cleaning agents and disinfectants for maintaining hygiene of working areas and inventory.</p> <p>He/she is aware how to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.</p>	<p>The person is aware that it is very important to maintain clean working areas and disinfect all surfaces in the kitchen.</p> <p>He/she takes care of the selection of the adequate type and amount of cleaning agents and disinfectants for maintaining hygiene of working areas and inventory.</p> <p>He/she is aware how to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.</p>

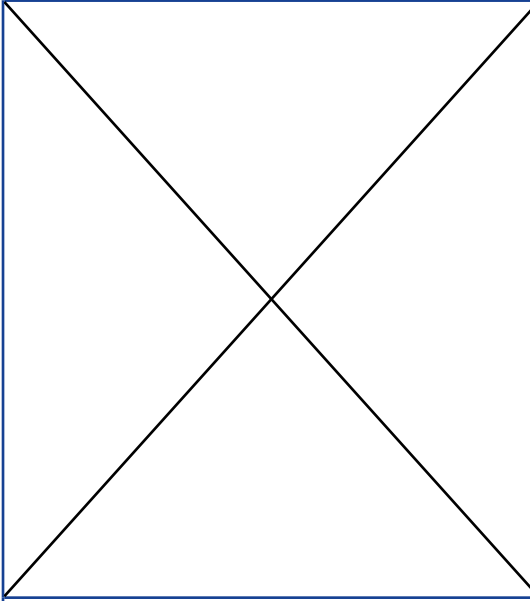


2. Storing, Protection and Preservation of Foodstuffs		<p>He / she loads and handles the dishwasher. He/she is aware that it is very important to separate waste. Being reminded regularly and frequently the person takes care to all these things.</p>	<p>He / she loads and handles the dishwasher. He/she is aware that it is very important to separate waste. With a bit of support the person takes care to all these things.</p>
	<b>Unit 5: Food storage</b>	<p>The person understands that it is important to store foods on appropriate and clean shelves. The person understands that it is very important that food storage areas are well ventilated and illuminated, and protected from overhead drips. He/she is aware that the general rule for food storage is to keep hot foods hot and cold foods cold. Being reminded regularly and frequently the person takes care to all these things.</p>	<p>The person is aware that food storage areas have to be well ventilated and illuminated, and protected from overhead drips. He/she is aware that perishable and potentially hazardous foods have to be stored at specific temperatures. With a bit of support the person takes care to these things and stores food correctly.</p>
	<b>Unit 6: Food protection</b>	<p>The person understands that it is very important to protect food from being contaminated by any agent. He/she understands that there are general principles for preventing food contamination, such as washing hands before starting to prepare food and after every interruption. Being reminded regularly the person takes care to all food protection procedures and methods.</p>	<p>The person understands that it is very important to protect food from being contaminated by any agent. He/she understands that there are general principles for preventing food contamination, such as washing hands before starting to prepare food and after every interruption. With a bit of support the person takes care to these things and protects food correctly.</p>

	<b>Unit 7: Food preparation</b>	<p>The person understands that food is particularly vulnerable to contamination while it is being prepared for eating; therefore, it is very important to apply food handlers' hygiene procedures.</p> <p>He/she understands that cooking, as well as being a very important part of food preparation, is also used for preserving food.</p> <p>With a bit of support the person takes care to these things and prepares food correctly.</p>	<p>The person understands that food is particularly vulnerable to contamination while it is being prepared for eating; therefore, it is very important to apply food handlers' hygiene procedures.</p> <p>He/she understands that cooking, as well as being a very important part of food preparation, is also used for preserving food.</p> <p>With a bit of support the person takes care to these things and prepares food correctly.</p>
<b>3. Correct Processing of Foodstuffs</b>	<b>Unit 8: Safe processing of foodstuffs</b>	<p>The person understands the general principles for preventing food contamination in the work place.</p> <p>He/she recognizes all the opportunities for food contamination.</p> <p>He/she knows why, when and how to wash hands.</p> <p>Being reminded regularly and frequently the person safely processes foodstuffs.</p>	<p>The person understands the general principles for preventing food contamination in the work place.</p> <p>He/she recognizes all the opportunities for food contamination.</p> <p>He/she knows why, when and how to wash hands.</p> <p>He/she is aware that it is important to make sure that food is all cooked thoroughly.</p> <p>Being reminded regularly the person takes care to these things.</p>
	<b>Unit 9: Process foodstuffs</b>	<p>The person understands the minimal forms of preparing foodstuffs include washing, peeling, slicing, juicing and removing inedible parts.</p> <p>He/she takes extra care when handling eggs, raw meat or fish and defrosted foodstuffs.</p> <p>He/she knows how to correctly wash and clean different foodstuffs.</p> <p>Being supervised regularly the person takes care to these things.</p>	<p>Being supervised regularly, the person prepares and fries, grilles and bakes different food items.</p> <p>He/she prepares and cooks a selection of starches, fruit and vegetables for hot and cold dishes.</p> <p>He/she prepares hot and cold sandwiches, rolls and fillings.</p>

<b>4. Correct Use of Equipment and Machines</b>	<b>Unit 10: Operate food service equipment and machines</b>	Under direct supervision the person operates food service equipment and machines. He/she understands how to select, use and care of small hand tools and utensils and appropriately use and care of small and large equipment. He/she pays attention how to handle equipment in manner to prevent burns and scalding.	With a bit of support the person operates food service equipment and machines. He/she understands how to select, use and care of small hand tools and utensils and appropriately use and care of small and large equipment. He/she pays attention how to handle equipment in manner to prevent burns and scalding.
<b>5. Correct Cleaning of Tools, Utensils, Equipment, Machines and the Bakery production facilities</b>	<b>Unit 11: Clean common tools, utensils, equipment, machines and the bakery production facilities safely</b>	With much support, the person inspects and cleans kitchen tools, equipment and machinery correctly. He/she understands how to properly dismantle and assemble equipment. Being reminded regularly and frequently the person takes care to all these things.	With a bit of support, the person inspects and cleans kitchen tools, equipment and machinery correctly. He/she understands how to properly dismantle and assemble equipment. Being reminded regularly the person takes care to all these things.
<b>6. Working with Basic Recipes</b>	<b>Unit 12: Preparation of appetizers</b>		The person pays attention to preparation of the ingredients, equipment and tools needed. He/she understands how to apply the techniques of preparation, garnish, decoration and presentation of hot and cold appetizers. Being supervised regularly the person takes care to all these things.

	<b>Unit 13:</b> <b>Preparation of pasta</b>		<p>The person pays attention to preparation of the ingredients, equipment and tools needed.</p> <p>He/she prepares main pasta and risotto dishes.</p> <p>He/she prepares creams and velvety sauces.</p> <p>He/she prepares casseroles and soufflés.</p> <p>Being supervised and guided with a bit of support the person takes care to the preparation of these things.</p>
	<b>Unit 14:</b> <b>Preparation of main courses of meat</b>		<p>The person pays attention to preparation of the ingredients, equipment and tools needed.</p> <p>He/she prepares the main and most common equine, beef, lamb, pork and poultry meat courses of national, regional and international cuisines.</p> <p>He/she is aware of the features of vegetables and legumes menus.</p> <p>He/she is aware of the preparation techniques and cooking of a side dish, both cooked and raw.</p> <p>Being supervised and guided with a bit of support the person takes care to the preparation of these things.</p>
	<b>Unit 15:</b> <b>Preparation of main courses of fish</b>		<p>The person pays attention to preparation of ingredients, equipment and tools needed.</p> <p>He/she takes care to monitor the quality of the product, both fresh and frozen.</p> <p>He/she prepares the main and most common fish, crustaceans and shellfish courses of national, regional and international cuisines.</p> <p>Being supervised and guided with a bit of support the person takes care to the preparation of main courses of fish.</p>

	<b>Unit 16: Preparation of desserts</b>		<p>The person pays attention to preparation of the ingredients, equipment and tools needed.</p> <p>He/she takes care to monitor the quality of the ingredients.</p> <p>He/she knows the ingredients for the manufacture of fresh pastry goods and dry.</p> <p>He/she prepares dough basic puff pastry, choux pastry, sponge cake and cream puffs spoon desserts, Bavarian cream, parfaits, pastries and sweet dry biscuits.</p> <p>Being supervised and guided with a bit of support the person takes care to the preparation of desserts.</p>
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# Certificate

**Name:** .....

## **Title of Qualification & NQF level:**

Auxiliary in the textile sector under direct supervision (DQR 1) /  
Sewing worker under supervision (DQR 2)

## **Scope / object of work:**

Industrial production of textile products

## **Possible fields of work:**

All companies producing textile products or in branches  
where sewing and helping work is necessary

**Training institution:** .....

**Duration of training (where needed):** .....

**Date of certification:** .....

**Approval of NQF accreditation body / authority:** .....



## Supplement

Description of Competences		
Module	Units	NQF 2
<b>1. Cutting and punching out pattern pieces</b>	<b>Unit 1: Preparing the workplace</b>	With a little support the person can prepare the cutting table. And choose the right equipment for their task. The person can correctly use the technical terms for preparing the workplace.
	<b>Unit 2: Laying out the cloth</b>	With a little support the person can select the right cloth for cutting out. And lay out cloth in a single layer or multiple layers correctly. With a little support the person can recognize any flaws in the weave and the colour. And mark the flaws. The person can correctly use the technical terms for dealing with cloth.
	<b>Unit 3: Arranging the pattern pieces for cutting</b>	The person understands the connection between making mistakes when arranging the pattern pieces and the negative consequences arising from this. With a little support the person can create a simple cutting arrangement. The person can correctly use the technical terms relating to the cutting arrangement.
	<b>Unit 4: Cutting out simple pieces and stamping</b>	The person understands the connection between making mistakes when cutting out pattern pieces and the negative consequences arising from this. With a little support the person can do a rough cut of pattern pieces and stamp out simple pattern arrangements.

		<p>With much support the person can do the fine-cut of very simple pattern pieces. But only with scissors and a single layer of cloth.</p> <p>With much support the person takes care not to hurt anybody.</p> <p>With much support the person realizes when the scissors do not work correctly.</p> <p>The person knows the technical terms for cutting out and stamping.</p>	<p>With a little support the person can do the fine cut of simple pattern pieces. And can do this using all kinds of cutting equipment on one or two layers of cloth.</p> <p>With a little support the person takes care not to hurt anybody.</p> <p>With a little support the person realizes when the cutting equipment does not work correctly.</p> <p>The person can use the technical terms correctly.</p>	<p>With a little support the person can do the fine cut of simple pattern pieces. And can do this using all kinds of cutting equipment on one or two layers of cloth.</p> <p>With a little support the person takes care not to hurt anybody.</p> <p>With a little support the person realizes when the cutting equipment does not work correctly.</p> <p>The person can use the technical terms correctly.</p>
	<b>Unit 5: Marking the pattern pieces</b>	<p>The person knows that making mistakes when marking the pattern pieces leads to wrong sewing.</p> <p>And can cost the company a lot of money.</p> <p>Under direct supervision the person can mark pattern pieces correctly.</p> <p>The person knows the technical terms that are used for marking.</p>	<p>The person understands the connection between making mistakes when marking the pattern pieces and the negative consequences arising from this.</p> <p>With a little support the person can mark pattern pieces correctly.</p> <p>The person can correctly use the technical terms for marking.</p>	<p>The person understands the connection between making mistakes when marking the pattern pieces and the negative consequences arising from this.</p> <p>With a little support the person can prepare the iron and the workplace for fixing.</p> <p>With a little support the person can also set up other fixing equipment.</p> <p>The person knows that they are not allowed to change the settings of the ironing equipment on their own.</p>
<b>2. Fixing pattern pieces</b>	<b>Unit 6: Fixing pattern pieces</b>	<p>The person knows that making mistakes when fixing pattern pieces leads to a bad quality product.</p> <p>With much support the person can prepare the iron and the workplace for fixing.</p> <p>The person knows that they are not allowed to change the settings of the ironing equipment on their own.</p> <p>Under direct supervision the person can fix pattern pieces correctly.</p>	<p>The person understands the connection between making mistakes when fixing pattern pieces and the negative consequences arising from this.</p> <p>With a little support the person can prepare the iron and the workplace for fixing.</p> <p>With a little support the person can also set up other fixing equipment.</p> <p>The person knows that they are not allowed to change the settings of the ironing equipment on their own.</p>	<p>The person understands the connection between making mistakes when fixing pattern pieces and the negative consequences arising from this.</p> <p>With a little support the person can prepare the iron and the workplace for fixing.</p> <p>With a little support the person can also set up other fixing equipment.</p> <p>The person knows that they are not allowed to change the settings of the ironing equipment on their own.</p>



		<p>With much support the person knows the safety rules for fixing pattern pieces. And can obey them.</p> <p>The person knows the technical terms that are used for fixing pattern pieces.</p>	<p>With a little support the person can fix pattern pieces correctly.</p> <p>With a little support the person knows the safety rules for fixing pattern pieces. And can obey them.</p> <p>The person can use the technical terms that are used for fixing pattern pieces.</p>
<b>3. Sewing tasks and auxiliary task</b>	<b>Unit 7: Preparing the overlock machine</b>	<p>The person knows that preparing the overlock machine is too difficult for them. They let other people do this.</p> <p>With much support the person realizes when the machine does not work correctly.</p> <p>The person uses the machine only when the trainer tells them to.</p>	<p>The person understands why preparing the overlock machine is too difficult for them. They let other people do this.</p> <p>With a little support the person only replaces sewing threads.</p> <p>With a little support the person knows the safety rules for preparing a sewing machine. And can obey them.</p> <p>With a little support the person realizes when the machine does not work correctly.</p> <p>The person uses the machine only when the trainer tells them to.</p>
	<b>Unit 8: Preparing the double-lockstitch machine</b>	<p>The person knows that they are only able to prepare some features of a double-lockstitch-machine.</p> <p>Under direct supervision the person can replace the upper thread.</p> <p>And change some settings.</p> <p>With much support the person realizes when the machine does not work correctly.</p> <p>With much support the person knows the safety rules for preparing a sewing machine. And can obey them.</p> <p>The person uses the machine only when the trainer tells them to.</p>	<p>The person understands the connection between making mistakes when preparing the lockstitch-machine and the negative consequences arising from this.</p> <p>With a little support the person can do the whole process of preparing the double-lockstitch-machine.</p> <p>With a little support the person realizes when the machine does not work correctly.</p> <p>With a little support the person knows the safety rules for preparing a sewing machine. And can obey them.</p> <p>The person uses the machine only when the trainer tells them to.</p>

	<b>Unit 9: Laying out tools and aids</b>	With much support the person can choose the right tools and aids for their task. And lay them out correctly. The person knows the names of the tools and aids.	With a little support the person can choose the right tools and aids for their task. And lay them out correctly. The person can correctly use the names of the tools and aids.
	<b>Unit 10: Laying out sewing materials</b>	With much support the person can choose the right materials for their task. And lay them out correctly. With much support the person can take great care of the sewing materials. The person knows the technical terms relating to sewing materials.	With a little support the person can choose the right materials for their task. And lay them out correctly. With a little support the person can take great care of the sewing materials. The person can correctly use the technical terms relating to sewing materials.
	<b>Unit 11: Adjusting the work chair</b>	The person knows the importance of adjusting the working chair correctly. And that a wrongly adjusted chair can lead to some kinds of illness. Under direct supervision the person is able to adjust the working chair correctly. And also to recognize if the chair is in a wrong position.	The person understands the connection between making mistakes when adjusting the working chair and the negative consequences arising from this. With a little support the person is able to adjust the working chair correctly. And also to recognize if the chair is in a wrong position.
	<b>Unit 12: Performing sewing tasks</b>	The person knows some sewing machines, tools, aids and seams. They know what they are for. And how to use them. The person knows the importance of a good quality seam. With much support the person can distinguish between a good and a bad quality seam.	The person knows many sewing machines, tools, aids and seams. They know what they are for. And how to use them. The person understands what a good quality seam means. With a little support the person can distinguish between a good and a bad quality seam.

		<p>Under direct supervision the person can do very easy sewing tasks on a sewing machine.</p> <p>Usually they take on the same seam or task.</p> <p>With much support the person can obey the work safety rules.</p> <p>And pay attention to their posture.</p> <p>The person knows the technical terms relating to performing sewing tasks.</p>	<p>With a little support the person can do easy sewing tasks on a sewing machine.</p> <p>Usually they take on sub-tasks or very easy products on their own.</p> <p>With a little support the person can obey the work safety rules.</p> <p>And pay attention to their posture.</p> <p>The person can correctly use the technical terms relating to performing sewing tasks.</p>
	<b>Unit 13: Performing auxiliary tasks</b>	<p>The person knows that auxiliary tasks are just as important as sewing tasks.</p> <p>With much support the person can perform some auxiliary tasks.</p> <p>The person knows the technical terms relating to performing auxiliary tasks.</p>	<p>The person understands why auxiliary tasks are just as important as sewing tasks.</p> <p>With a little support the person can perform auxiliary tasks as needed.</p> <p>The person can correctly use the technical terms relating to performing auxiliary tasks.</p>
<b>4. Cleaning and maintaining machines</b>	<b>Unit 14: Cleaning and maintaining machines</b>	<p>The person knows that cleaning and maintaining machines ensures that they work properly.</p> <p>And makes better quality seams.</p> <p>With much support the person can select the rights aids for cleaning and maintaining machines.</p> <p>Under direct supervision the person can clean and maintain machines.</p> <p>With much support the person can obey the work safety rules.</p> <p>The person knows the technical terms relating to cleaning and maintaining machines.</p>	<p>The person understands why cleaning and maintaining machines is important.</p> <p>And what negative consequences arise from not doing it correctly or regularly enough.</p> <p>With a little support the person can select the rights aids for cleaning and maintaining machines.</p> <p>With a little support the person can clean and maintain machines.</p> <p>With a little support the person can obey the work safety rules.</p> <p>The person can correctly use the technical terms relating to cleaning and maintaining machines.</p>

<b>5. Performing intermediate ironing and final ironing tasks</b>	<b>Unit 15: Performing intermediate ironing and final ironing tasks</b>	<p>The person knows the difference between intermediate and final ironing.</p> <p>The person knows that a good quality of ironing has to do with some ironing factors.</p> <p>Under direct supervision the person can prepare the steam iron and use it correctly.</p> <p>With much support the person can select the right aids for ironing and use them correctly.</p> <p>Under direct supervision the person can perform very easy intermediate and final ironing.</p> <p>With much support the person can obey the work safety rules.</p> <p>The person knows the technical terms relating to ironing.</p>	<p>The person understands why there has to be a difference between intermediate and final ironing.</p> <p>They understand the connection between high quality ironing and the ironing factors.</p> <p>With a little support the person can prepare the ironing equipment and use it correctly.</p> <p>With a little support the person can select the right aids for ironing and use them correctly.</p> <p>With a little support the person can perform easy intermediate and final ironing.</p> <p>With a little support the person can obey the work safety rules.</p> <p>The person can correctly use the technical terms relating to ironing.</p>
<b>6. Dealing properly with materials' properties when processing</b>	<b>Unit 16: Dealing properly with materials' properties when processing</b>	<p>The person knows some details about the different kinds of fibres.</p> <p>And what kinds are produced.</p> <p>The person knows some effects this has on the material properties.</p> <p>With much support the person can recognize material properties.</p> <p>And use some working techniques suitable for very easy to handle material.</p> <p>The person knows technical terms relating to materials and their properties.</p>	<p>The person can explain the main differences between natural and the synthetic fibres.</p> <p>And also the different kinds used in fabrics.</p> <p>The person can explain the effects this has on the material properties.</p> <p>With a little support the person can recognize material properties.</p> <p>And use some working techniques suitable for easy to handle material.</p> <p>The person can correctly use technical terms relating to materials and their properties.</p>

<b>7. Engaging socially and independently at work</b>	<b>Unit 17: Engaging socially at work</b>	<p>The person knows that there is a difference between social and less-social behaviour. And that there are jobs where people need good social behaviour. And others where it is not that important. With much support the person can recognize if they are behaving socially or not. With much support the person can figure out which kinds of tasks are suitable for them.</p> <p>And which not.</p> <p>With much support the person can learn or work in a group.</p> <p>With much support the person can ask other people about things.</p> <p>And tell other people things themselves.</p> <p>With much support the person can see if somebody needs help.</p> <p>And offer this help.</p> <p>With much support the person can accept criticism.</p> <p>And act accordingly.</p> <p>With much support the person can speak or offer criticism in a friendly tone.</p> <p>With much support the person can act as an employee should.</p> <p>And as a colleague should.</p> <p>With much support the person can respect the authority of the trainer.</p> <p>With much support the person can show respect to other people.</p> <p>And act in a friendly manner.</p>	<p>The person understands the difference between social and less-social behaviour. The person understands in which jobs people need good social behaviour. And where it is not that important. With a little support the person can recognize if they are behaving socially or not.</p> <p>With a little support the person can figure out which kinds of tasks are suitable for them.</p> <p>And which not.</p> <p>With a little support the person can learn or work in a group.</p> <p>With a little support the person can ask other people about things.</p> <p>And tell other people things themselves.</p> <p>With a little support the person can see if somebody needs help.</p> <p>And offer this help.</p> <p>With a little support the person can accept criticism.</p> <p>And act accordingly.</p> <p>With a little support the person can speak or offer criticism in a friendly tone.</p> <p>With a little support the person can act as an employee should.</p> <p>And as a colleague should.</p> <p>With a little support the person can respect the authority of the superior.</p> <p>With a little support the person can show respect to other people.</p> <p>And act in a friendly manner.</p>
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	<b>Unit 18: Behaving independently at work</b>	<p>The person knows that there is a difference between independent and not independent behaviour at work.</p> <p>With much support the person can recognize if they are behaving independently at work.</p> <p>Or not.</p> <p>With much support the person can figure out what they have to do or learn to become more independent.</p> <p>With much support the person can act independently when learning.</p> <p>And when doing work of sufficient or good quality.</p>	<p>The person understands the difference between independent and not independent behaviour at work.</p> <p>With a little support the person can recognize if they are behaving independently at work.</p> <p>Or not.</p> <p>With a little support the person can figure out what they have to do or learn to become more independent.</p> <p>With a little support the person can act independently when learning.</p> <p>And when doing work of sufficient or good quality.</p> <p>And quantity.</p>
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**[www.eqfmeetsecvet.eu](http://www.eqfmeetsecvet.eu)**

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## Charts:

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**Regione Toscana - Settore Formazione e Orientamento, Italy**



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