

FIRST DRAFT

April 2021

METHODOLOGY FOR
DEVELOPING REGIONALLY
BASED STANDARDS OF
QUALIFICATIONS

WORKING MATERIAL FOR THE WEBINAR

April 2021

INTRODUCTION

The Methodology for Developing Regionally Based Standards of Qualifications (hereinafter: Methodology) has been commissioned within the framework of the *Towards regionally based occupational standards - TO REGOS* project¹. The TO REGOS project is being implemented by the Education Reform Initiative of South Eastern Europe - ERI SEE Secretariat² and the Western Balkans Alliance for Work-based Learning³ in Albania (AL), Bosnia and Herzegovina (BiH), Kosovo (XK)*⁴, Montenegro (ME), the Republic of North Macedonia (MK) and Serbia (RS).

The Methodology follows the findings of the Feasibility Study on Developing Regionally Based Standards of Qualifications that produced a comparative analysis of institutional and legislative framework in the six economies and recommendations on possible steps towards reaching the objective, providing the basis for an overall methodological framework for developing regionally based qualification standards.

The Feasibility Study demonstrated that there are many similarities in the process of developing national qualifications standards and that there is common ground to engage in this policy experimentation.

Although none of the economies have explicitly envisaged in their methodologies a possibility to develop a national qualification standard based on a regionally based qualification standard, resulting from a regionally based occupation standard, this methodology assumes a common agreement between the main stakeholders in the region to engage in such a policy experimentation nevertheless.

Therefore, it is important that the agencies responsible for VET and/or qualifications in the economies, supported by their line ministries, open up for a policy experimentation in developing regionally based qualifications standards and corresponding national qualifications standards, nevertheless.

¹ The TO REGOS project is funded by the Austrian Development Agency with the funds secured by the Austrian Development Cooperation. More about the project is available on the WBA4WBL Platform. <https://wba4wbl.com/about-to-regos-project/>

² ERISSEE. <https://www.erisee.org/>.

³ WBA4WBL. <https://wba4wbl.com>

⁴ *This designation is without prejudice to positions on status and is in line with UNCSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

It is important to clarify at the beginning that developing regionally based qualifications standard does not intend to replace the existing methodologies and practices of developing national qualifications standards but rather to offer a possible path for all the economies to design some national qualification standards by using a common ground that is set in regionally based qualification standards.

The proposed methodology builds upon the capacities already established in the six economies in terms of developing relevant policies and practices in the field of qualification frameworks developments and implementation, and is respectful towards the specific circumstances in each of the economies, their competence and institutional responsibilities in the developments related to qualifications frameworks.

The legal framework comprises of the following: the

Law on Albanian Qualifications Framework (AL), Baseline for Qualifications Framework in Bosnia and Herzegovina (BiH), The Law on National Qualifications (XK)*, The National Qualifications Framework Act (ME), The Law on National Qualifications Framework (MK), The Law on The National Framework of Qualifications of the Republic of Serbia (RS).

The institutional framework includes the following:

Ministry of Education, Sport and Youth, Ministry of Finance and Economy, National Agency for VET and qualifications, Sectoral Committees (AL); Ministry of Civil Affairs, 12 education authorities, Agency for Pre-primary, Primary and Secondary Education (BiH); National Qualifications Authority, Ministry of Education, Science and Technology, Agency for Vocational Education and Training and Adults, National Qualifications Authority (XK)*; Ministry of Education, VET Centre, Council for Qualifications, Sectoral Commissions (ME); Ministry of Education and Science, VET Centre Macedonian Qualifications Framework Board, Sectoral Commissions (MK); Ministry of Education, Science and Technological Development, Qualifications Agency, Qualifications Agency, The Council for National Framework of Qualifications of Serbia, Sector Skills Councils (RS).

DISCUSSION BOX

*This Draft is prepared as working material for the **webinar** on April 20. Following the discussion and inputs from the webinar and any subsequent consultation, this material will be developed into a Methodology for developing regionally-based QS as a part of the Feasibility Study on regionally-based QS within the TO REGOS project.*

*DISCUSSION BOXES throughout the Draft are there to **guide our discussion** towards finding an agreement on different aspects of the Methodology.*

REFLEXION BOX

*There are reflexion boxes used throughout the Draft Methodology that draw your **attention** to specific parts of the text. Please reflect.*

The methodological framework takes account of the following: The process of qualification standards development, Methodological guide for designing descriptions of professional qualifications in Albania (AL); Qualifications Standards in VET BA (summary of the methodology) (BA); Developing modular qualifications, (XK*); Methodology for developing qualifications standards, Methodology of including qualifications in the Macedonian Qualifications Framework (MK), Rulebook on the procedures for the development of qualifications from the first to the fifth level of qualifications (ME); Rulebook on the Methodology for Development of Qualifications Standards (RS).

This Methodology consists of two parts. The first part presents a procedure for developing regionally based qualifications standards, describing each step in the process. The second part provides methodological guidelines to qualifications' developers in giving the content to the agreed template for regionally based qualifications standards.

1. Methodology for developing regionally based qualifications standards: Steps in the procedure

Following the conclusions of a comparative analysis of the development of qualifications standards in the six economies and identification of common practices shared across the region, presented in the Feasibility Study, an overall methodological framework has been designed in order to encompass all processes taking place both at the regional level and at the level of the economies.

The overall methodological framework on developing regionally based qualifications standards starts from the labour market analysis resulting in a regionally based occupation standard.

Several steps then follow, describing qualifications in a similar manner by using agreed set of qualifications descriptors, coming to an agreed regionally based qualification standard.

It is important for all the economies to be committed to developing a regionally based qualification standard with the objective to use it as a basis for development of their own respective national qualification standard. If some of the economies have already adopted a respective national qualification standard, they commit to revise it if, and to an extent it would prove necessary and appropriate.

DISCUSSION BOX

Do you think it is better to choose to develop a regionally based qualification standard:

- a) when you do not have a national qualification standard or*
- b) when you already have a respective national qualification standard but it requires revision and a regional perspective could be useful in that process?*

REFLEXION BOX - PLEASE NOTE THAT

Methodological framework

encompasses actions at the regional level and at the level of the economies.

Methodology for developing regionally based qualifications standards
describes only a small portion of the overall methodological framework.

It is important to be aware of the fact that regionally based qualifications standards do not intend to substitute national qualifications standards. They include the core elements of national qualifications standards and therefore present the common ground for subsequent development of national qualifications standards.

Therefore, regionally based qualifications standards are transposed into national qualifications standards, with necessary

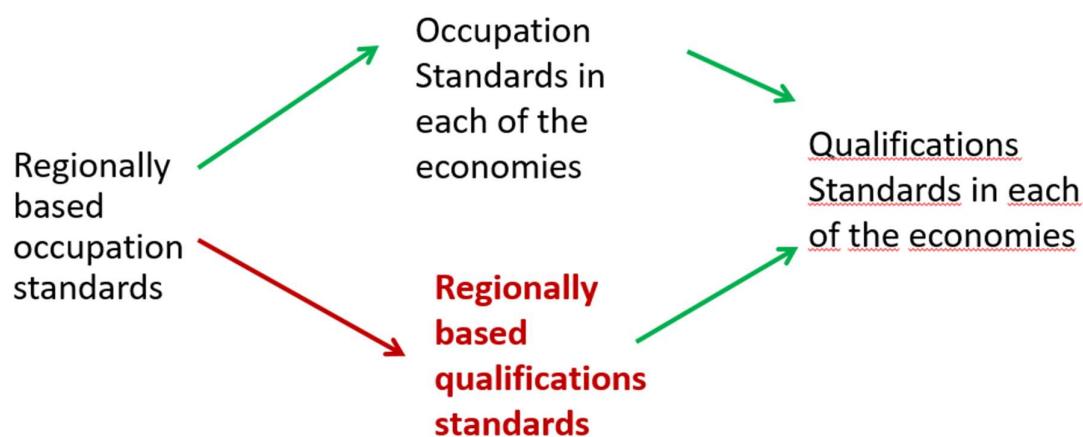
adjustments by filling in the missing information, depending on specific context of the

education system. The modifications from a regionally based qualification standard to national qualifications standards include all the specific features of the national qualifications standards.

The process is finalised by adoption of national qualifications standards that arose from regionally based qualifications standards. The specific procedures of the economy are then applied in adopting national qualifications standards. The whole process is presented in a simplified drawing in the Diagram ‘Methodological framework for developing regionally based qualifications standards’.

Once a regionally based occupation standard has been agreed between the partners, two parallel procedures are launched: one of the adoption of the national occupation standard by modifying the regionally based occupation standards to national specificities, if needed, and the second procedure on the development of regionally based qualifications standards and its translation into the national qualifications standard.

Diagram ‘Methodological framework for developing regionally based qualifications standards’



This Methodology describes a four-step procedure and a follow-up step proposed to follow in the development of regionally based qualifications standards.

STEP 1: STARTING THE DEVELOPMENT OF A REGIONALLY BASED QUALIFICATION STANDARD

DISCUSSION BOX

How to find the qualification for which we want to develop a RBQS? What are the indicators of regional relevance of a qualification:

- a) **Mobility potential:** we use data on cross border migration in specific occupations to assess the mobility potential;
- b) **Overall and wide labour market relevance:** following wider economic developments, we see that competences required in certain sectors and occupations change quickly and there is a need to adapt to changes in all the economies (e.g. IT sector);
- c) **Labour market shortages:** we use data on labour market shortages (deficiencies) at the level of economies and discuss if development of RBQS could stimulate changes in the current programmes and qualifications and increase their attractiveness.
- d) **other**

The first step in developing regionally based qualifications standards is to identify specific qualifications that could be developed regionally. The choice should demonstrate the regional relevance of the selected sectors and qualifications and it should be made on the basis of regional discussions and consultations among the relevant parties.

Before developing a qualification standard, the regional working group needs to agree on qualification belonging to a certain sector. It is important that the working group agrees of the sectoral classification of a qualification because the choice of the sector will guide the development of sector-specific learning outcomes afterwards.

In some of the economies, the methodology for developing national qualifications standards starts with obtaining prior approval of the initiative/request to develop a qualification standard by the respective authority, usually the agency responsible for

VET or the ministry responsible for education. Therefore, it is advisable for those economies where this is requested, to submit the initiative/request to develop a regionally based qualification standard on the basis of a regionally based occupation standard to the respective national authority.

The initiative/request for a qualification development should contain a justification for the development of a new qualification by arguing for the labour market demand, and all other elements as prescribed by the national methodologies (e.g. 'the title of qualification, level, reference to a code that refers to an occupation classified following the ISCO classification (where appropriate), a generic description of qualification and a time frame for when the development of a qualification will take place).

Once the approval has been obtained in all the **economies where the approval of the initiative is requested** and the decision on which qualification standard would be valuable to develop regionally has been taken, the process starts.

Matching the labour market requirements

All the economies aim to design their VET qualifications based on an assessment of the labour market needs and requirements. Therefore, in all the economies, the development of qualifications standards is embedded in the labour market analysis. The difference is whether they have set their occupation standards as a compulsory step in their procedures for development of a VET qualification standard or not⁵.

Most importantly, the occupation standards that serve as a basis for development of qualifications standards need to contain occupation description and the list of key tasks.

However, some methodologies envisage competences to be described in an occupation standard rather than in a qualification standard.

In theory, both solutions could be justified, but in practice, one needs to choose. Based on the experiences, methodology and templates developed within the TO REGOS project, it is suggested to continue with the practice of defining the list of job descriptions and task at the level of RBOS, and competences at the level of national occupational standards or RBQS.

REFLEXION BOX - PLEASE NOTE THAT

*Only in **some of the economies does** the process of developing national qualifications standards start with obtaining prior approval by the respective authority. Only in those economies is it advisable to request the approval before developing a regionally based qualification standard.*

DISCUSSION BOX

Where should the list of competences required for a certain occupation be presented?

- a) in a regionally based occupation standard*
- b) in a national occupation standard*
- c) in a regionally based qualification standard*

⁵ Economies that have set their occupation standards as a compulsory step in their procedures for development of a VET qualification standard: Albania, Kosovo*, Montenegro, the Republic of North Macedonia.

Our explicit or implicit definitions of competences

Competence is an integrated unit of knowledge, skills, abilities and attitudes that give to an individual the ability to act efficiently, in line with a qualification standard. (RS)

In qualifications associated to occupations, the learning outcomes derive directly from the competences identified in the occupational standards (XK*)

Competence is the ability to perform the functions and tasks of a given occupation. (AL)

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. (ME)

Occupation standards contain information on key tasks and necessary knowledge, skills, competences and attitudes. (BiH)

Competences are a sum of acquired knowledge and skills, i.e. proved ability for using the knowledge and skills in learning situations and while working. (MK)

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Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In EQF, competence is described in terms of responsibility and autonomy. (EQF).

COUNCIL OF THE EUROPEAN UNION

Key competences include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship (Key competences).

2. SETTING UP REGIONAL WORKING GROUPS

The second step is to set up regional working groups for each regionally based qualification standard.

The regional working group is a group established by ERI SEE and composed of members mandated by the authorities in the six economies to develop a regionally based qualification standard.

The group should be not too big so to remain operational. It is recommended that a group is composed of representatives of agencies responsible for VET qualifications in all the six economies

and experts that have sector-specific knowledge and skills and that are trained teachers, familiar with the concepts of learning outcomes and qualifications frameworks.

In all the economies, the agencies responsible for VET qualifications either initiate development of a qualification standard either approve it. Therefore, these agencies are the most important actors in the process of developing regionally based qualifications standards.

The sectoral profile of sectoral experts should match the profile of a regionally based qualification standard that is being developed as much as possible. The number of the working group members should not exceed thirteen, two from each economy and an ERI SEE representative as a coordinator. The work of the working groups could be facilitated by experts who are familiar with the methodologies of developing qualifications standards in general.

Since in some economies, a specific composition of working groups developing national qualifications standards is described in the respective methodologies, a question may arise here whether this composition should be applied in the development of regionally based qualifications standards. For example, in some methodologies for developing qualifications standards it is important that the members of group have work experience in the relevant field of occupation and that they are representatives of business sector, and

DISCUSSION BOX

What do you think of the proposal for the composition of the regional working group?

- *Two from each economy + moderator = 13*
- *Possibly members of the national WG*
- *Representatives of agencies +*
- *Experts with sector-specific knowledge and skills*
- *Experts are also trained teachers, familiar with the concepts of learning outcomes and qualifications frameworks*

of vocational education and training. It is recommended not to apply such requirements on composing the working groups for developing regionally based qualifications standards, because such a working group might be too big and thus, not operational, it would require significant human resources and would possibly be unbalanced in terms of number of persons coming from different economies.

Nevertheless, in order to comply with the possible national requirements, it is advisable to set up such a working group at the national level and use this group as a consultative body in the process of developing regionally based qualifications standards.

One or two members of this group may be nominated as experts in the regional working group and act as communicators between the national working group and the regional working group. The role of the national working group is to give input to the regional working group, to provide with comments to the drafts of the regionally based qualifications standards and once the regionally based qualification standards is agreed, to use it as a basis for developing respective national qualifications standard.

It is important that the working group members work together towards the same objective that is reaching a consensus on a regionally based qualification standard. Only if consensus has been reached and all the members agree we may expect that the efforts will be made to transpose the regionally based qualification standards in the national qualification standards afterwards. Therefore, any voting arrangements should be avoided but a clear agreement on the principle of consensus as a decision-making arrangement should be done.

Although the working language of the group is preferably English, ERI SEE is responsible to arrange translation and interpretation upon request and based on the needs of a group.

The work of the regional working group needs a strong operational support. Therefore ERI SEE takes the responsibility of coordination, preparing the working material and providing operational support to the working groups.

REFLEXION BOX - PLEASE NOTE THAT

*Specific composition of working groups requested for developing **national** qualifications standards does not need to be applied on the **regional** working group because national working groups will discuss the transposition of regionally based qualifications standards into national anyways.*

In majority of the economies there are different bodies that are usually attached to the agencies responsible for VET and/or all qualifications and that are, in principle, responsible to evaluate national qualification standards. The members of these bodies are usually experts in the sector but not primarily nor full time attached to the work related to qualifications development and therefore, not necessarily experienced nor directly informed about most recent initiatives such as the one on regionally-based qualifications frameworks. It is therefore advisable to inform these bodies timely about the process and assure their full support in the policy experimentation with the regionally based qualifications standards.

REFLEXION BOX - PLEASE NOTE THAT

Any conflict of interest shall be avoided. Those experts that participate in developing qualifications standards should not be involved in their assessment and evaluation.

Nevertheless, it is worth noting that the members of such bodies should not be directly involved in the development of regionally based qualifications standards (nor in the development of national qualifications standards) because the principle of independent and impartial evaluation should be

respected once the regionally based qualification standard is transposed in a national standard and is proposed for inclusion in the national qualifications register.

STEP 3. AGREEMENT ON THE MAIN DESCRIPTORS OF THE QUALIFICATION STANDARD

The main descriptors of each qualification are considered to be the profile/type, level, volume/workload and quality. Before developing a qualification standard, the regional working group needs to agree on the four main generic qualification descriptors that should match the respective occupation standard (i.e. profile/type, level, volume/workload, quality).

REFLEXION BOX - PLEASE NOTE THAT

Qualifications are described in terms of:

- *profile/type – sector*
- *level – NQF and EQF*
- *volume/workload – credit points or hours*
- *quality – accreditation requirements*

The **profile** and the type of qualification implies its belonging to a certain sector. It is important that the working group is in agreement of the sectoral classification of this qualification.

The agencies responsible for VET and/or qualifications in the

economies need to discuss and agree about classification of qualifications according to VET sectors before starting developing a qualification standard. It is advisable to use the EUROSTAT ISCED-F (FOET – Fields of Education and Training) classification.

Classification of qualifications according to VET sectors may be challenging due to the fact that not all the economies use the same methodology for classification of qualifications according to the fields of education and training. This may be additionally challenging in the economies where a more complex institutional structure has been set up to support the development and adoption of qualifications standards that is a structure that involves sectoral bodies such as sectoral commissions or sectoral skills councils that are responsible for assessment of proposed qualifications standards.

More concretely, if proposals for regionally based qualifications standards are recognised as belonging to different sectors in the economies involved in the process, there might be a tendency to put more emphasis to units of learning outcomes belonging to different sectors which may, in consequence, jeopardise the aim of reaching an agreements at the regional level.

It is suggested to agree about classification of a qualification into a sector before starting developing qualifications standards because the sectoral classification may be important for some economies in the process of submitting the initiative and gaining the prior approval to develop a qualification standard, possibly from a sectoral body at the national level. It is therefore important to be aware of the belonging of a qualification to a sector and consequently the decision on the sectoral council from which to get a prior approval.

The **level** of qualification depends on the level of the learning outcomes descriptors. The working group should agree on the EQF level of the regionally based qualification standard that is

DISCUSSION QUESTION

Just a quick check:

To which sector does the qualification standard for Pastry Cook (slastičar) belong in your economy?

- *Tourism?*
- *Economy?*
- *Nutrition?*
- *Other?*

DISCUSSION QUESTION

Should regionally based qualifications standards contain the level of the national qualifications framework or also the level of the European Qualifications Framework?

described by the EQF levels of learning outcomes descriptors⁶.

The regionally based qualification standard has a reference only to the EQF and not to the national qualifications levels. Since almost all of the economies have presented their reports on referencing of their qualifications framework to the European Qualifications Framework, they have already established a reference between the national qualifications levels with the levels of the EQF.

The level of the qualification in the national qualification framework should be assigned in a later phase, in the process of adoption of the national qualification standard because it is only verified if the proposal for a qualification standard is positively evaluated and included in the National Qualifications Framework.

The **volume** of qualification, described in terms of ECVET should be agreed before starting developing the respective qualification standard. It is advisable that qualification standard is done only for the vocational part of a qualification leaving the general education components of the qualification to be defined at the programme level. Nevertheless, an agreement should be reached on the share of general education components within a qualification as an element of a qualification standard.

⁶ Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

DISCUSSION QUESTION

Should regionally-based qualifications standards use ECVET to express the workload?

- a) Yes, because we believe that this could be a useful tool to express the workload and we introduced it as such in our own legislation.*
- b) No, because the objective to use ECVET as a credit system has been abandoned at the EU level and it would be too complicated to define it as our regional tool to measure workload.*

According to the Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience⁷ only one of the two objectives of the establishment of a European Credit System for Vocational Education and Training (ECVET) has been reached. Recognition, accumulation and transfer of learning outcomes, supporting mobility and lifelong learning has been improved.

Nevertheless, during the ten years of its implementation the establishment of a EU credit system in vocational education and training, however was generally not applied and ECVET did not lead to the development of a European credit system in vocational education and training.

The **quality** of qualification is described with specific accreditation requirements that give information on quality assurance system supporting the inclusion of qualifications into the qualification framework. Since regionally based qualification standards do not undertake any specific accreditation procedure neither are they supposed to be included in any national register as such, the notion of quality is just to be reminded of in the steps that would follow the development of regionally based qualifications standards.

⁷ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020/C 417/01

STEP 4. DEVELOPING CORE ELEMENTS OF THE REGIONALLY BASED QUALIFICATIONS STANDARDS

All the economies have identified compulsory elements of their own national qualifications standards templates. Although sometimes named differently, they use more or less similar concepts to describe qualifications. A comparative analysis of the elements of national qualifications standards, presented in the Feasibility Study, has been used as a basis to identify and propose the minimum core elements of regionally-based qualifications standards. The regional working group develops a regionally based qualification standard by using the template with the elements of a qualification standard contained in this Methodology.

In doing so, the regional working groups rely strongly on the operational support of the ERI SEE. The operational support implies that ERI SEE takes the responsibility of coordination of the nomination and the work of the regional working groups from the beginning until the final agreement on regionally based qualifications standards. In particular, the ERI SEE carries out the following tasks:

- Initiating **coordination meetings** with the regional authorities to agree on the concrete steps to take in developing regionally based qualifications standards as well as the time frame and necessary resources.
- Coordination of **nomination** of the regional working group members as representatives of the authorities of the six economies. The ERI SEE consults with each of the economy in how to choose the most appropriate experts following the principles laid down in this Methodology.
- Coordination of the **work** of the regional working groups that includes setting the meetings (online or face to face), assuring facilities to carry out the work, covering the costs of face to face meetings, sending invitations respecting the availability of all the members.
- Preparing **working material** for the regional working group discussion that include conducting prior research, preparing analytical background, data and evidence that might be used in developing regionally based qualifications standards. In order to do so, ERI SEE may commission preparation of studies or carrying out a more complex research that is assessed to be needed for developing regionally based qualifications standards.
- Preparing **drafts and revisions** of the regionally based qualifications standards proposed by the experts as members of the regional working groups, collecting

comments, preparing questions for discussion, reviewing the drafts upon discussion and written comments received by the members until the final draft.

- Providing **linguistic support** that is preparing translations and assuring interpretation when and where needed in coordination with the regional authorities and regional working groups members.
- **Moderating discussions** and assisting in reaching the consensus on regionally based qualifications standards. In doing so ERI SEE may engage external experts to facilitate discussions.

The step of developing core elements of the regionally based qualifications standards is presented and elaborated more in details in the second part of the Methodology.

FOLLOW-UP STEP: TRANSPOSITION OF THE REGIONALLY BASED QUALIFICATION STANDARD INTO NATIONAL QUALIFICATION STANDARD

In order to make the use of regionally based qualifications standards, they should find the way to be transposed in the qualifications frameworks registers of the economies. Once agreed between the economies, the proposed qualifications standard should be taken by the national working groups as a basis for developing national qualifications standard. The regionally based qualification standards need then to be adapted to the national requirements without changing the agreed core elements of the regionally based qualifications standard and then submitted for adoption following the procedures prescribed at the level of each economy. It is important in this process to acknowledge the fact that this has been a regionally agreed qualification standard. Therefore, if any changes in the core elements would be required in the process of adoption, other economies should be notified and possible revision on the regionally based qualification standard may be necessary.

Finally, the information about the complementarity as well as about differences should be published together with the adopted qualification standard with a recommendation to take that information into account in the recognition procedures. This could, in the long run, if carried out as successful pilots, become a model for automatic recognition of qualifications that are fully compliant with regionally based qualifications standards. This, of course, should be a subject of the legislation regulating recognition of qualifications.

2. Methodology for development qualifications standards: Filling the template

This part of the Methodology contains the template and guidelines on how to fill in the template and describe the elements of a regionally based qualification standard.

ELEMENTS OF A REGIONALLY BASED QUALIFICATION STANDARD	Guidelines on how to describe the elements of a regionally based qualification standard
Qualification title	Describe the title of the qualification in English language and in all the official languages of the economies in the Western Balkans. (e.g. <i>Regionally based qualification standard for a Video Games Designer</i>)
Qualification type	Indicate whether this standard is for a qualification in general education, vocational education and training or higher education as well as weather this qualification could be obtained as in education and training of adults and weather this qualification should be appropriate to be awarded in the system of quality assured validation of formal and non-formal learning.
Qualification description / justification / rationale, need for the qualification	<p>Describe why this qualification is justified and in particular weather it is proposed because required by the labour market.</p> <p>Describe the aims of qualification and the main target groups of learners.</p> <p>Specify why this qualification is relevant regionally.</p> <p>List any prior approval obtained by the national authorities.</p> <p>DISCUSSION QUESTION: It was indicated by Montenegro that in their system “Description of</p>

	<p>qualification” is consider to contain the list of learning outcomes and not the justification.</p>
<p>Corresponding occupational standards, connection to ISCO or any other evidence about consultation with labour market stakeholders</p>	<p>Refer to the methodologies applied in researching and analysing labour market needs and requirements and in particular which regionally based occupation standard has been used as a basis for development of this regionally based qualification standard.</p> <p>Suggest corresponding classifications in the national classifications of occupations in the economies in the region, where appropriate.</p>
<p>Qualification level (EQF)</p>	<p>Define the level in the European Qualifications Framework for Lifelong Learning (EQF 1-8). Setting the EQF level implies the level in the respective national qualification framework based on the reports of referencing of the national qualifications frameworks to the EQF.</p> <p>DISCUSSION QUESTION: It was suggested to include information on levels in the NQF.</p>
<p>Qualification credit value or years/hours of duration and share of units of general education in the overall qualification</p>	<p>Describe the volume of qualification in terms of ECVET. ECVET here are used to describe the workload, i.e. the hours required by an individual for attaining the learning outcomes of this qualification. It includes both induction time as well as time spent in learning and training outside the classroom. Since there is no commonly agreed formula, explain how many hours of learning did you agree to allocate to one ECVET credit.</p> <p>The ECVET credits are allocated only for the vocational part of the qualification standard. Nevertheless, you should state the share of vocational components within a qualification as an element of a qualification standard. (e.g. 60% of the total volume of the qualification should be the VET units of learning outcomes and 40% of the total</p>

	<p>volume of the qualification shall be the units of learning outcomes in general education).</p> <p>DISCUSSION QUESTION: In the light of the discussion on the recent re-conceptualisation of ECVET at the EU level, what do you think is the most appropriate way to measure the workload:</p> <ul style="list-style-type: none"> a) To indicate duration in hours spent in education and training institutions? b) To indicate an estimation of the total working hours necessary to achieve intended learning outcomes (time spend in education institution and in individual learning)? c) To measure one of the above indication with ECVET based on the agreed formula? d) To indicate duration in number of days/weeks spend in education and training institution or the number of school years and not to leave ECVET at all?
<p>Sector / the field of work (according to ISCED)</p>	<p>Describe the classification of the qualification according to the EUROSTAT ISCED-F (FOET – Fields of Education and Training) classification.</p> <p>Indicate the sector(s) where this qualification belongs in all the six economies.</p> <p>Explain here any important major differences in classification of the qualification in the respective economies.</p>
<p>Specific quality assurance requirements related to qualification</p>	<p>All the economies use the information on the awarding body that gives a licence to education institutions and accreditations, verifications or consent to education institutions to deliver programmes that lead to award of a certain qualification. This is all part of different quality assurance system in place in the six economies.</p> <p>When designing a regionally based qualification standard, it is important to notify if there are any specific requirements for awarding that qualification</p>

	<p>that need to be respected in the quality assurance procedures that will follow at the levels of the economies (for example: the Qualification Nurse should be awarded only upon a completion of a programme that is accredited as formal, initial VET).</p> <p>Describe any specific quality assurance requirement related to this qualification that are important to all the economies from the perspective of quality assurance arrangements in the economies.</p>
Admission / entry requirements / preconditions for qualification acquisition	Describe the entry requirements for this qualification in terms of prior qualification that needs to be obtained (e.g. elementary school or qualification of the EQF level 1) as well as any other possible specific requirement such as an entry exam.
Progression / permeability in the qualification system / further qualification and employment possibilities	Describe possible further professional paths in terms of whether this qualification gives an access to higher education and/or to the labour market.
Qualification structure: List of mandatory learning outcome units and elective learning outcome units	List the mandatory units of learning outcomes and the elective units of learning outcomes with corresponding ECVET credits
(Core) Learning outcomes expressed in knowledge, skills and competencies	<p>Describe each unit of learning outcomes by a set of core learning outcomes defined as knowledge, skills and competencies.</p> <p>It is very likely that the economies would differ significantly in describing the learning outcomes expressed in knowledge, skills and competencies that belong to a standard of a given qualification. Nevertheless, this should not be an obstacle for reaching an agreement on those learning outcomes that have been recognised and assessed as the core learning outcomes in all the economies. The core learning outcomes are those that must be contained in a qualification standard.</p>

	<p>If there would not be such learning outcomes, this could possibly mean that the experts have entirely different understanding of a qualification with a certain title. And this could be a translation and language issue or it just demonstrated different cultural traditions. It is therefore very useful to identify such cases and to use such an information in the recognition procedures.</p>
<p>Agreement on the regionally based qualification standard</p>	<p>For the scope of transparency, describe shortly the process of reaching the agreement of the regionally based qualification standard as a basis for developing and adopting the corresponding national qualification standard (composition of the working group, date).</p>