



INTELLECTUAL OUTPUT 3

GET THERE COMPETENCES MATRIX



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

1. INTRODUCTION 2

2. EQF AND NQF FRAMEWORKS 3

3. GET THERE COMPETENCE MATRIX DESIGN APPROACH 6

4. GET THERE COMPETENCE MATRIX..... 8

4.1. EMPLOYABILITY KEY SKILLS 8

4.2. EMPLOYABILITY SKILLS LEARNING UNITS & LEARNING OUTCOMES 9

APENDIX A - STATE OF ART REGARDING NQF/EQF AND ECVET IMPLEMENTATION IN PARTNER COUNTRIES..... 18

A.1. CURRENT STATE OF THE ART IN THE UK..... 19

A.2. CURRENT STATE OF THE ART IN PORTUGAL 21

A.3. CURRENT STATE OF THE ART IN SPAIN 22

A.4. CURRENT STATE OF THE ART IN GREECE 25

A.5. CURRENT STATE OF THE ART IN CYPRUS 26



1. Introduction

If education and training must prepare for a successful transition to the labour market, then we need to understand what can improve this transition and, in particular, help maintain the status of being “employable”.

This condition is today intrinsically linked to the concept of competence. Being employable means being competent. Competences do not remain the same throughout the years. They have been changing over time with the alterations ascertained in the labour market. For example, today it is more relevant to be competent in terms of interpersonal relationships and aspects linked with communication, teamwork, resilience and adaptability than ten years ago. In the future, due to new labour market demands, the most relevant competences may be different. For this reason, it is fundamental that Education and Training Systems are able to provide young people and adults with competences that can always adjust to what the labour market values.

Several years ago, with the adoption of a European Qualifications Framework (EQF) that all Member States should use as a reference when building their National Qualifications Frameworks, an approach to qualifications based on learning outcomes gained ground in Europe (cf. Cedefop, 2009), surpassing the use of approaches that focus on length, contents and teaching methodologies to design qualifications. This approach has become the basis for vocational education and training standards, curricula, assessment criteria, qualification descriptors and level descriptors in national qualifications frameworks. These frameworks addressed the integration of descriptors for (8) different qualification levels, based on knowledge, skills and competences/attitudes. This means that the bases were created for learning processes to be defined based on what is expected to be achieved at the end of a learning process.

The Recommendation of the European Parliament and the Council on the establishment of the EQF (23 April 2008) explicitly sets out that the Member States shall use “(...) an approach based on learning outcomes to define and describe qualifications” and to promote the validation of informal and non-formal learning.

The GET THERE Competences Matrix is in line with this recommendation.

2. EQF and NQF Frameworks

The European Qualifications Framework (EQF), implemented in 2008, is a common European reference system which is linking different countries' National Qualifications Systems and frameworks (NQF) together. In practice, it works as a translation mechanism, making qualifications more readable. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education vocational education and training as well as higher education. It is structured in eight qualifications levels where each level is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training and are described in terms of level descriptors for the expected Knowledge, skills and competences for each level of qualification.

As statements of what a learner knows, understands and is able to do, the learning outcomes descriptors for all levels of qualification are defined in terms of knowledge, skills and competences, relevant to qualifications at that level in any system of qualifications and understood as showed in the following table:

Knowledge	Skills	Competence
In the context of EQF, knowledge is described as theoretical and/or factual .	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of responsibility and autonomy .

Source: <https://ec.europa.eu/ploteus/content/descriptors-page>



Based on the outcomes arriving from GET THERE State of Art Report, the complexity, range and the level of learning expected from learners, GET THERE Competences Matrix targeted the European Qualification Framework (EQF) Level 3, allowing though, depending on each country needs, a further development into a higher qualification level:

EQF Level	Knowledge	Skills	Competences
3	knowledge of facts, principles, processes and general concepts in a study/work area	Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information	Taking responsibility for executing tasks in a study/work area. Adapt the behaviour to circumstances in order to solve problems

The settlement of the EQF level 3 for GET THERE Competences Matrix, allows partners to establish the correspondence between the European Qualification levels and their National Qualification Frameworks (NQF):

EQF Levels	UK NQF	PT NQF	ES NQF	EL NQF	CY NQF
3	5 (SQF) 2 (RQF)	3	3	3	3

Although in some countries the NQF is not yet formally implemented and/or not linked with EQF, by making the correspondence between the partner countries NQF and the EQF, the achieved outcomes become more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning process, and contributing for a better recognition of training outcomes.

A more detailed collection of the national state of art on a comparative analysis - NQF/EQF and ECVET implementation is presented at the end of this document.



3. GET THERE Competence Matrix Design Approach

There is no general consensus nor common approaches developed by the EQF National Contact Points in terms of the description and interpretation of learning outcomes considering that these represent “what a learner knows, understands and is able to do on completion of a learning process” (cf. Recommendation of the European Parliament and of the Council of 23 April 2008, concerning the establishment of the European Qualifications Framework for lifelong learning). One of the best practices in regards to systemic approaches for the development of learning outcomes within the so far designed Guides and Instructions released by National Qualifications responsible entities that GET THERE partners contacted is the Methodological guidebook – concept of qualifications based on learning outcomes¹, developed by the Portuguese National Agency for Qualification and Vocational Education and Training, that provides guidance on how to design qualification standards that reaches both Formal Learning and assessment and recognition of learning scenarios based on a learning outcomes approach.

Get There Competences Matrix was inspired by this methodological guide, though operationalising in a slightly different way.

Based on the results obtained in the first stage of the project, with several national State of the Art reports, GET THERE Competences Matrix is structured taking into consideration the different Employability Skills considered of utmost importance to the target groups of the project. These Employability Skills can be autonomously evaluated and validated in a way that can take part or be integrated in national qualifications standards as part of national curriculums designed for the preparation of individuals for the labour market.

The use of this learning outcomes approach is meant to be at the heart of the management of the training provision and shall be understood as the individual’s resources for competent action – competent way to act.

In this sense, each Learning Unit involves a coherent combination of learning outcomes, which can be autonomously evaluated and validated. The learning outcomes are broken down into knowledge, skills and competences/attitudes that are mobilised in actions through which the individual shows that s/he masters the competence acquired, according to certain performance criteria and contextual conditions. In practical terms, the aim of the Learning Unit is to respond to what the individual is able to do (by showing and demonstrating such performance).

¹ Methodological guidebook – concept of qualifications based on learning outcomes, ANQEP, 2015|ISBN 978-972-8743-77-2



In terms of structure, the GET THERE Competences Matrix is organized encompassing the following elements:

Actions – Actions through which the individual demonstrates s/he masters the LU, i.e., they are the subdivision of the LU into directly observable actions showing that the individual is competent;

Performance criteria – Quality requirements associated with the performance level, i.e., quality standards by which the individual is considered competent (quality level that the actions must have);

Knowledge – The “collection of facts, principles, theories and practices related to the field of studies or professional activity”;

Skill – The “ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments);

Competence/Attitude – The “ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility”;

External resources – The set of available resources which aid in the foreseen actions;

The set of knowledge, skills and competences/attitudes makes up the learning outcomes. When describing these elements, the question to be asked is: “what should the individual know, understand and be able to do in order to...”



4. GET THERE Competence Matrix

Employability Skills are a set of Key Skills that are mobilized by individuals when acting in the workplace. In this sense, GET THERE Competences Matrix is structured in the combination of the eight (8) main skills which should allow an individual to increase his/her chances of entering and remaining in the labour market, besides also increasing the level of performance of individuals that are already integrated in the labour market but want to perform better at their jobs.

4.1. Employability Key Skills

EMPLOYABILITY KEY SKILLS – WHAT THEY ARE	
Team work	Process of working collaboratively with a group of people in order to achieve a goal. It means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.
Communication	Being able to convey information to people clearly and simply, in a way that means things are understood and get done. Being able to communicate effectively with people, adapt yourself to new and different situations, read/ understand the behaviour of others, compromise to reach agreement, and avoid and resolve conflict.
Self-management	Ability to manage self/and or others, resources and time in order to complete goals and tasks to schedule whilst remaining in control.
Problem solving	Being able to identify and understand the process of finding solutions to difficult issues or situations.
Customer awareness	It is about building a relationship with customers. When working in customer service, it is important to be aware of the types of customers you may come across on a daily basis and it is vital to understand the basis of good practice in customer services and to understand what makes a good and bad customer. It is also about the ability to read body language and deal with customers who are angry and/or upset.
Health and safety	Ability to identify potential aspects of safety and hazards in their own workplace and know what to do in the event of an emergency. Recognise safe and unsafe practices and know their responsibilities in the workplace in order to keep themselves and colleagues safe.
Rights and responsibilities	Being able to identify and understand the differences between rights and responsibilities in their own workplace or in general, as well as the rights and responsibilities associated to other workplace settings.
Exploring job opportunities	Being able to identify potential job opportunities as well as to understand and show how to relate their interests, skills and qualities to particular job roles.



4.2. Employability Skills Learning Units & Learning Outcomes

The Learning Units for the Employability Skills foresee a total of 81 contact hours (in class, teaching hours), comprehending a workload of 142 hours (contact hours + homework + self-study hours). These can be worked individually or in groups, according to the convenience of each provider.

The table below provides a full description of the expected Learning Outcomes for each Competence Unit:

LEARNING UNIT	CONTACT HOURS	WORKLOAD
1 – Teamwork	8	12
2 – Communication	8	20
3 – Self-management	10	20
4 – Problem solving	5	10
5 – Customer awareness	6	12
6 – Health and safety	20	30
7 – Rights and responsibilities	4	8
8 – Exploring job opportunities	20	30
Total	81	142

description of the expected Competence Unit:

LEARNING UNIT 1 – TEAM WORK	Contact Hours	8
<p>Contents: The aim of this unit is to promote the understanding of what Teamwork means and how effective it can impact on accomplishing a goal that will benefit both the individual and the task. It aims also to help learner get what it takes to be a good team player and the importance of having a positive mental attitude, offer encouragement to others, a strong work ethic, willingness to help someone else in the team if needed, and a willingness to observe, listen and take direction.</p>		



LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES
To work in a team contributing to the achievement of a common goal	Communicating with others in a respectful and constructive way Respecting their roles in the team and taking responsibility for his/her own tasks Adapting his/her own behaviour to the context and situation in order to maximize his/her contribute to the team's performance	Knowledge of the advantages and disadvantages of working in teams versus working alone Knowledge of general rules to work in a team Knowledge of the different roles in a team Knowledge of different learning styles and multiple intelligences	List advantages and disadvantages of working in a team	Handle criticism and accept constructive feedback Take responsibility for his/her attitude towards other team members Adapt own behaviour to the circumstances in order to promote a good teamwork environment Cooperate with others to achieve the team's goals Take responsibility for its own performance in the team
			Respect and promote other team members	
			Recognize when someone acts disrespectful	
			Follow general rules of working in teams	
			Identify his/her natural role in a team	
			Accept others' natural roles and respective attitudes	
			Identify own and others' learning style and type of intelligence	
Show self-respect				
Respect others' learning style and types of intelligence				
Use own characteristics to maximize the team's performance				
EXTERNAL RESOURCES	<ul style="list-style-type: none"> IT equipment: computers and projector Office materials 			

LEARNING UNIT 2 – COMMUNICATION	Contact Hours	8
--	----------------------	----------



Contents:

The aim of this unit is to help students understand the basic forms of communication, the differences between poor (bad) and rich (good) communication, the general concept of body language and its appliances within a working environment. Also includes a small self – assessment quiz about basic knowledge of communication.

LEARNING OUTCOMES

ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES
To effectively communicate with others in a working environment.	Coping with different forms of verbal and non-verbal communication. Using different forms of alternative communication for different needs Demonstrating communication skills through interactions in a working environment Selecting and demonstrating communication skills through interactions in working environment	Basic factual knowledge in: A. Communication forms B. Communication’s quality (bad/ good) C. Body language D. Communication with others C. Self-Assessment in Communication	Apply different ways of communication Evaluate in a basic level the quality of several cases of communication Express him/her self by different channels of body language Follow the basic lines and rules of effective communication in working environment Answer simple self-assessment questionnaire about communication	Communicate effectively in working environment by all means (verbal/ nonverbal, body language) – basic level and according to job profile and tasks Contribute to a good communication quality Self-assess basic communication skills
EXTERNAL RESOURCES	<ul style="list-style-type: none"> • Office materials, • IT Equipment computers and software for recording and processing information. Internet; • Support manual (handbook) 			



LEARNING UNIT 3 – SELF-MANAGEMENT				Contact Hours	10
Contents: This learning unit is about helping learners develop a greater understanding of self-management and how effective self-management can impact on their personal skills and their employability skills, it includes identifying own strengths and weaknesses, setting and agreeing targets, keeping a reflection diary and completing a Multiple Intelligences Test. It is important that learners understand that developing self-management skills can have many advantages and benefits both short term and long term. This knowledge should encourage deeper self-awareness and therefore stronger self-management skills.					
LEARNING OUTCOMES					
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES	
<p>To complete a self-enquiry checklist to identify areas of self-management that may need addressing</p> <p>To keep a reflective diary on learning activities carried out over a 1-week period</p> <p>To identify appropriate targets and produce a plan to develop a skill over a short period of time (i.e. 1 week)</p>	<p>Ending up selecting an area of self-management that could be developed</p> <p>Recording the learning activities carried out over a 1-week period and reviewing what has been learnt</p> <p>Prepare a plan, identifying targets that will support the development of a skill, reviewing how well you did and whether your performance has improved</p>	<p>Knowledge of own learning style and how this can impact on their learning activities</p> <p>Knowledge of how self-management skills can impact on their performance in the workplace</p>	<p>Demonstrate effective self-management skills</p> <p>Demonstrate development of a selected skill</p>	<p>Show they manage themselves effectively in the workplace</p> <p>Show they can select the best strategy to improve their work performance</p> <p>Show they can develop a skill appropriate to themselves and their workplace</p>	
EXTERNAL RESOURCES		<ul style="list-style-type: none"> IT equipment: computers and software for recording and processing information. Internet; 			



LEARNING UNIT 4 – PROBLEM SOLVING				Contact Hours	5
<p>Contents: The aim of this unit is to help learners identify a problem and tackle it using basic methods and tools. It promotes an understanding of the stages of problem-solving and provides ways of helping them solve problems more effectively. It entails activities that can empower candidates to think ahead of potential challenges and understand the process of resolving these. It is important for learners to have the capacity to apply strategic techniques to assess problems in and outside the workplace, and implement measures to overcome these.</p>					
LEARNING OUTCOMES					
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES	
<p>To apply problem-solving techniques in own workplace.</p> <p>To identify and solve a problem.</p> <p>To identify individual barriers that prevent problem solving.</p>	<p>Stating the main goals one wants to achieve and the barriers a problem presents to achieving those goals Stating the real work-related problem and listing ways of structuring the problem while applying problem-solving techniques in own workplace.</p> <p>Stating the traits and qualities of an individual with a fixer attitude Listing things to do in order to develop a fixer attitude.</p> <p>Listing questions that can help one identify potential obstacles to problem-resolving. Identifying individual attitudes and behaviours that prevent problem-solving.</p>	<p>Knowledge of the problem in terms of goals to achieve and barriers to overcome in order to break it into manageable parts.</p> <p>Knowledge of basic sequence by which a problem becomes resolved.</p> <p>Knowledge of basic strategies required to think ahead.</p>	<p>Identify problems.</p> <p>Identify the relationship between key elements of a problem.</p> <p>Tackle problems by identifying their source.</p> <p>Accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p>	<p>Report a problem by applying basic methods.</p> <p>Implement ways to prevent a problem from occurring.</p> <p>Work in a team to solve a problem.</p>	
EXTERNAL RESOURCES		<ul style="list-style-type: none"> • IT equipment: computers and software for recording and processing information. • Media; Internet • Office materials; paper, scissors, 15 straws, 2 balloons, 3 meters of sellotape 			



LEARNING UNIT 5 – CUSTOMER AWARENESS				Contact Hours	6
<p>Contents: The aim of this unit is to provide students with the necessary tools and skills to enable them to have an understanding about relationships with customers. This will help enhance personal development in the field of customer service. When working in customer service, it is important to be aware of the types of customers you may come across on a daily basis. It is vital to understand the basis of good practice in customer services and to understand what makes a good and bad customer. In this unit, students will learn how to read body language and how to manage customers who are angry and/or upset.</p>					
LEARNING OUTCOMES					
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES	
To support the customers' needs and provide to clients basic customer service in different situations.	<p>Showing an understanding of the Customer Cycle in different types of jobs/services.</p> <p>Applying customer service good practices.</p> <p>Adapting to the characteristics of good and bad customers.</p> <p>Recognising body language and the interpretation language.</p> <p>Taking a special care when assisting a customer in a difficult situation.</p>	Basic factual knowledge in the customer awareness and in the customer engagement cycle that involves the different stages of the purchase.	<p>Select and apply customer awareness previously defined procedures, using empathy and the good practices.</p> <p>Adapt own behaviour to circumstances in order to satisfy customers' needs.</p>	<p>Work under supervision with customers in different situations.</p> <p>Adjust the basic customer orientation to different types of clients.</p>	
EXTERNAL RESOURCES	<ul style="list-style-type: none"> • Office materials, • IT Equipment computers and software for recording and processing information. Internet; • Support manual (handbook) 				



LEARNING UNIT 6 – HEALTH & SAFETY IN THE WORKPLACE		Contact Hours	20	
<p>Contents: This learning unit is about helping learners understand the importance of workplace health and safety, including accident and emergency procedures, responsibilities of employees, safety signs, workplace hazards and safe practices. It is important that learners understand that health and safety is a fundamental responsibility of all employees and know what this means in the workplace. This knowledge should ensure that they are not put at risk through unsafe working practices whether they are on a work placement or are employed.</p>				
LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES
To state what to do in the event of an emergency situation in their place of work or learning	Describing what to do in the event of an emergency in your workplace			
To list their health & safety responsibilities in their workplace	Stating the health and safety responsibilities of employees in the workplace	Basic factual knowledge and awareness of good health and safety practices and how these can be applied to their own work setting	Demonstrate how to perform a workplace task/s safely	Show they can carry out a health and safety review of their work area
To identify common safety signs and explain what they mean	Identifying common health and safety signs appropriate to their workplace and stating what they mean			
To carry out a health and safety check in their workplace and state whether improvements are required	Identifying hazards in the workplace and stating how these can be managed	Knowledge of what to do or who to speak to in the event of an emergency or when recognising unsafe practices in the workplace	Recognise common health and safety signs and explain what they mean	Show they can follow health and safety procedures appropriate to them
To produce a poster to promote good health & safety practices in your workplace	Identifying good health and safety practices and stating the importance of keeping their workspace clean and tidy			Show they can keep their workplace clean and tidy
To identify examples of unsafe practice in the workplace	Identifying unsafe practices in the workplace			
EXTERNAL RESOURCES	<ul style="list-style-type: none"> • IT equipment: computers and software for recording and processing information • Search engines for researching information i.e. safety signs • Stationary materials for poster if required 			



LEARNING UNIT 7 – RIGHTS & RESPONSIBILITIES				Contact Hours	4
Contents: This learning unit is about the basic rights and responsibilities in a working environment. Through the activities learners are given the opportunity to discuss the differences between rights and responsibilities in various contexts and research the legislation regarding their area of work.					
LEARNING OUTCOMES					
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES	
<p>To Identify the differences between rights and responsibilities.</p> <p>To identify the rights both in and outside the workplace context.</p> <p>To research their rights and prepare a presentation to inform others.</p> <p>To identify the rights and responsibilities of an employee in a particular employment sector.</p>	<p>Stating what a right is and how it is different to a responsibility. Matching the right with the responsibility in a certain work situation.</p> <p>Stating the rights they are entitled to within different contexts (i.e. community, politics, and workplace).</p> <p>Writing and demonstrating individual rights in different contexts (i.e. human rights, youth rights, etc.) Giving examples of laws that help protect employees at work.</p> <p>Listing ways of dealing with problems related to employee rights. Gathering information about responsibilities in the workplace.</p>	<p>Knowledge of rights and responsibilities in the workplace setting.</p> <p>Awareness of what differentiates rights from responsibilities. Knowledge of basic strategies required get information regarding rights and responsibilities in new workplace settings.</p>	<p>Research and learn about rights in various settings, in and outside the workplace.</p> <p>Follow predefined steps to overcome violation of workplace rights.</p> <p>Prepare a presentation about the main rights that all employees have at work.</p>	<p>Gather information about workplace rights and responsibilities.</p> <p>Report the rights and responsibilities associated with a particular work situation.</p> <p>Present information about rights using visual aids.</p>	
EXTERNAL RESOURCES		<ul style="list-style-type: none"> • IT equipment: computers and software for recording and processing information. • Office materials; papers, pens 			



LEARNING UNIT 8 – EXPLORING JOB OPPORTUNITIES			Contact Hours	20
<p>Contents: This learning unit is about helping learners understand how to identify job opportunities that would best suit his/her experience and skills and to decide on the steps he/she needs to take towards successfully applying for such an opportunity.</p>				
LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	COMPETENCES
<p>To identify realistic job options.</p> <p>To get relevant information about job opportunities suitable for him/her.</p> <p>To take the necessary steps to apply for a particular job option.</p>	<p>Reviewing their own interests, experiences, skills and qualities.</p> <p>Stating who to see and where to go for help with job choices.</p> <p>Identifying and agreeing on the next steps that will maximise their chance of being successful if they wanted to apply for a particular job option.</p> <p>Being proactive in order to maximise their chances of being successful in the job market</p>	<p>Basic knowledge of the differences between skills and qualities</p> <p>Knowledge of the differences between vocational/technical skills and generic skills</p> <p>Fundamental knowledge of procedures necessary for someone to apply for a job</p>	<p>Identify own vocational and technical skills suitable to match a particular job.</p> <p>Identify resources where to get help for job choices.</p> <p>Decide what steps to take if they want to apply for a particular job option.</p>	<p>Independently match their interests, experience, skills and qualities against job options.</p> <p>Independently give reasons why a particular job option is realistic for them</p>
EXTERNAL RESOURCES		<ul style="list-style-type: none"> • Search engines for job opportunities • Carrere guidance and counselling services • Strategies for job searching • Educational Curriculums 		

APENDIX A - State of Art regarding NQF/EQF and ECVET implementation in partner countries



A.1. Current state of the art in the UK

A.1.1 NQF Implementation

Learning Outcomes are understood as a statement of what a learner can be expected to know, understand or do as a result of a process of learning Competence: The 'proven/demonstrated' — and individual — capacity to use know-how, skills, qualifications or knowledge in order to meet usual — and changing — occupational situations and requirements Qualification: An award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.

The stage of development from 2000-onwards: Subject Benchmarks (agreed with Professional Institutions) specify core LOs for all Bachelors & Masters

Levels: 8+3 entry levels; 12 in Scotland.

Learning Outcomes are standard through the UK education system. Since 1999 it has been a requirement that all degrees and courses should have explicit LOs by 2003. 60% of respondent institutions currently issue the Diploma Supplement.

Regarding the Correspondence between NQF and EQF Levels, for England and Northern Ireland (RQF), Wales (CQFW): 8 levels + 3 entry levels; Scotland: 12 levels.

The equivalences with EQF were established in 2010:

EQF	SQF	RQF
Not applicable	1 & 2	Entry 1 & 2
1	3	Entry 3
2	4	1
3	5	2
4	7	3
	8	4
5	9	6
6	10	7
7	11	8
8	12	9



A.1.2 ECVET Implementation

The European Credit System for Vocational Education and Training (ECVET) is a technical framework to facilitate the transfer, recognition and accumulation of assessed learning outcomes with a view to achieving a qualification. It is designed to facilitate lifelong learning and to support the mobility of European citizens. The learning outcomes approach ensures a better understanding and comparability of qualifications and learning achievements across countries, institutions within a country or across qualifications.

There is a need to promote and raise awareness of the European Credit System for Vocational Education and Training (ECVET) in the UK to support its implementation.

Since 2012 Ecorys UK Ltd as the National Agency for the Lifelong Learning Programmes (Leonardo, Grundtvig and Transversal Study Visits) and Erasmus+ (in partnership with the British Council) has coordinated a UK team of ECVET Experts. The UK National Agency manages the UK ECVET Experts Project in close collaboration with the four UK ECVET National Contact Points (NCPs) and 13 ECVET Experts.

Experts from each of the four countries in the UK are available to provide organisations in the UK practical support and training to increase knowledge and awareness of ECVET. The Experts offer practical support and tips on how ECVET can be incorporated into different work and how it can be used to increase the quality of mobility.

The project will help you link ECVET to the existing credit system in your part of the UK. The Lifelong Learning Programme (LLP) and Erasmus+ programme will be used as a key tool for the practical implementation of ECVET in the UK. Depending on national/system- level priorities ECVET can be used for several purposes and implemented at project or system level. Many member states are implementing ECVET at project level to support transnational mobility and lifelong learning. Some member states are however implementing ECVET at system level to reform their VET systems or develop a credit system using ECVET principles.

The UK has all of the main building blocks in place for ECVET implementation with well-established credit and qualifications systems. Thus ECVET will not be implemented or adopted as a Credit Accumulation and Transfer System for the UK.

The UK will use ECVET to support transnational mobility and will engage with ECVET testing through the Lifelong Learning Programme projects. All stakeholders including awarding organisations, training and assessment providers, Sector Skills Councils and employers will be encouraged to engage in ECVET testing through projects and networks.

Ecorys UK Ltd as the National Agency for the Lifelong Learning Programmes (Leonardo, Grundtvig and Transversal Study Visits) and Erasmus+ (in partnership with the British Council) co-ordinates a UK team of ECVET Experts under the Erasmus+ programme, who provide training and support to raise awareness and promote the benefits of ECVET in the UK.



A.2. Current state of the art in Portugal

A.2.1 NQF Implementation

An NQF (Quadro Nacional de Qualificações, QNQ), based on learning outcomes and linked to the EQF, is in place as well as a validation system linked to NQF. It is a single reference for classifying all levels and types of qualifications obtainable in Portuguese education and training via formal, non-formal and informal learning.

To support the design of qualifications based on learning outcomes to be integrated in the National Catalogue of Qualifications (CNQ), a methodological guide was released by the National Agency for Qualification and Vocational Education and Training (ANQEP). The National Qualifications System (SNQ) (Decree-Law no. 396/2007, of 31 December) states that the CNQ shall organise competence-based qualifications “by identifying for each qualification the corresponding training competence and training standards, and the qualification level in accordance with the National Qualifications Framework”. The CNQ, as a strategic instrument for non-higher qualifications, aims at the progressive integration of qualifications based on learning outcomes, identifying for each qualification a competence standard and a training standard in its technological (vocational) component. It has eight levels and is defined in terms of knowledge, skills and attitude.

NQF levels	Qualifications types	EQF levels
8	Doctoral degree	8
7	Master degree	7
6	Bachelor degree	6
5	Diploma in technological specialisation	5
4	Secondary education and professional certification Secondary education and professional internship – minimum six months	4
3	Secondary education	3
2	Third cycle of basic education Third cycle of basic education and professional certification	2
1	Second cycle of basic education	1

Source: ANQ (2011).

A methodological guide on designing qualifications based on learning outcomes was published in January 2015. It is being applied to the qualifications included in the national catalogue of qualifications and for new ones. The national qualifications system introduced modularisation. In most programmes, the diploma is awarded on a successful completion of all modules and a final practical exam/project.

A.2.2 ECVET Implementation

Portugal still doesn't have a credit system, being part of the group of countries that are working towards ECVET-compatible systems and currently testing ECVET technical components.

Although Portugal has an advanced system of validation of non-formal and informal learning, it reports testing its approach in IVET. As a result, more work is needed to ensure better permeability among the sectors.

Learning acquired abroad is transferred between selected countries as part of pilot projects.

A.3. Current state of the art in Spain



A.3.1 NQF Implementation

Spanish authorities have already developed its National Qualification Framework for lifelong learning: the Spanish Qualifications Framework (Marco Español de Cualificaciones, or MECU). However, the practical implementation of this framework is still being developed. That is, the framework is not yet operational.

Based on the learning outcomes approach, this framework aims at linking and coordinating different education and training subsystems. The framework includes qualifications obtained in compulsory, post-secondary and higher education, as well as mechanisms to integrate the validation of non-formal and informal learning processes.

The Royal Decree 1027/2011 on the introduction of MECU is the legal basis for its implementation. This Decree defines levels and level descriptors for referencing the MECU to the EQF levels. It was developed in consultation with main stakeholders and supervised by the national advisory bodies. Furthermore, the legal framework is still being develop and extended, for instance with the Royal Decree 22/2015 which modifies the 1027/2011 regarding Higher Education. The new Decree establish the higher four levels of MECU linked to the qualifications framework for higher education.

One of the recommendations of the Royal Decree 1027/2011 is to establish a MECU committee, including relevant stakeholders: ministries, representatives of professional associations, Trade Union and Business representatives and qualifications framework experts from different sectors. The committee will be mandated to decide on assignment of framework levels to the Spanish qualifications and to submit proposals to the government for approval. The national qualifications will be assigned to MECU levels based on three criteria:

- a) Comparability of qualifications type descriptors defined in learning outcomes and the MECU level descriptors;
- b) Implementation of the common quality assurance in higher education and in VET, in line with annex III of the EQF Recommendation;
- c) Public consultation with bodies involved in design, award and use of qualifications in a respective field.

The Organic Law 8/2013 for the Improvement of Educational Quality (LOMCE) has been developed in line with the goals of NQF implementation. This law aims at improving quality and promoting lifelong learning, mobility and coherence of the national system in line with international standards. In this sense, all framework curricula should include the standard and measurable learning outcomes. However, this Organic Law is being rejected by some regional governments and nowadays is still not operative in all Regions.

Spanish NQF has adopted an eight-level framework compatible with the European qualifications framework (EQF) covering all main types of qualifications. Actually, Spanish NQF has the same scale than EQF, where 1 is the lowest and 8 the highest. The four highest levels are also compatible with the Spanish qualifications framework for higher education, which is based on the Dublin descriptors.

On the other hand, Spanish NQF is aimed to make Spanish qualifications easier to understand by describing them in terms of learning outcomes. The learning outcomes approach is seen as an essential part of MECU development and implementation. However, the notion of learning outcomes is a new concept in the Spanish context and not widely shared. Competences and capacities are often referred to in various policy documents, with many different interpretations due to



various linguistic and pedagogic concepts. Level descriptors within the Spanish NQF are defined in terms of knowledge, skills and competence. They have been inspired by EQF level descriptors, but adopted to suit the national context. The level of implementation varies across subsystems, being VET the most developed and elaborated.

However, some difficulties have been detected with the correspondence between Spanish NQF and EQF. Regarding VET qualifications (especially at levels 3 and 4) sometimes are a challenge because they are awarded by different bodies and are of different nature, workload, delivery and quality assurance mechanisms, some of them less regulated.

A.3.2 ECVET Implementation

The VET qualification system is defined by the Organic Law 5/2002 on Qualifications and Vocational Training. This system is managed by several national institutions, among them the National Institute of Qualifications (INCUAL) defines the National Catalogue of Occupational Standards, aimed at bringing VET closer to the needs of the labour market.

This catalogue is the reference for the elaboration of VET programmes by both the Ministry of Education, Culture and Sports in I-VET; and the Ministry of Employment and Social Security in C-VET. The two main VET pathways in Spain are:

- I-VET programmes, which lead to the award of Official VET Diplomas (Títulos de Formación Profesional oficial). I-VET includes intermediate and higher official VET programmes (Ciclos Formativos) of around 2 000 hours, compatible with 120 ECTS.
- C-VET programmes, which lead to the award of Certificates of Occupational Standards (Certificados de Profesionalidad).

The Spanish VET system has implemented all ECVET principles, except credit points. VET qualifications are expressed in learning outcomes and most I-VET qualifications have been updated since 2013. Despite numerous participation of Spanish institutions and organizations in ECVET initiatives and Programmes, the ECVET credit system is not already implemented in the country. The Spanish Ministry of Education promotes its implementation in collaboration with Regional Governments, since Spanish Autonomous Communities have its own Regional Education Ministries responsible for the implementation of all education related regulations, including ECVET.

Regarding how ECVET are being implemented:

- The upper level of official VET Programmes are aligned with the Bologna process and are compatible with ECTS.
- On the other hand, intermediate official VET Diplomas and Professional Certificates are unit-based. This means the acquisition of Units of Learning Outcomes, which may be accumulated and transferred, but do not have credit points attached. This unit-based system supports the process of validating non-formal and informal learning, so Spain has a credit transfer system which is compatible with ECVET principles and technical specifications.



As a regional example, Catalunya Regional Government has participated in several pilot projects testing ECVET implementation in small scale, such as the practical interregional tools for ECVET and the network for VET in the trade sector.

Intermediate official VET Diplomas and Professional Certificates in Spain imply the acquisition of Units of Learning Outcomes, but these Learning Outcomes do not have ECVET credit points attached. The reason is that the Spanish VET system has implemented all ECVET principles except credit points. In this sense, it must be highlighted that the concept of ECVET is largely unknown among VET teachers and trainers. For now, the Spanish institutions have worked on ECVET within the administrative structure. Therefore, the normative development and the policy on information and training did not have taken place yet in VET. This normative and informative work was done with ECTS, and actually the upper level of official VET Programmes - aligned with the Bologna process - usually assign 120 ECTS.

A.4. Current state of the art in Greece

A.4.1 NQF Implementation

Greece has developed its NQF for lifelong learning (Hellenic qualifications framework (HQF)), aiming at a coherent and comprehensive system of qualifications from all parts and levels of education and training. Development has focused on the range of qualifications awarded in the formal system so far, but in a long-term perspective, the plan is to accommodate non-formal and informal learning also. The framework was adopted by the Minister for Education and Religious Affairs (July 2013).

The Act on Lifelong Learning (Act 3879/10) came into force in 2010, introducing development of the HQF and the learning outcomes concept as essential elements of awards. The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) was set up in 2011 to develop and put the HQF into practice, supervised by the Ministry of Education and Religious Affairs. EOPPEP is the statutory body for the development and implementation of the Hellenic Qualifications Framework (NQF) in correspondence with the European Qualifications Framework (EQF).

Additionally, EOPPEP is the National Coordination Point for EQF in Greece (NCP).

The Ministry of Education and Religious Affairs is responsible for HQF implementation, with EOPPEP as the main actor. The framework is not yet operational. A draft presidential decree on HQF has been prepared, which will clarify many operational aspects. Inclusion of qualifications in the framework is defined through qualification type specifications. They include title, level, awarding body, summary descriptor, volume of learning, purpose, education sector, learning outcomes, employment relevance and progression possibilities. Allocation procedures have been defined, but they still need to be tested in practice. The framework needs to be populated with qualifications based on learning outcomes. This is work in progress.

In Greece, there is no comprehensive strategy for validation of non-formal and informal learning. Legislation governing the HQF states that the national framework should be aimed at recognising and correlating learning outcomes in all types of formal, non-formal and informal learning. EOPPEP, which is also responsible for the HQF, is developing a national integrated system for validation under the action 'development of a national system for certification of outputs of non-formal and



informal learning' within the operational programme 'human resources development'. This system should indicate how non-formal and informal learning can be introduced into the HQF.

A.4.2 ECVET Implementation

ECVET situation in Greece, according to CEDEFOP data but also to national partner's experience, it's not implemented. The argumentation (clear rationales, clear identification of added value) has already started the last 6 years, and there is an added value of ECVET, connected to mobility, transparency of qualifications, the reform of VET and the changes in recognition and validation processes.

Also there are commitments in several stages (policy - and decision - makers, communication and information to stakeholders and the public). Although there is a political decision on the establishment of ECVET the implementation is still missing. Communication to stakeholders and the public is still not visible. Capacity building (legislative and regulative framework, remits and allocation of responsibilities, allocation of resources).

The learning outcomes approach is not applied in Greek education and training. There are some steps in this direction through the establishment of a register of professional profiles describing a number of qualifications in IVET and CVET (continuing vocational education and training) in terms of learning outcomes. There is no credit system in Greece. A number of pilots have worked on units and credits but nothing exists officially.

A.5. Current state of the art in Cyprus

A.5.1 NQF Implementation

Cyprus has developed a comprehensive national qualifications framework (NQF) which includes all levels and types of qualifications from all subsystems of education and training, from primary to higher education qualifications.

The General Directorate for Vocational and Technical Education of the Ministry of Education and Culture has initiated and is coordinating the NQF developments. The National Committee for the Development and Establishment of NQF consists of the Director General of the Ministry of Education and Culture, the Director General of the Ministry of Labour and Social Insurance, and the Director General of the Human Resources Development Authority (HRDA) or their representatives. Higher



education representatives are involved but they maintain a degree of autonomy. The HRDA is an organisation responsible for promoting lifelong learning and especially non-formal vocational training, outside the formal education system.

According to the Ministry of Education and Culture, the NQF has been developed so as to promote the educational advancement and job progression of all Cypriots through lifelong learning. The NQF of Cyprus will be established at the Ministry of Education and Culture as an in-service department. The stakeholders responsible for accrediting qualifications will work according to the existing legislative framework for their operation. However, new legislation on the operation of the NQF, which would clarify the cooperation among different stakeholders, is thought necessary. A new permanent body, the Council of the National Qualifications Framework of Cyprus, has been established. Its main tasks are to:

- consult with stakeholders on NQF development and implementation;
- develop, implementing and reviewing NQF procedures;
- disseminate public information on the NQF;
- advise the Ministry of Education and Culture on policy and resource implications.

An eight-level reference structure is proposed, reflecting the main characteristics of the National Qualification System. The level descriptors are described in terms of knowledge, skills and competence:

- Knowledge is defined by the type and complexity of knowledge involved and the ability to place one's knowledge in a context.
- Skills are expressed by type of skills involved; the complexity of problem-solving; and communication skills.
- Competence contains the following aspects: space of action, cooperation and responsibility, and learning skills.

(CEDEFOP, 2015)

These were simultaneously formulated for all levels so that there would be clear progression from one level to the next. The VET qualifications, developed under the responsibility of the Human Resource Development Authority of Cyprus will most probably be aligned from level 2 to 6 of the NQF. This is still being discussed. The existing national qualifications system is mainly based on inputs such as quality of teachers and length of education and training programmes. However, emphasis is increasingly being put on learning outcomes and the need to revise curricula, learning programmes and assessment methodologies towards learning outcomes. A number of reforms are under way, exemplified by upgrading of curricula for pre-primary and upper secondary education, upgrading of vocational education and training through the introduction of post-secondary institutes for vocational education and training (launched in September 2012) and the introduction of new modern apprenticeship. Experiences gained in developing competence-based vocational qualifications will feed into the NQF developments. These are based on occupational standards and make it possible to award a qualification to a candidate irrespective of how and where they have acquired the necessary knowledge, skills and competences. In formal education, learning outcomes are mainly expressed as part of a subject and stage-based general education. In the curriculum, learning outcomes are described as the knowledge, skills and attitudes, and awareness learners are expected to achieve at the end of each stage. There are level descriptors indicating the standards a learner should achieve, when awarded certificates at different education levels.

The table below shows the Cyprus National Qualification framework and its correspondence to the EQF level.

NQF level	EDUCATION CERTIFICATES/DIPLOMAS/DEGREES	EQF level
8	Doctoral Degrees	8
7c	Masters Degrees	7



7b	Post Graduate Diplomas		7
7a	Post Graduate Certificates		7
6	Bachelor's Degrees		6
5c	Higher Certificate and Diplomas (3 years or more)		5
5b	Post-Secondary Certificates and Diplomas (2 years)		5
5a	Post-Secondary Certificates and Diplomas (1 year)		5
4	Upper Secondary General Education and Evening Schools Certificates (12 th class and 13 th class for some private schools)	Upper Secondary Technical and Vocational Education and Evening Technical Schools Certificates (12 th class)	4
3	Upper secondary education certificate (10 th class)	New modern Apprenticeship	3
2	Compulsory Lower Secondary Education Certificate (9 th class)	Preparatory Programme (New Modern Apprenticeship)	2
1	Compulsory Education Certificate (Elementary school Certificate and graduates of 7 th and 8 th class)		1

Source: Cypriot Ministry of Education and Culture, 2013

A.5.2 ECVET Implementation

In Cyprus, ECVET is not yet in place. The Department of Secondary Vocational and Technical Education (STVE) of the Ministry of Education and Culture is responsible for its promotion and implementation. Since September 2011, a working committee is in place regarding the development and implementation of ECVET. Public authorities and representatives of the private sector participate in the committee, such as the Ministry of Education and Culture, the Ministry of Labour and Social Insurance, the HRDA, the Planning Bureau, the Cyprus Productivity Centre, the Foundation for the Management of the European Lifelong Learning Programmes in



Cyprus, and private VET providers. The implementation of the NQF, which is in its final stages of development, will promote the use of ECVET and facilitate the validation of non-formal and informal learning in relation to formal education and training.

The policy of ECVET in Cyprus is currently under development but is still in the very early stages (M.O.E.C², 2015). There is very little data or information available, and to date the only stakeholders involved in this process is the Ministry of Education and Culture; however, there is also an interest from HRDA, VET providers and employers (M.O.E.C., 2015). At present, the Ministry of Education has begun the transformation of course curricula from Secondary Vocational Education to make the structure more comparable to the framework of the ECVET model (M.O.E.C., 2015). However, there seems to be lack of coordination among the various responsible departments for implementation (HRDA, Ministry of Education and Culture). There is lack of motivation to transform their curricula because the process of re-formation and re-evaluation can be time and cost consuming. There is a lack of understanding from practitioners about what ECVET is and what can offer and how to integrate it into their processes. There is a need for a better training of the stakeholders in the process of transformation (IDEP, 2015).

ECVET credit points are awarded (units or, ultimately, parts units and associated ECVET credit points) after the assessment of learning outcomes. Credits are allocated on the basis of the individual's learning record that gives details on knowledge, skills and competences acquired and the extent of completion of learning outcomes.

The allocation of credits works through different approaches and tools. Credits of the ECVET should be distributed according to criteria such as:

- An assessment of the gravity of the contents of each unit based on the knowledge, skills and abilities
- Real or estimated length of program
- Real or estimated workload in a typical learning environment
- Real or estimated workload in an informal learning environment
- Combination of various criteria.

For ECVET purposes the allocation of points are first conducted on the qualification as a whole, and then from that whole points are allocated to the specific units. This is because credit units reflect the importance of each section separately to the overall qualification.

According to the latest pilot project on ECVET implementation in Cyprus (ATTRACT VET) there is a reference of ECVET in the legal system, meaning that every organization, public or private, can use it in their curricula. However, no one does because it would be cost and time consuming with no clear advantages.

² Ministry of Education and Culture, 2015

INTELLECTUAL OUTPUT 3

GET THERE COMPETENCES MATRIX

February 2017



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.