

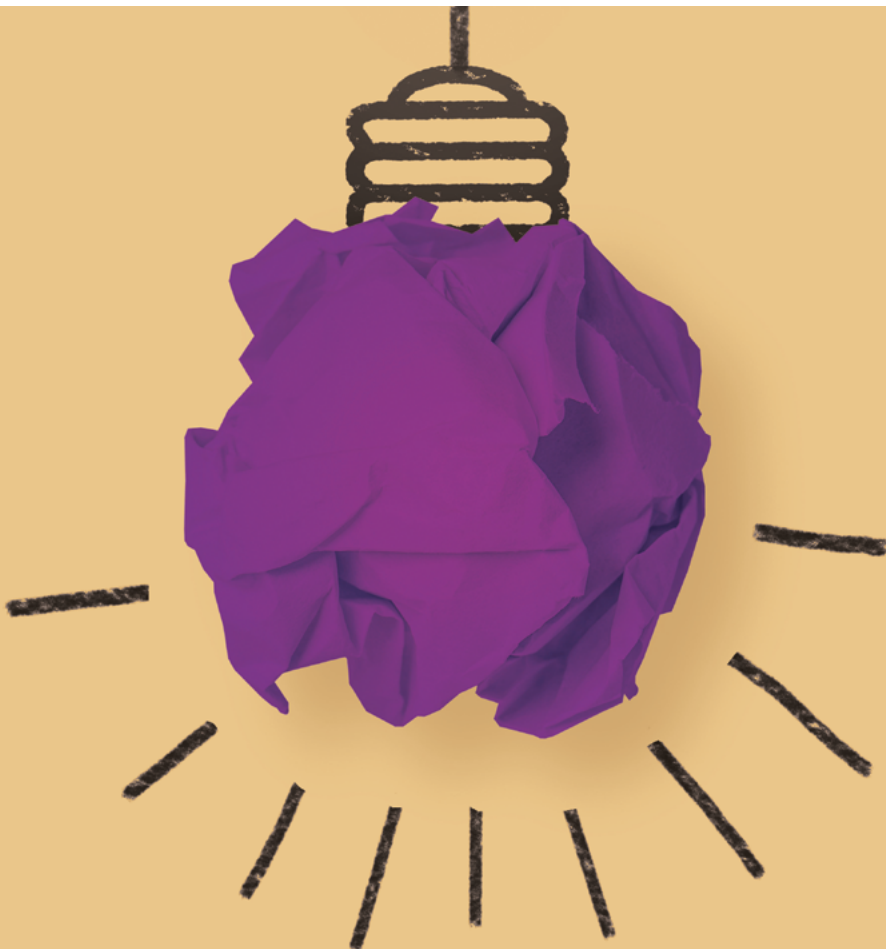


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# METHODOLOGY FOR DEVELOPING REGIONALLY BASED STANDARDS OF QUALIFICATIONS



# Methodology for Developing Regionally Based Standards of Qualifications

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## Introduction

This 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 project. The TO REGOS project is being implemented by the Education Reform Initiative of South Eastern Europe- ERI SEE Secretariat and the Western Balkans Alliance for Work-based Learning in Albania (AL), Bosnia and Herzegovina (BiH), Kosovo (XK)\*, Montenegro (ME), the Republic of North Macedonia (MK) and Serbia (RS).

This 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, recommendations and 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 a 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.

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, Ministry of Labour, Employment, Veteran and Social Policy – Qualifications Agency, The Council for National Framework of Qualifications of Serbia, Sector Skills Councils (RS).

**The methodological framework takes account 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.

As a final remark, it is important to note that this Methodology may be subject to change to reflect the potential obstacles, solutions and conclusions arising from the actual process of developing regionally based qualification standards in practice.



## Methodology for developing regionally based qualifications standards

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.

Once a regionally based occupation standard has been agreed between the partners, several steps then follow. Two parallel procedures start: one of the adoption of the national occupation standard by modifying a regionally based occupation standard to national specificities, if needed, and the second procedure on the development of a regionally based qualification standard, describing a qualification by using the agreed set of qualification descriptors, coming to an agreed regionally based qualification standard. The final step is the translation/development of a regionally based qualification standard into a national 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. Therefore, it is recommended to develop regionally based standards for qualifications that have not been standardised yet at the level of the economies or that are in need of modernization in all of the economies. However, when this is not possible – when some of the economies have already adopted a respective national qualification standard, this should not be an obstacle. In such a case, those economies commit to revise their national qualification standard, upon an agreement of a regionally based qualification standard to an extent it would prove to be necessary and appropriate so as to introduce a regional perspective into an existing national qualification standard.

Regionally based qualifications standards do not substitute national qualifications standards – they are the core elements of national qualifications standards and therefore present a 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 an economy then apply 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’.

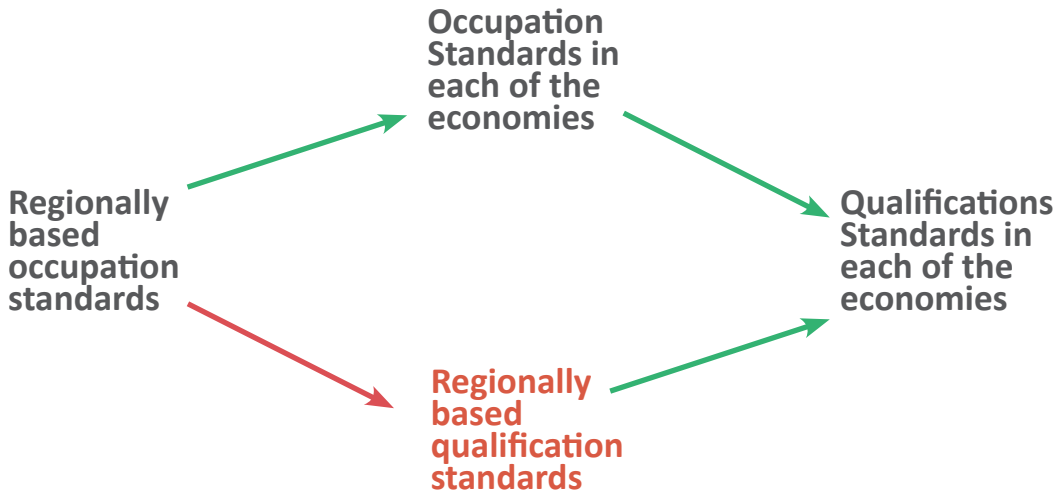
### REFLEXION BOX - PLEASE NOTE THAT ....

**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.



**Diagram 1: Methodological framework for developing regionally based qualifications standards**



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

## Step 1: Starting the development of a regionally based qualification standards

Regionally based qualifications standards are developed based on regionally based occupation standards. That means that a decision on which qualification to develop in order to design a regionally based qualification standards has partly been taken when a regionally based occupation standard has been developed.

Therefore, it is worthwhile noting that the first step in developing regionally based qualifications standards would be to identify occupations and qualifications that could be developed regionally. The choice should demonstrate a regional relevance of the selected sectors, occupations and qualifications and it should be made based on regional discussions and consultations among the relevant parties.

In order to find a qualification that would be appropriate for developing a regionally based qualification standard, several indicators are proposed:

- ◆ **Overall and wide labour market relevance:** following wider economic developments, 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);
- ◆ **Mobility potential:** data on cross border migration and mobility in specific occupations could be used to assess the mobility potential;
- ◆ **Labour market shortages:** data on labour market shortages (deficiencies) at the level of economies could be used to discuss if development of a regionally based qualification standard could stimulate changes in the current programmes and qualifications and increase their attractiveness.

In some of the economies, the methodology for developing national qualifications standards starts with obtaining a prior approval of the initiative/request to develop a qualification standard by the respective authority, usually the ministry responsible for education or sector councils. Therefore, it is advisable for those economies where this is requested, to submit the initiative/request to develop a regionally based qualification standard, based on 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 applying the methodology for developing a regionally based qualification standard. Moreover, the initiative/request should be supported by arguing for the labour market demand, and contain all other elements as it is 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, a generic description of qualification and a time frame for when the development of a qualification will take place, etc.).

### 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.*





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 not<sup>1</sup>. In most of the cases, national occupation standards contain, among other, information on competences required for a certain occupation.

On the other side, regionally based occupation standards, as envisaged by the Methodology developed within the TO REGOS (Towards regionally-based occupational standards) project, contain groups of tasks/functions, key tasks and activities but not the competences required to carry out the tasks and activities. Competences are, where nationally requested, defined in the process of adjusting regionally based occupational standards to national specificities, on the basis of key tasks and activities. Thus, respective national occupation standards, where they exist, could be a valuable source of competences identified for carrying out key tasks and activities presented in a regionally based occupation standard.

Therefore, as a first step, all the existing documents need to be collected: a regionally based occupation standard, respective national occupation standards if they exist and any other possible sources of information on labour market demand.

Based on the collected data, ERI SEE prepares an analytical basis for development of a regionally based qualification standard, with the assistance of experts and to an extent that is feasible for the ERI SEE to prepare the grounds for discussions at the regional level.

First, ERI SEE can extract information on key tasks, activities and competences that are required for carrying out activities from the respective RBOS so to facilitate further work on a corresponding regionally based qualification standard.

In principle, key tasks are the basis for developing the Units of Learning Outcomes (ULOs) of the regionally based QS, whereas learning outcomes (LOs) of the regionally based QS are derived from the competences (knowledge, skills and attitudes) listed in the Analytical basis.

However, the development of ULOs from key tasks and LOs from activities/competences is neither always self-evident nor a simple exercise. Therefore this requires a discussion at the regional level and among experts, grounding it on the analytical basis prepared by the ERI SEE. The analytical basis should be structured following the structure of the regionally based occupation standard (RBOS), as it follows in the table below. This presents the grounds for designing LOs that would correspond to the competences listed in the analytical basis. Once the LOs have been designed

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<sup>1</sup> Economies that have set their occupation standards as a compulsory step in their procedures for development of a VET qualification standard: Albania, Montenegro, the Republic of North Macedonia, Serbia.



they need to be grouped in Units of Learning outcomes. It may be possible that competences required for one activity in the RBOS, when transposed into learning outcomes, need to be re-grouped in a reasonable way so that ULOs represent a set of LOs that belong to the same profile and can be assessed jointly.

## 1.1 Analytical basis for development of a regionally based qualification standard

**REGIONALLY BASED OCCUPATION STANDARD:** *Title of the RBOS*

**NATIONAL OCCUPATION STANDARDS (ECONOMIES):** *Titles of the respective NOS, if they exist, in English and in the original language and the economies they belong to.*

GROUP OF TASKS/FUNCTIONS, KEY TASKS AND ACTIVITIES	COMPETENCES required for carrying out key tasks and activities	LEARNING OUTCOMES	UNITS OF LEARNING OUTCOMES
Write down the first Group of tasks from the RBOS  1. Group of tasks			
List here the first key task belonging to the first group of tasks  1.1 Key task...			1.1. ULO ...
List here the activities belonging to the first key task.  1.1.1. Activity... 1.1.2. Activity ... 1.1.3. ...	List here the competences (knowledge, skills and attitudes) required to carry out the activities.  1.1.1. Skill ... 1.1.2. Knowledge 1.1.3. Attitude ...	List here the learning outcomes derived from the competences.  1.1.1. LO ... 1.1.2. LO ... 1.1.3. LO	Group here the LOs in units.  Note that a Unit of learning outcomes may contain LOs that are derived from different activities.  Eg.: 1.1.1.LO...  2.1.4 LO...



## Step 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 the 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 as it remains operational. The number of the working group members should not exceed fourteen, two from each economy, a moderator/expert, and an ERI SEE representative as a coordinator. The proposed composition includes:

- ◆ Representatives of agencies or occupational/qualification standards experts;
- ◆ Experts with sector-specific knowledge and skills.

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 or 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 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 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.

### 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.*



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 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, may we 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.

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 into a national standard and is proposed for adoption/inclusion in the national qualifications frameworks.



## 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. It is important to agree on the sectoral classification of a qualification because the choice of the sector will guide the development of sector-specific learning outcomes afterwards.

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 agreement at the regional level.

It is suggested to agree about classification of a qualification into a sector before starting developing qualifications standards, and, if possible already at the stage of developing regionally based occupation standard, 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 described by the EQF levels of learning outcomes descriptors<sup>2</sup>.

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, adopted 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.

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.

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<sup>2</sup> 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

## 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 national 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.





## Regionally based qualification standard

The template for the regionally based qualification standard contains guidelines on how to fill in the template and to describe each element of a regionally based qualification standard. Delete the guidelines when filling in the template with the content.

Qualification standard	
<b>Qualification title</b>	<p>Describe the title of the qualification in English language and in all the official languages of the economies in the Western Balkans.</p> <p>(e.g. Regionally based qualification standard for a Hotel-restaurant technician</p> <p>Hotelsko-restoranski tehničar / Hotelsko-restoranska tehničarka)</p>
<b>Qualification type</b>	<p>Indicate whether this standard is for a qualification in general education, vocational education and training or higher education as well as whether this qualification could be obtained as in education and training of adults and whether this qualification should be appropriate to be awarded in the system of quality assured validation of informal and non-formal learning.</p>
<b>Qualification description / justification / rationale, need for the qualification</b>	<p>Describe why this qualification is justified and in particular provide an evidence that it is 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 (where appropriate).</p>
<b>Corresponding occupational standards, connection to ISCO or any other evidence about consultation with labour market stakeholders</b>	<p>Refer to the methodologies applied in researching and analysing labour market needs and requirements and, in particular, which regionally based occupation standard was 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>
<b>Qualification level (EQF)</b>	<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>



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**Qualification credit value or years/hours of duration and share of units of general education in the overall qualification**

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.

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 volume of the qualification shall be the units of learning outcomes in general education).

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**Sector / the field of work (according to ISCED)**

Describe the classification of the qualification according to the EUROSTAT ISCED-F (FOET – Fields of Education and Training) classification.

Indicate the sector(s) where this qualification belongs in all the six economies.

Explain here any important major differences in classification of the qualification in the respective economies.

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**Specific quality assurance requirements related to qualification**

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.

When designing a regionally based qualification standard, it is important to notify if there are any specific requirements for awarding that qualification 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).

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.

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<p><b>Admission / entry requirements / preconditions for qualification acquisition</b></p>	<p>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.</p>
<p><b>Progression / permeability in the qualification system / further qualification and employment possibilities</b></p>	<p>Describe possible further professional paths in terms of whether this qualification gives an access to higher education and/or to the labour market.</p>
<p><b>Qualification structure: List of mandatory learning outcome units and elective learning outcome units</b></p>	<p>List the mandatory units of learning outcomes and possibly elective units of learning outcomes. This section is to be filled in last. After an agreement is reached on core learning outcomes expressed in knowledge, skills and competences, the units of learning outcomes are enlisted here as a summary.</p>
<p><b>Agreement on the regionally based qualification standard</b></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>

## Units of learning outcomes

Units of learning outcomes are the core learning outcomes expressed in knowledge, skills and competences and structured in units that have level, workload and specific profile. The learning outcomes structured in a unit should be easily assessed with an appropriate assessment method and a grade can be awarded depending on specific marking criteria as education programmes or education institutions delivering the programme prescribe them. In this last section each unit of learning outcomes should be described by a set of core learning outcomes defined as knowledge, skills and attitudes.

This table should be filled with the support of the analytical basis used to derive learning outcomes from the activities listed in a regionally based occupation standard that are grouped in units of learning outcomes that correspond to the key tasks in the corresponding regionally based occupation standard. Nevertheless, the experts need to be cautious when translating activities and competences into learning outcomes- the grouping of learning outcomes into units will require reflection on how to regroup the learning outcomes that are similar by profile. In addition, it is important to keep in mind that these learning outcomes will need to be able to be assessed by an appropriate assessment method in all of the participating economies.

UNITS OF LEARNING OUTCOMES	LEVEL	ECVET	LEARNING OUTCOMES
UNIT 1 - TITLE	EQF	ECVET	<p>Enlist here the learning outcomes that are contained in the respective unit of learning outcomes.</p> <p>These LOs are derived from the activities and competences listed in the RBOS but are not necessarily structured in the same way as the corresponding activities are structured in the RBOS.</p> <p>The Unit of learning outcomes need to bring together learning outcomes that belong to the same profile and that can be assessed with an appropriate single assessment method.</p>
UNIT 2 - TITLE	EQF	ECVET	....

Continue the table as with many units of learning outcomes you have developed bearing in mind the total volume of the qualification standard as well as levels of each unit of learning outcomes according to the EQF learning outcomes descriptors. Learning outcomes descriptors describe the level of knowledge, skills and corresponding responsibility and autonomy and they need to serve as a reference point to design the learning outcomes of the qualification standard.

Not all the units of learning outcomes need to be at the same level as the level of the qualification standard – some may be put on a higher level and some on a lower than the level of the



qualification. Nevertheless, it is important that the working group agree on the minimum of units of learning outcomes that need to correspond to the level of the qualification so to justify the positioning of the qualification at the appropriate qualification level.

Most importantly, the learning outcomes should be derived from occupation standards in order to develop qualification standards that correspond to the requirements of the labour market. Therefore, the units of learning outcomes designed as elements of a qualification standard need to respond to the key tasks, key activities and corresponding competences presented in the occupation standards and to be agreed by the regional working group on the basis of key activities.

It is very likely that the economies would differ significantly in describing the learning outcomes expressed in knowledge, skills and attitudes 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.

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.



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