

## **STATEMENT:**

- **QUALIFICATION SYSTEMS CAN NOT BE INDEPENDENT OF THE SOCIAL, ECONOMIC AND CULTURAL CONDITIONS IN WHICH THEY EXIST.**
  
- **STAKEHOLDERS IN NATIONAL VET SYSTEM CARRY HISTORICAL VALUES AND RELATE TO THEIR OWN PROFESSIONAL BACKGROUND**

- 1) Learning outcomes: a common language
- 2) ESCO and Bruges Communiqué
- 3) VET stakeholders (who are they)
- 4) Involvement of Stakeholders in Qualification design
  - 1) Future Job requirements
  - 2) Occupational standard
  - 3) Certification or assessment standard
  - 4) Training standard
  - 5) Assessment process

## LEARNING OUTCOMES: A NECESSARY COMMON LANGUAGE FOR STAKEHOLDERS

- 1) Independent of duration of training program
- 2) Link VET to market labour needs
- 3) Not related to the place of learning (recognition of prior learning experience)
- 4) Target to employability output (taxonomy of knowledge, skills and competences)
- 5) Lead to transparency of curricula (allow all sort of pedagogic methods including E-Learning and MOOC's)
- 6) Drive to a national register of standards common to sectors
- 7) Ensure quality of learning provision (meet several objectives - employers views and individual expectations -)
- 8) Enable portability of qualification between training and education

## ESCO DEFINITION

- Qualifications are carriers of information and value "currencies" influencing the way individuals and education/training as well as labour market institutions **interact** with one another.

## BRUGES COMMUNIQUÉ

- Participating countries should promote partnerships between social partners, enterprises, education and training providers, employment services, public authorities, research organisations, and other relevant stakeholders in order to ensure a better transfer of information on labour market needs and to provide a better match between those needs and the development of knowledge skills and competences. Employers and social partners should endeavour to clearly define which competences and qualifications they need in both the short and the long term and within sectors as well as cross sectors.

## STAKEHOLDERS IN QUALIFICATION DESIGN: WHO ARE THEY?

### By tradition:

- Public authorities (civil servants); VET providers and social partners (employers and employees)

*A more or less limited working groups of VET experts > consensus work among specialists > top-down process > accredited by State representative's > adjust to meet policy objectives*

### Nowadays:

- Social partners, public authorities, VET providers, trainers/teachers representatives, trainees/students representatives, companies staff, consultants, experts, parents representatives, sector associations, private research centres, etc.

*A large group of actors from the civil society that interact with public servants > regulation and compromise outcomes > bottom UP process > accredited by the civil society > adjust to labour market demand*

## 1) **OPPORTUNITY ANALYSIS:** forecasting new qualification needs in labour market

- Demand of companies: new activities, new “external” management models, change of equipment or technologies, strive for competitiveness, new international agreements, new regulatory laws, ...
- Demand of labour force: need for upskilling, need of new work-place competences, search for less laborious work, social claiming, ...
- Demand of VET provider: rate of employment after completion of training, trainees on return of internships, ...
- Statistics from professional branch observatories: benchmarking among companies, international inputs, intelligent economics data,...
- Statistics from policy makers and private research centres (Ministry of Labour data, Chamber of Commerce and industry, associations, ...): forecast on new jobs/new skills

All these stakeholders contribute directly or indirectly to the creation or the renewal of Occupation Standard. The data are compiled and framed by “Pedagogical Engineers” or pedagogic researchers.

- Standards are critical to qualifications as they define what a learner is expected to know to able to do or understand. They are the reference point around which the entire qualification process turns.
- Standards are also critical for relevance of the qualification to future users as they define the level and profile to be achieved

## 2) OCCUPATION STANDARD

### FIRST STEP: COMPANIES MISSIONS RELATED TO COLLECTIVE AGREEMENTS

- Type of companies: this standard mix and delimitates the scope of missions and professional activities encountered in all sort of companies acting in the same field, in the same sector, and addressing the same market
- Profession oriented: This standard describes the functions (ex: production line, human resource management...); the professional activities ( ex: quality, cost control...); the tasks and duties (ex: assembling in a production line ...), and work-place operation (ex: cleaning the work place,...)
- Occupation relevance: match ESCO skills and competencies framework – ROME in France -



## 2) OCCUPATION STANDARD

### SECOND STEP: TRANSLATION INTO SKILLS AND COMPETENCES - CARRY BY INDIVIDUALS -

- Competencies and skills design: description of core competences and skills that an individuals should acquire and demonstrate (learning + assessment process)
- Soft competencies and skills: understanding, reporting, adapting and responding to changes, entrepreneurial thinking, ... (permeability of competences)
- Level of associated general knowledge: numeracy, literacy (see PIACC survey)
- Taxonomy of practices: autonomy, responsibility, team management...(inducement to wage grids)
- Match the NQF levels in terms of skill, competence and knowledge (EQF 8 level)

## 3) CERTIFICATION STANDARD OR ASSESSMENT STANDARD

This standard follows the occupation standards requirements in terms of evaluating the core competences and skills, the soft competences, and the associated knowledge.

- Describes the validation and examination process under State or Professional Branch or Chamber of Commerce and Trade regulation (place of examination, devices, subject, materials, tools ...)
- Official session of validation for candidates coming from either training path or prior learning experience (all attend same tests and examinations)
- Definition of the role of the jury and the role of the examination centre
- Quality management

## ➤ **STAKEHOLDERS INVOLVEMENT IN DESIGNING OCCUPATION STANDARD**

- When addressing the design of occupation standards, the group of stakeholders is now so numerous that recent methods of team management have to be invented
- All the parties want to defend their views and their interests. It was difficult to reach a consensus with traditional method of group management
- We use a modern method: the employment in dynamic studies – ETED - (Canada and French methods)
- Commissions and sub commissions with representatives of State authorities and the civil society have to work together and have to deliver papers and proposals for each sessions

### ➤ **MUTUAL TRUST AMONG STAKEHOLDERS IS COMPULSORY**

### ➤ **GUIDELINE IS NECESSARY AND IS A PREREQUISITE FOR THE DESIGN IN GROUP**

### ➤ **THE OPPORTUNITY ANALYSIS IS ESSENTIAL TO PREVENT DISPERSION**

## DEALS WITH SKILLS AND COMPETENCES LEARNING OUTCOME

- The training standard should content modules related to competences
- May embark partial validation
- Be clear about what learning is recognised
- Be constructed so as to have the potential to provide credits towards others qualifications
- Be supported by socially accepted rules and regulation

**STAKEHOLDERS ARE MAINLY ISSUED FROM TRAINING PROVIDERS UNDER A QUALITY PROCESS OF ISSUING LEARNING OUTCOMES MATCHING MARKET LABOUR NEEDS**

## ➤ **QUALIFICATION STANDARD IS THE SUM OF 4 DOCUMENTS**

- Opportunity analysis (labour market evolution and needs)
- Occupational standard (related to ESCO - skill and competence – and to EQF)
- Certification or assessment standard (insuring a national or sectorial value under a quality process EQAVET)
- Training standard (modularization with intermediate validation and learning outcomes based)

**QUALIFICATION STANDARD = A BRIDGE TO LIFELONG LEARNING**

## COMPOSITION OF ASSESSMENT BODIES

- Jury for examination test are composed mainly with professional employees still on the job activity
- Jury is accredited by Certification Authorities at national or regional level
- Member of the jury could also integrate other stakeholders such as teacher/trainer; student/trainees representative; parents representative ...

**ASSESSMENT BODIES MUST BE ACCREDITED AND QUALITY PROCESS IS CAPITAL**

# Thank you for your attention