



# Referencing of the national framework of French certification in the light of the European framework of certification for lifelong learning

Author: French project working group

**October 2010**

## Contents

*Pages*

**Foreword: “Methodology for drawing up the report”** ..... 4

REMINDER OF THE CRITERIA – EXAMINATION .....8

### **I. GENERAL ASPECTS OF THE FRENCH SYSTEM. 9**

I.- 1 PRESENTATION OF THE FRENCH EDUCATIONAL AND VOCATIONAL TRAINING SYSTEM FOR LIFELONG LEARNING. ....9

1.1.1 The French educational system (general education) 9

1.1.2 Vocational training for lifelong learning 12

a. General aspects 12

b. Initial vocational training 12

c. Ongoing vocational training 15

I.- 2 HISTORY OF THE NATIONAL FRAMEWORK, THE RNCP. ....18

I.-3: CHARACTERISTICS OF THE NATIONAL FRAMEWORK. ....19

1.3.1. General principles 19

1.3.2. The CNCP, its composition and its missions 20

1.3.3. The RNCP, a single reference tool 20

1.3.4. Uses of the RNCP 23

I.- 4 METHODS USED TO CLASSIFY CERTIFICATIONS IN THE REGISTER. ....24

I.- 5 REGISTRATION METHODS AND NATIONAL QUALITY ASSURANCE SYSTEMS.....27

1.5.1 Entitlement to registration. 28

a. Certifications issued in the name of the French State 28

b. Diplomas of higher education issued in the name of the French State 29

1.5.2 Registration on request 32

I.- 6 - SECTORAL CERTIFICATIONS AND NATIONAL CERTIFICATION FRAMEWORK. ....35

## II PROCEDURES FOR REFERENCING IN THE LIGHT OF THE EUROPEAN CERTIFICATION FRAMEWORK.

37

II.- 1 CONTINUOUS IMPROVEMENT IN DRAWING UP REPOSITORIES ON THE BASIS OF THE RESULTS OF ACQUIRED LEARNING. ....	37
II.- 2 PARTICIPATION IN THE LEONARDO EQF NETWORK TESTING PROJECT.....	38
II.- 3 THE EXTERNAL ANALYSIS OF THE NATIONAL COUNCIL FOR STATISTICAL INFORMATION . ....	39
II.- 4 METHODOLOGY USED. ....	41
2.4.1. Phase one: consultations. ....	41
2.4.1. Phase two: establishing correspondence between descriptors. ....	41
2.4.3. Phase three: weighting the criteria, and the “Best Fit”. ....	43

## III RESULTS OBTAINED.

45

III.- 1 THE RESULTS OF TRANSPOSITION .....	45
III.- 2 THE DIFFICULTIES MET WITH .....	47
3.2.1 A French national certification framework oriented towards a signal for the jobs market. ....	47
3.2.2 Certifications that are difficult to position. ....	47
3.2.3 The difficulties in separating the temporary referencing procedure from reflections about the coming list. ....	48

## List of appendices.

APPENDIX 1	“TEACHING IN FRANCE” table (ONISEP)
APPENDIX 2	Extract from the French law of 17 January 2002
APPENDIX 3	Composition of the CNCP
APPENDIX 4	Transposition work done by the French ministry for social affairs
APPENDIX 5	Transposition work done by the French ministry for sports
APPENDIX 6	Model Register sheet (blank)
APPENDIX 7	Model Europass sheet filled in
APPENDIX 8	Glossary

## Foreword

This report constitutes the official report covering referencing for the French national certification framework. It has been drawn up by a working group made up of members of the French national Committee for vocational certification, which has reported periodically to the general secretariat for European affairs.

The French national framework consists of the National Register of vocational certifications, in conformity with the provisions set out in the French Education Code and the French Labour Code.

The correspondences between the levels of the national framework and the European framework have been approved by the French national council of statistical information, to the extent that the levels of education and training on which the national certification framework is based are also used by the French National Institute of Statistics (INSEE).

In compliance with its undertakings, France is presenting a referencing report in 2010. The report is presented on a temporary basis, as France has begun to draw up a new list of the levels of certification, in conformity with the French law of 17 January 2002.

Taking this temporary nature into account, and after a certain number of spot analyses, which enabled the pertinence of the method to be tested, it was decided that a correspondence should be established between the levels on a “block to block” basis, i.e. by lining up each level of the French framework with a level of the European framework, when this was possible.

Indeed, the lowest levels of the French national framework cannot correspond to levels 1 and 2 of the ECF (European Certification Framework). This is due to the consensus that existed in finding that no certification for vocational purposes could have a level lower than the lowest level of vocational certification issued by the French ministry for education.

Within the framework of the work to draw up a new nomenclature, studies will be carried out to examine whether a new level is necessary, in the light of two elements that seem contradictory: the increasing demand for qualified jobs, and the necessity of giving the possibility to people who left the educational system without any diploma and have nonetheless obtained a recognition of qualification through their professional activity to get a formal recognition of their qualification . This recognition is a signal on the labour market.

The analyses made, in particular with the representatives of the French ministry of higher education, led to rejecting the “block to block” logic for the level 1 certifications, in this case Masters and “Doctorates” will be located respectively in the level 7 and in the level 8 of the EQF.

The correspondence established is thus as follows:

1969 list		ECF grid
I- Doctorate grade	→	8
I - Master grade	→	7
II - Bachelor grade	→	6
III	→	5
IV	→	4
V	→	3
Not applicable		2
Not applicable		1

It is hence on the basis of these orientations that this report meets the ten criteria set out by the European Commission that establish an analysis and objectives grid enabling the undertakings of each Member State to be measured as to implementation of the Recommendation setting up the European Certification Framework.

Nonetheless, to avoid giving the report an artificial nature, it was decided that the report was to be structured not in the order of the ten criteria, but in accordance with the functional logic of the French national framework.

That is why the pages corresponding to the criteria are shown at the beginning of the report.

On completion of the work, it can nonetheless be stated that the referencing criteria are met in the following way:

## Criterion 1:

All the texts concerning the French national framework of vocational certifications are covered by texts that have been published in the Official Journal of the French Republic. In compliance with the legislation, they can be contested by the stakeholders.

## Criterion 2:

Within the framework of the “EQF Network testing” project, the work carried out has brought to light the main differences between the descriptors for the European framework and those for the French national

framework. Subsequently, to ensure clarity of the procedure, analyses of certifications, comparing the descriptors used at the French national level and the descriptors for the European framework, enabled us to ensure correspondences between the levels.

As with all older systems, based on a strong tradition, some certifications lay between two levels, but the consensus reached by the stakeholders in the referencing exercise enables the correspondence to be confirmed.

### **Criterion 3**

Since 2002, France has applied a “validation system for experience acquired” (VAE), which enables a person, in the light of his or her vocational experience, to obtain the same diploma (certification) as via initial education or training. Moreover, all the certifications listed in the Register are based on a standard of competences, and they must be oriented towards vocational fields.

### **Criterion 4**

All the procedures for admission to the Register are covered by an application order published in the Official Journal of the French Republic. They are based either on orders, which organize the procedures concerning certifications issued by the French State or in its name, or on decisions made by the national Committee for vocational certification, which is entrusted with the task of updating the RNCP.

The decision criteria are public, and the decisions can be appealed.

### **Criteria 5 and 6**

The national systems for quality assurance concerning vocational training within the framework of higher education refer to the ECF. Moreover, concerning vocational certification, it is the procedure as such of examination by the CNCP that constitutes a quality assurance procedure.

It is the CNCP that determines the levels for listing in the Register and the correspondence with the levels set out in the ECF.

The procedure of establishing such correspondence includes the approval of quality assurance bodies where they exist.

### **Criterion 7**

Two international experts, a Belgian expert and an expert from Luxembourg, took part in the process of establishing correspondence.

## **Criterion 8:**

The CNCP, the French national coordination point, drew up this report in permanent coordination with under the aegis of the GSEA (General Secretariat for European Affairs), which forwarded this report to the French representation to the Commission.

Moreover, the results of the referencing process have been submitted to the French national Council for statistical information (CNIS) and approved by that body.

## **Criterion 9**

The present report will be forwarded to the official Platform of the ECF after its presentation.

## **Criterion 10**

All steps have been taken to ensure that after publication of the report, all the certifications mention the ECF level. The model of the supplement to the Europass certificate is already used by the RNCP.

## Reminder of the criteria and procedures used to establish a correspondence between the national levels of certification and the ECF

Criteria and procedures	Examined on page:
1. The competent public authorities clearly determine and publish the responsibilities or the legal competences of all the national organizations concerned, including the national coordination point, involved in the process to establish correspondence.	p. 21
2. There is a clear and demonstrable link between the levels of certification in the national certification framework or system and the level descriptors in the European certification framework.	p. 44
3. The national certification framework or system and its certifications are based on the principle and objective of acquired training and education. They are also linked to steps taken to validate non-formal and informal education and training, and to systems of units that can be capitalized, where such systems exist.	p. 26
4. The procedures for admission of certifications into the national framework of certifications or description of the certification levels in the national system are transparent.	p. 33
5. The national quality assurance system or systems for education and training refer to the national certification framework or system and are coherent with the main European guidelines and principles concerned (as set out in appendix 3 of the recommendation).	p. 33
6. The procedure for establishing correspondence must include the explicit approval of the quality assurance bodies.	p. 34
7. The process for establishing correspondence must involve international experts.	p. 44
8. The competent national body or bodies must certify the correspondence established between the national certification framework or system and the ECF. The competent national authorities, including the national coordination point, must publish a detailed report setting out the correspondence established together with the elements supporting that correspondence, and reply in that report to each of the criteria separately.	Foreword
9. The official platform of the ECF must keep up to date a public list of the Member States that have confirmed their completion of the process to establish correspondence, including links to the reports drawn up concerning such correspondences.	Foreword
10. Following completion of the process to establish correspondence and within the deadline dates set in the recommendation, all the new qualification certificates, diplomas and “Europass” documents issued by the competent authorities clearly mention – via the national certification systems – the corresponding level in the European certification framework.	p. 23

# I. GENERAL ASPECTS OF THE FRENCH SYSTEM.

## I.1 PRESENTATION OF THE FRENCH EDUCATIONAL AND VOCATIONAL TRAINING SYSTEM FOR LIFELONG LEARNING.

### 1.1.1 The French educational system (general education).

The French educational system is governed by general principles:

- Freedom of teaching: in France, the public education service coexists with private establishments, which come under the control of the French State;
- Obligatory schooling: education is a right and schooling is mandatory for children between the ages of six and sixteen;
- Public school teaching is free of charge;
- The neutrality and secularism of public education.

These major principles were progressively built up during the nineteenth and twentieth centuries, accompanying changes in French society. They took shape via various legislative provisions: the field of education is governed by fundamental principles, some of which are set out in the Constitution of the French Republic, while others are determined by French law. All the regulatory texts concerning education have been brought together in the French Code of Education and in the French Labour Code for ongoing training.

The French educational system can be presented as **a national, unitary, centralized system** as far as the content of teaching and the principles of certification are concerned.

Since the 1980s, the French State has undertaken an operation to decentralize competences that increases the weight of the local authorities in management of the teaching system.

Nonetheless, the French State conserves substantial missions in matters of initial education and training, together with certification:

- Definition of the education and training paths, setting out the national curricula, and organization and the content of the subjects taught;
- Definition and issue of national diplomas and collation of university grades and qualification documents;
- Recruitment and management of the personnel coming under its responsibility;

- Allocation of the resources that it gives over to education, in particular to ensure equality of access to the public service;
- Control and evaluation of educational policies, with a view to ensuring overall coherence of the educational system.

The local authorities are responsible for the following in particular:

- Construction and other works in or on school buildings;
- Grants for their equipment and operating expenses;
- Recruitment and management of personnel in the technician, worker and service categories;
- Organization of the educational, sports and cultural activities in the schools;
- Partial financing of university establishments ;
- Financing of social and health training.

The educational system is organized in the following way:

① **Primary education** corresponds to primary schools - which include nursery schools and primary schools as such.

② **Secondary education, which consists of two cycles:**

- Colleges (secondary schools) constitute the first cycle (initial secondary education) and concern children aged between 11 and 15.

- On completion of their final year at college, pupils who continue their studies move on to the second cycle (further secondary education), and they can opt for:

- A general and technological educational establishment (usually a “lycée” or sixth-form college) to prepare a general or technological baccalaureate;
- A vocational course that enables them to prepare, either in a technical college, or as apprentices – i.e. in an apprentices’ training centre (CFA) and with an employer - vocational diplomas such as a vocational baccalaureate or a certificate of vocational ability (CAP).

③ **Higher education** is characterized by the coexistence of a plurality of educational or training courses with a wide variety of end purposes, administrative structures, conditions of admission and organization of studies.

Within this highly diversified system, public higher education plays a preponderant role, bringing together over 80% of the total numbers of students and most of the post-baccalaureate education and training

courses. Although other ministries apart from the Ministry of higher education can exercise tutelary control over some establishments, the latter deals, in liaison with the other ministries concerned, with the coherence and legibility, at the national and international levels, of the national grade and qualification document system and the national diplomas (article 5 of French order n° 2002 - 481 of 8 April 2002).

Higher education is mainly provided in the 81 universities in France. The universities bring together various entities: training and research units (UFR), schools, and especially schools of engineering, and institutes such as university institutes of technology. Some lycées have preparatory classes for the grandes écoles (CPGE) and sections for technologists (STS). There are also various schools, some of which are commonly known as “grandes écoles”. This term covers schools with various profiles such as écoles normales supérieures (teacher training colleges), schools of engineering, institutes of political studies, and business schools.

Alongside these grandes écoles, there are specialized schools concerning various sectors such as paramedical studies, social work, architecture, arts, etc., and which set particular conditions for admission of students.

The aims of all these establishments are to provide teaching that takes students to a high level of excellence, and they organize entrance examinations to select the most promising students.

The studies are organized in accordance with the three-cycle architecture adopted by the countries participating in the Bologna Process, i.e. licence (bachelor), master, doctorate (L.M.D.). The task of adjusting the higher education system to take the principles of the Bologna Process into account was launched in 1999 with the creation, on the one hand, of the master grade that was added to the three existing grades (baccalaureate, licence, doctorate) and, on the other hand, the vocational bachelor’s degree, which was set up to comply with the vocationalization of the first level of higher education as provided for under the terms of the European plan.

The higher education courses feature, to varying degrees, acquisition of fundamental knowledge (sciences), generic or transversal competences, and vocational competences.

The “licence” is awarded after at least 6 semesters of studies and validation of 180 “credits”. The students specialize progressively in the fields of their choice.

The offer of higher education at the “master” level meets the twin objectives of preparing students for research and providing them with courses that head to high-level vocational insertion. The distinction between research and vocational “master” level degrees is gradually giving way to a master featuring research and vocational aspects alike.

On the basis of educational courses organized in four semesters after the “licence” representing 120 credits, the master corresponds in full to 300 credits.

Students can enrol to prepare a doctorate after they have obtained a master or if they hold an engineering qualification or a business school diploma (certification) conferring the grade of master. In general, a doctorate course is spread over three years (6 semesters) after the master and it is equivalent to 180 credits after the master. In all, it represents 480 credits.

### 1.1.2 Vocational training for lifelong learning.

#### a) General aspects.

In France, throughout their lives, people can access education and training within the framework of ongoing education. Ongoing education enables anyone to undergo education or training, either in the form of initial school or university education for pupils and students, or as ongoing vocational training for all persons, whether they are teenagers or adults, who have already started working.

In France, the vocational training field is made up of two structures that are relatively autonomous compared with one another:

- Initial vocational training, which concerns teenagers attending school on a full-time basis, and apprentices;
- Ongoing vocational training that concerns teenagers who have left or completed their initial education or training, and adults on the job market.

France is currently seeing a context of extension of schooling at all ages, together with enhanced importance of vocational education and training programmes and development of sandwich courses, under school status or within the framework of an employment contract.

In recent years, cooperation between schools and businesses has shown significant growth. Course links have been multiplied. The training sector has seen major growth that also comes within the framework of European Union policy.

#### b) Initial vocational training.

Initial vocational training constitutes the first stage of lifelong learning.

It covers initial training, which brings together the first educational and training courses and prepares teenagers, before they start working, for jobs as workmen or clerical staff, specialized or qualified jobs, careers as self-employed persons, technicians, technologists, engineers or supervisory or executive staff in companies in the various economic sectors.

## ↳ *Presentation of vocational secondary and higher education:*

Initial vocational training can be provided under various statuses (pupils, students, apprentices):

- **Within the framework of secondary education**, the vocational teaching provided for pupils in vocational lycées combines general education with a high level of specialized technical knowledge. The training leads to national vocational diplomas covering a vocational qualification. These can take the form of “vocational training certificates” (CAP) that constitute an initial qualification level and are prepared over two years, or a vocational baccalaureate prepared over three years. These diplomas enable holders to find a job or continue their studies.

- **French higher education** is organized to enable students to progress between the various levels and change their orientation, if necessary, between the various types of education and training provided. It integrates short and long educational and training courses, all of which come within the LMD (licence, master, doctorate) system.

- **Short courses** are taken over two years after the baccalaureate. They mainly concern the business, industry and services sectors. The courses always integrate periods of work experience in companies, and they are designed to enable direct access to jobs. Nonetheless, the integration of these training courses in the Licence system (the BTS and DUT technical courses confer 120 European credits) means that the students can continue their studies at a university, with a view to obtaining a bachelor’s and then a master’s degree, or in a vocationalized university institute (IUP), or again in a school of engineering, provided, in this last case, that they meet the entrance conditions (interview, special entrance examination, etc.).

Two types of diplomas can thus be obtained: a technological university diploma (DUT), which offers 25 specialities in the production and services sectors, is prepared in the 115 university institutes of technology (IUTs) attached to the universities. The technologist’s certificate (BTS) course proposes 106 specialities that mainly concern the industry, hotel, health, applied arts, management and agriculture sectors. It is prepared in technology sections (STS) integrated in lycées.

- **Long courses:**

Traditionally, the higher schools provide specialized education and training courses, for example in the fields of engineering sciences, architecture, business and management, together with translation or journalism. These schools usually enable students to obtain a master level diploma.

Vocationalization of education is without doubt one of the biggest changes seen in university education in recent years. This orientation was deliberately encouraged by the French ministry of higher education and research, and it corresponds to the desire to enhance levels of student insertion in the job market. It was underpinned from a legal standpoint by the French law governing the responsibilities and freedoms for universities, dated 10 August 2007, which entrusts the universities with a new mission concerning vocational

insertion of students and covers creation of offices in each university, to provide assistance for vocational insertion.

Furthermore, it translates into enhanced vocationalization of all the courses. This trend means that the separation between “general” and “vocational” educational and training courses is tending to give way to training turned to professional life: all the teaching, including that provided in the arts and human and social sciences, must be based on the twin aims of ensuring acquisition and mastery of scientific knowledge and competence that can be re-invested in the various vocational positions and activities concerned.

It is to be noted that all the education and training provided by higher education, universities and school, can be prepared via sandwich courses that alternate between successive periods of theoretical education or training in a school or university, and periods of practical training in a company. This type of training, which enables students to acquire competence and vocational experience, is showing constant growth in higher education.

*All these diplomas issued within the framework of higher education can also be prepared by apprenticeship, under two conditions: the approval of the Regions concerned and suitable organization of the corresponding teaching.*

#### ↳ ***The characteristics of apprenticeship:***

Apprenticeship is also a sandwich course type of training: it associates training with an employer and teaching and training provided in a “training centre for apprentices” (CFA).

Considered as an initial training course, apprenticeship can lead to all vocational diplomas forming part of the secondary education system (e.g. CAP, Vocational Baccalaureate) or higher education (BTS, DUT, engineering or business school diplomas, etc.), diplomas awarded by the French State or vocational qualification documents listed in the national Register of vocational certifications.

Apprenticeship is organized within the framework of an employment contract concluded between a young person (16 to 25 years of age - the apprentice) and an employer. Apprentices are thus paid wages.

The teaching implemented during apprenticeship sandwich courses is characterized by the priority given to training in a company or firm: the apprentice is placed under the responsibility of an apprenticeship trainer, who passes on his or her knowledge and know-how and entrusts the apprentice with production activities.

The CFA provides general, technological and practical education and training.

### ↳ *The roles of the stakeholders in vocational teaching:*

Initial vocational training relies on competences shared between the French State (several ministries, in charge of education, higher education, employment, agriculture, youth and active solidarity, health and sports, social affairs, and culture), the Regions, the vocational organizations and the social partners.

Each ministry sets out the Registers of vocational diplomas in concert with the vocational organizations, defines the regulations covering the examinations, issues the diplomas, provides various types of education and training in its establishments, recruits, trains and pays the teachers, checks the quality of the education and training, and draws up reports concerning the results and the resources used.

Twenty-six French regions - local authorities run by elected officials, are in charge of planning and harmonising vocational training in their geographical sectors, and ensuring coherence between the various courses provided. This is done by drawing up a medium-term “regional Programme covering development of vocational training”, which sets out a coherent development plan concerning the education and training courses available for young people and adults in the region concerned.

The vocational organizations and the social partners help to draw up the vocational diploma courses, participate in the examination boards, and take on and train young people in their firms. They also contribute to financing initial technological and vocational training courses by paying a tax known as an “apprenticeship tax”.

#### **c) Ongoing vocational training:**

This concerns people who already hold a job (private sector employees, civil servants, self-employed people) or who are looking for work (job seekers). Lifelong vocational training has the following aims:

- Facilitating adaptation to changes in working techniques and conditions;
- Maintaining or enhancing vocational qualifications;
- Encouraging social and vocational promotion.

The educational and training systems depend on the beneficiary’s status.

The French State and the Regions are responsible for implementing vocational training.

Up to now, the Regions adopted and implemented a medium-term “regional Programme covering development of vocational training”, and aimed at encouraging coherent development of the actions concerning initial or ongoing vocational training for young people and adults. This planning tool will henceforth be co-signed by the French State, which will enter into joint undertakings with the regions on the basis of a shared diagnostic and a medium-term “regional Programme covering development of vocational training”; the framework documents are to be signed by June 2011 at the latest.

The social partners, for their part, play an essential role, especially concerning the choice of training policies for private sector employees and management of funds paid in by companies and firms.

The vocational training organizations can be private, public or consular. There are over 14,600 of them that carry this out as their main activity. The obligation to finance the ongoing vocational training is placed on the employers in the public or private sectors. Since 2005, it has been set at 1.6% of overall wage costs for private companies with 20 or more employees, 1.05% for private companies with 10 to 19 employees, and 0.55% of overall wage costs for private companies with fewer than 10 employees.

This financing (or participation) is made up of various types of contributions. Apart from training plans for companies with 10 or more employees, these contributions are managed jointly (employers/employees) by collecting organizations set up at a national or regional level and for specific vocational branches, or at an inter-vocational level.

#### ↳ **Employee training:**

Employee access to training is provided either at the employer’s initiative within the framework of the training plan, or at the employee’s initiative, within the framework of leave, whose main aspect is “individual training leave” :

- **The training plan**

This brings together all the training actions under the employer’s responsibility. The plan is brought before the labour-management Committee for approval.

- **Individual training leave**

This enables any employees to undergo training actions of their choice, during working hours, other than those included in the company training plan. The average period of leave is one year. During such leave, the employee concerned is paid (80% to 100% of his or her reference salary).

- **Individual training entitlement**

Thanks to the individual training entitlement (DIF), each employee builds up a training time credit of 20 hours per year, which can be accumulated over up to 6 years. In principle, the training is

undergone outside working hours, unless a sectoral agreement provides for the possibility of considering such training time as working hours. The employee must ask to exercise his or her entitlement, and selects the training action in agreement with the employer.

- **Abilities assessment**

This is a service provided that enables employees to draw up a summary of their personal and vocational experience at a given point in their vocational career and analyse their personal and vocational abilities in order to set up a future vocational or training project. It can be carried out within the framework of a training plan or training leave.

- **Validation of experience acquired (VAE)**

This individual entitlement, set up by the French law of 2002, enables people holding jobs or job seekers to obtain all or part of a vocational certification, in the same way as for certification obtained through apprenticeship, or through initial or ongoing training. Services can be financed via vocational training funds to accompany the procedure, together with two days' leave of absence to prepare the VAE. Increasing numbers of companies are implementing collective VAE for their employees (they help their employees to find accompaniment for the procedure, and propose adjustments of working hours, in order to raise their employees' qualification levels.

There are similar provisions for employees in the public sector.

Self-employed people (farmers, craftsmen, self-employed workers, tradesmen and shopkeepers, members of the professions) can also undergo training. They make obligatory contributions to finance their training, by paying in to a collecting organization approved by the French State (Source: Centre INFFO, <http://www.centre-inffo.fr>)

## I.- 2 HISTORY OF THE NATIONAL FRAMEWORK OF VOCATIONAL CERTIFICATIONS, THE RNCP.

From the start, the social partners were closely involved in the work to set up Registers of vocational certifications. A French law was passed in 1971 to confirm the current tripartite process between the French State and the social partners (employee and employer representatives) that underpins all work to create vocational certifications.

In 1972, “consultative vocational Committees” (CPC) were set up in application of the law, bringing together representatives of the social partners and the French State to determine the vocational certifications drawn up by the various ministries.

The national Register of vocational certification (RNCP), set up in 2002 under the terms of the French Law of social modernization dated 17 January, carries on the work of an earlier Committee, the technical homologation Committee (CTH) (cf. appendix 2).

This anteriority made it possible to implement joint operation between the stakeholders in vocational certification and work on closely linked criteria for homologation of vocational certifications, followed by their registration in a national Register. The involvement of the various stakeholders in construction of vocational certifications and sharing a common culture thus goes back a long way.

However, a radical departure was implemented in the early 2000s: whereas the technical homologation Committee (CTH) registered training courses of a vocational nature (mainly in the light of the contents of the training courses), the RNCP was specifically dedicated to registration of vocational certifications (diplomas and qualification documents for vocational purposes) and qualification certificates shown in lists drawn up by joint bodies following consultations between social partners.

**The French Law dated 17 January 2002 thus introduced a logic centred on abilities that progressively replaces a logic centred on knowledge.**

## I.- 3 THE CHARACTERISTICS OF THE NATIONAL FRAMEWORK.

### 1.3.1. General principles

There are numerous certification systems in France, if we consider that certification stems from acts consisting of evaluating a person's acquired competence and knowledge as compared with a reference defining:

- The nature of the acquired competence and knowledge to be evaluated,
- The evaluation criteria used to show possession of these acquired competence and knowledge,
- The methods used to make such evaluations,
- The players competent to make such evaluations.

The legitimacy justifying the action of certification is very widespread among numerous authorities designated by the French State, the social partners, or institutions in charge of quality assurance systems, together with certain authorities that have conferred such rights on themselves.

The certifying bodies concerned can be as follows:

- The French State (and in particular the ministries for Education, higher education and research, Employment, Agriculture, Youth and active solidarity, Health and Sports, and Social affairs, together with the ministry for Culture concerning certain qualification documents);
- The social partners via the vocational branches;
- Public establishments in their own name;
- Private establishments in their own name;
- Consular establishments, i.e. establishments placed under the aegis of the chambers of trades and crafts, the chambers of commerce and industry, and the farmers' associations;
- The certifying institutions that have been authorized by a French ministry to issue certifications.

### 1.3.2. The CNCP, its composition and its missions.

The French Law dated 17 January 2002 confers on the CNCP the responsibility for drawing up and updating the RNCP. It supervises the coherence, complementarities and renewal of diplomas and qualification documents, together with their adaptation to changes in qualifications and work organization.

In particular, it is the varied, inter-vocational composition of this Committee, which gives its opinion as to listing in the national Register of vocational certifications, that enables it to check the overall coherence of the certifications concerned. Thus its composition enables it to provide balanced outside control of certifications, and constitutes a quality assurance criterion at a national level.

As well as its chairperson, the CNCP is made up of 16 ministerial representatives, 10 social partners, 3 elected representatives of the consular chambers, 3 elected representatives of the regions, and 12 qualified persons, a general rapporteur and two deputy rapporteurs. These members are appointed under application orders signed by the French Prime Minister, for a renewable five-year term.

The composition of the French national Committee for vocational certification, which gives its opinion as to listing in the RNCP, enables it to guarantee balanced outside control of certifications, and constitutes a quality assurance criterion.

### **1.3.3. The RNCP, a single reference tool.**

The role of the national Committee for vocational certification, the contents of the Register, the types of classification in the Register and the listing methods are covered by an article in the law and application orders published in the Official Journal of the French Republic. These texts are integrated in the French Code of Education. The law setting up the CNCP states that “with a view to providing information for private individuals and companies, it points out to them any full or partial correspondences, together with any such correspondences between the said certifications and other certifications, in particular those at a European level”.

The CNCP was thus designated, in application of that law, as the national reference point for the European certification framework at the French national level.

The certifications can produce different effects depending on the certifying bodies:

- Concerning recognition as to further studies;
- Concerning the generally accepted value on the job market.

In France, the RNCP provides legibility concerning the criteria and qualification indicators adopted by the French State.

To give an example, vocational qualification certificates, which do not feature any levels and have been sometime created at a regional level, entitle holders to recognition of rights throughout France concerning access to funds financing vocational training as they are registered. Their presence in the Register shows that all the stakeholders (French State and social partners) are in agreement concerning recognition of their value.

Each certification inserted in the national Register is covered by an application order published in the Official Journal of the French Republic.

The national framework hence integrates all the vocational certifications that are valid in France, whether they are entitled to registration or “listed on demand” (in this case, at the request of the certifying organizations).

☞ Criterion n°1:

*The competent public authorities clearly determine and publish the responsibilities or the legal competences of all the organizations.*

**Criterion 1 is met.**

The national Register of public and private vocational certifications constitutes a single national framework that integrates the sub-systems of vocational certifications stemming from initial and ongoing training, together with certifications of higher education, provided that the certifications serve vocational purposes.

The RNCP constitutes the reference tool for all the players involved in the job/training relation at a national and international level, and also for the public and companies, by providing the legibility necessary for the certification landscape in France.

Moreover, in 2005, an agreement was signed with the French employment agency “Agence nationale pour l’emploi”, which has since been renamed “Pôle emploi” , and each data sheet features a correspondence with a job activity code in the agency’s Register (see appendix...). The national framework is thus deeply integrated in the problems of vocational training and jobs.

The creation of the RNCP was aimed at creating a single reference system enabling identification of certifications “for vocational purposes”. This means that the RNCP does not include general certifications such as the Brevet des colleges (certificate of secondary education), or the general Baccalaureates (moreover, private organizations are under no obligation to have vocational certifications listed in the RNCP).

**The RNCP integrates three categories of certifications:**

- a) Those produced by the French ministries in a framework that associates the social partners, and which are covered by an application order concerning their creation and are entitled to be entered in the Register.
- b) Those produced by training organizations, the vocational consular chambers and the ministries that have no “consultative vocational Committee” (CPC) and are covered by an examination and an

opinion (vote) from the CNCP, followed by a decision made by the minister in charge of vocational training. This opinion is set out in an application order published in the French Official Journal.

- c) Those set up by the social partners under their own responsibility, but which are covered by an opinion (vote) from the CNCP: the vocational qualification certificates (CQP). Since the law of 24 November 2009 came into effect, the minister for vocational training has been required to comply with that opinion.

As a certification does not have direct links with the labour market, it is not registered (ex : general Baccalaureate) ; on the contrary diplomas which are necessary to practice a regulated profession have a vocation to be registered in the Repertory (cf. annex 4 and 5).

Each vocational certification (data sheet in the RNCP Register) gives rise to automatic production of the Europass supplement (supplement to the certificate) which can be consulted on the CNCP site and will be issued in English, German and Spanish (see annex 6 and 7).




**Supplément descriptif du certificat**  
**Le Répertoire National des Certifications Professionnelles (RNCP)**

---

**Intitulé**  
 BTS : Brevet de technicien supérieur Hotel industry catering option B: culinary arts, table and service arts

---

**Résumé du référentiel d'emploi ou éléments de compétence acquis**  
 A holder of this diploma is able to take responsibility for hotel industry service or catering, maintaining and developing customer loyalty. He (she) is both an organiser and a manager. He (she) knows how to design a menu, produce dishes, define costs, and organise receptions, events and special evenings. He (she) has the necessary skills to manage and train his (her) co-workers. He (she) designs, produces and checks internal and external communications. He (she) knows how to develop a relationship of quality within the team and with regard to customers

---

**Secteurs d'activité ou types d'emplois accessibles par le détenteur de ce diplôme, ce titre ou ce certificat**  
 Hotel industry-catering, food and agriculture industries  
 section head, chef, restaurant director, restaurant manager, restaurant owner, production manager

**Codes des fiches ROME les plus proches :**  
 G1601 : Management du personnel de cuisine  
 G1402 : Management d'hôtel-restaurant  
*(en cours de validation par le Pôle Emploi)*

AUTORITÉ RESPONSABLE DE LA CERTIFICATION	QUALITÉ DU(ES) SIGNATAIRE(S) DE LA CERTIFICATION
MINISTÈRE CHARGÉ DE L'ENSEIGNEMENT SUPÉRIEUR	Recteur de l'académie

Lastly, the data sheets in the Register provide the possibility of directly coding the level of correspondence between the national framework and the EQF. It is planned that as from the end of the temporary referencing procedure, the levels of these data sheets will be systematically proposed in correspondence with the EQF

level.

☞ Criterion n° 10:

*Following completion of the process to establish correspondence and within the deadline dates set in the Recommendation, all the new qualification certificates, diplomas and “Europass” documents issued by the competent authorities clearly mention – via the national certification systems – the corresponding level in the European qualification framework.*

**Criterion 10 is met.**

Thus in order to determine the corresponding level in the European qualification framework, it will be advisable to refer to the level in the national lists. Only certifications featuring a level in France could be identified in the corresponding EQF level.

#### **1.3.4. Uses of the RNCP:**

Registration in the RNCP is a required condition for the following cases:

- Undergoing training in the form of an apprenticeship (initial vocational training that prepares vocational certifications, of university or lower levels), in conformity with article L.6211-1 of the French Code of Education;
- Being able to receive funding from certain organizations that finance vocational training, to finance actions under vocational contracts (the French regulations define three possibilities, with listing in the Register as one of the three possibilities in accordance with article L.6314-1);
- Financing leave to prepare validation of experience acquired or for certain services that are linked to such validation;
- Exercising certain professions whose exercise is regulated, such as certain vocational safety activities.

Lastly, in recent years, registration in the RNCP has become one of the conditions for enabling financing by certain regions of courses providing access to vocational certification (this concerns deliberations of the decision-making bodies at the regional level).

The national Register of vocational certifications is thus fully integrated in a procedure providing lifelong vocational training and linked to the job market.

## I.4 THE METHODS USED TO CLASSIFY CERTIFICATIONS IN THE REGISTER

*“The diplomas and vocational certificates are classified in the national Register of vocational certifications by field of activity and by level”* (article R 335-13 of the French Code of Education).

There are thus two types of reference markers:

### a) According to the field of activity:

Classification must be provided according to **the classification of education and training specialities**, as drawn up by the French national Council of statistical information and published in an order in 1994 (order n° 94-522 of 21 June 1994). The classification is also used by the Regions when drawing up statistics concerning ongoing vocational training and apprenticeships. 994.(see glossary for the definition)

The list is linked to the PCS<sup>1</sup> system (a list linked to the International Labour Organisation (ILO) statistics); this accounts for the fact that it was selected as the classification by field of activity.

The vocational qualification certificates (CQP) that do not feature any levels are classified in accordance with that list.

### b) According to the level of certification:

For reasons stemming from transition with the previous system (the system that was in force from 1972 to 2002), two grids were used until a recent date, in spite of the order issued setting up the RNCP: for certifications issued by the French ministries for education and higher education, a grid dating back to 1967 and based on the duration of the studies, and for the other certifying bodies, an inter-ministerial grid drawn up in 1969 to classify certifications in relation with the level of autonomy and responsibility in a work organization and designated by the order as being required for use as the list showing classification by levels. This is why it is still mentioned in the same national framework for certifications, that the classification levels refer either to the 1967 grid, or to the 1969 grid. Both grids have been covered by publications.

The implementation of the Bologna process recently led to abandoning references to the 1967 levels of studies for classification under the licence, master and doctorate system. Moreover, in 2009, the French ministry for education decided to abandon use of the 1967 grid.

Thus the list used is linked to the job opportunities, while remaining closely correlated to the educational courses set up by the French education authorities. However, the list was drawn up on the basis of the French vocational landscape at the end of the 1970s, and in some cases it no longer reflects the job opportunities or requirements linked to each level of qualification.

---

<sup>1</sup> Professions and socio-professional categories

The reflections currently under way concerning adaptation of the list to suit the present landscape are aimed at implementation of a new list that is coherent and fully compatible with the EQF.

The current table of levels (list as approved by a decision of the permanent Group for vocational training and social promotion, on 21 March 1969) is thus as follows:

LEVEL	DEFINITION	INDICATIONS
V	Personnel holding jobs normally requiring a level of training equivalent to that of the vocational studies certificate (BEP) or the certificate of vocational ability (CAP), and by assimilation, the level one certificate of vocational training for adults (CFPA).	This level corresponds to full qualification for carrying out a specific activity with the ability to use the corresponding instruments and techniques. This activity mainly concerns execution work, which can be autonomous within the limits of the techniques involved.
IV	Personnel holding jobs at a supervisory highly skilled worker level and able to provide proof of a level of training equivalent to that of the vocational certificate (BP), technical certificate (BT), vocational baccalaureate or technological baccalaureate.	A level IV qualification involves a higher level of theoretical knowledge than the previous level. This activity concerns mainly technical work that can be executed autonomously and/or involve supervisory and coordination responsibilities.
III	Personnel holding jobs normally requiring a level of training equivalent to that of a diploma from a University Institute of Technology (DUT) or a technology certificate (BTS) or a certificate corresponding to the end of the first higher education cycle.	A level III qualification corresponds to higher levels of knowledge and abilities, but without involving mastery of the fundamental scientific principles for the fields concerned. The knowledge and abilities required enable the person condition to assume, autonomously or independently, responsibilities concerning design and/or supervision and/or management.
II	Personnel holding jobs normally requiring a level of training comparable to that of a bachelor's or master's degree.	At this level, exercise of a salaried or independent vocational activity involves mastery of the fundamental scientific principles for the profession, generally leading to autonomy in exercising that activity.
I	Personnel holding jobs normally requiring a level of training above that of a master's degree.	As well as confirmed knowledge of the fundamental scientific principles for a vocational activity, a level I qualification requires mastery of design or research processes.

Lastly, to be listed in the national framework, all certifications must be accessible via validation of the experience acquired (*non-formal and informal education and training*), i.e. described in accordance with a Register that shows the activities that the person can exercise, together with that person's abilities in a job situation. Although only an application order published in the French Official Journal can authorize a waiver to this rule, to date no application order has been published waiving the necessity of access by VAE.

Use of the results of learning thus constitutes a rule laid down by law since 2002.

Thus like the EQF, the French national framework is based on expression of the results of learning.

👉 **Criterion n° 3:**

*The national certification framework or system and its certifications are based on the principle and objective of acquired training and education. They are also linked to steps taken to validate non-formal and informal education and training, and to systems of units that can be capitalized, where such systems exist.*

**Criterion 3 is met.**

It is met because certifications entitled to be listed, since 2002 have gradually described their qualification in terms of competencies, taking into account the rhythm of the stakeholders. Evaluation procedures have also been covering those competencies.

Directive n° 2005/36 imposes limits on implementation of VAE, in full or in part, depending on the level of regulations governing the activities.

Thus in spite of the French government's intentions, certain professions whose exercise is regulated cannot be obtained by VAE due to the obligation of education or training to enter them.

This impossibility may be total or partial, depending on whether the regulations cover all or part of the certification: thus the impossibility is total for nursing jobs, and partial for certain certifications issued in the field of youth and sports (compliance with safety measures).

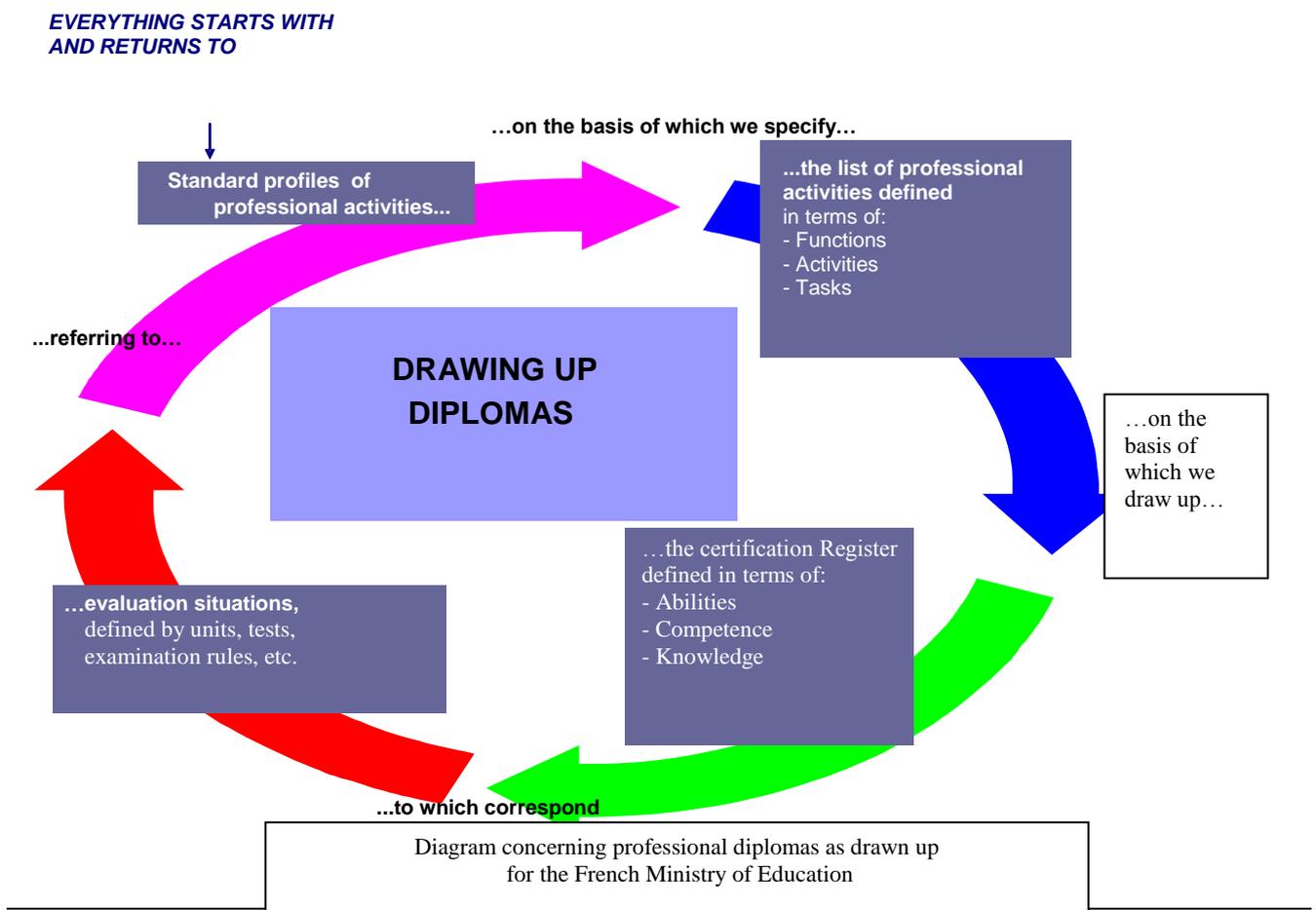
Moreover, the differences between the levels in Directive 2005/36 and those of the ECF will lead to considerable complexity as to the legibility of the certifications.

## I.- 5 REGISTRATION METHODS AND NATIONAL QUALITY ASSURANCE SYSTEMS:

The national framework covers the quality of certifications, and the training quality criteria are not given decisive importance for listing in the Register.

On the other hand, the RNCP takes into account very carefully the quality of the process for construction of the certification.

To give an example<sup>2</sup>:



The methodology for drawing up vocational certifications and external analysis by outside organizations constitute the quality criteria for the Register, whatever the method used to Register the certifications.

<sup>2</sup> Cf. Annex 8 (not translated)

### 1.5.1- Entitlement to registration:

#### a. Certifications issued in the name of the French State

The certifications produced by the ministries and created in accordance with the recommendations made by consultative bodies bringing together the organizations representing employers and employees are entitled to be listed in the RNCP.

The diplomas and qualification documents for vocational purposes as issued by the French State and in its name are drawn up by consultative vocational Committees (CPCs, the first of which were set up in 1972) that bring together all the social partners to create and update the various certifications (article D 335-33 of the French code of education).

They are made up of representatives of the employers, employees, public authorities and qualified persons, and they are divided up into the main fields of economic activity.

Their members issue recommendations concerning the opportuneness of creation, renovation or deletion of a diploma, and subsequently on the contents of the Registers.

The stakeholders (social partners, French State), work jointly to set up certifications: this is the case for the certifications set up by the certifying ministries, which systematically involve outside experts for the “impact studies” and are periodically re-evaluated, after which they can be updated or deleted.

#### **For the French ministry for education, the following procedure is implemented:**

Each project is preceded by an opportuneness study that brings together all the essential information (prospective data, economic aspects, sectoral watch, etc.) in order to take into account the requirements as to jobs and qualifications, and changes in them. In this framework, orders can be placed with research organizations (such as the Centre for Studies and Research on jobs and qualifications).

If the CPC concerned gives a favourable recommendation, a Register of vocational activities is drawn up on the basis of an analysis of the actual jobs and changes in them; in the same way, a standard of certification is drawn up to define the expected final competencies and the corresponding knowledge, together with the evaluation and validation methods.

The regulatory provisions are dealt with by the ministries. The vocational diplomas issued by the French Education authority are governed by the legislative and regulatory provisions set out in the French Code of Education.

Each planned renovation or creation of a diploma issued by the French education authority is also submitted to official consultative bodies:

- The National Council for Education (CSE): it is chaired by the French Minister for Education or his representative. It is made up of representatives of teachers, parents of pupils, pupils at lycées, students, local authorities, and associations. The National Council for Education constitutes a consultative body called on to give recommendations as to the objectives and operation of the public service of education, the programmes, the examinations, issue of diplomas, and all questions at a national level concerning teaching or education;
- The inter-vocational consultative Committee (CIC): it is consulted on general questions concerning vocational and technological diplomas. For example, it makes sure that all such diplomas take into account economic and technological changes, together with changes in work organization. It also works on changes in teaching (at general, technical and vocational levels). The inter-vocational consultative Committee also examines questions that are transversal to the vocational consultative committees (CPC). The CIC is made up of the chairpersons and vice-chairpersons of the CPC for the French Ministry of Education, representatives of public authorities, representatives of the employers' vocational organizations, representatives of the employees' unions, and qualified persons. For vocational diplomas, its role is complementary to that of the CSE.

We must also add that the representatives of the economic and vocational fields are essential players in drawing up the diplomas, and they also sit on the examination boards and take part in providing vocational training.

Each certifying ministry uses quality assurance criteria (see in an appendix the process for drawing up a certification system by the French ministry for employment and monitoring the quality of a type of certification by the French ministry for social affairs).

Systematically monitoring of insertion of the people who got diplomas has become a priority for all the organisms which grant diplomas or certificates, to meet the requirement of quality assurance criteria in the ECF.

## **b. Diplomas of higher education issued in the name of the French State**

The entitlement to registration concerning national diplomas of higher education stems from the fact that the French State guarantees them via the evaluation and approval procedures, which in turn are included in the contract concluded between each establishment and the French ministry for higher education and research. This contract is reviewed every four years.

Higher education Diplomas belonging from the LMD system (Bologna Process) are in total compatibility with the others certifications registered in the Repertory. (*in France, the term for bachelor is "licence», so it is the reason why French people speak of "LMD" system*)

In French higher education, there are no national models for diplomas (apart from “technologists’ certificates” (BTSs), and “university technological diplomas” (DUTs), i.e. there is no normative Register describing the contents, the durations or student evaluation methods. The system is regulated solely via evaluation, which is conceived as an assessment made on the quality of the content of the education or training: quality of the programmes as compared with the objectives, level of education or training considered, quality of the educational or training teams, vocational insertion for the students, etc.

The educational, training or diploma projects drawn up by the establishments are initially evaluated by various national bodies, in the light of the education or training sector concerned: Agency for evaluation of research and higher education (AERES) for the education and training (L,M,D) provided by the universities, and the education and training (M and D) provided by certain schools; Engineering certification Committee (CTI) engineering training and qualification documents; and the Committee for evaluation of management education and diplomas for the business schools. The AERES and the CTI are members of the ENQA, the European network for quality assurance in higher education.

Concerning the AERES, evaluation of the education and training provided by the universities and schools only constitutes one aspect of the overall evaluation that it is called on to provide, and which also includes an evaluation of governance concerning the establishments and an evaluation of the research carried out. Each mention concerning a bachelor’s or master’s degree is evaluated by two experts from that agency on the basis of a file filled in by the establishment. Schools issuing doctorates, for their part, are the object of an on-site evaluation.

Each body sets out its own evaluation criteria in the light of the objectives and characteristics specific to the various fields and levels of education and training.

Subsequently, and on the basis of that evaluation, a decision as to whether to grant or withhold authorization is made by the French ministry of higher education and research after an expert examination carried out by the scientific advisers reporting to the director general for higher education and vocational insertion. The expert appraisal takes into account the main criteria, i.e. the links to research, the coherence of the education and training as regards the overall educational and training offer provided by the establishment, and the vocational job opportunities. The recommendations made by the monitoring Committees for the bachelor’s and master’s degrees concerning the concepts governing the diplomas play a part in the assessment made.

The authorization procedure includes consultation of the National councils for higher education and research (CNESER) that provides for representation, on the one hand of public establishments of a scientific, cultural and vocational nature (EPCSCP) and on the other hand of the main national concerns, mainly concerning the educational, cultural, scientific, economic and social aspects; its representatives are appointed by the French minister for higher education.

Concerning the qualification documents for engineers, a “decision” is made by the engineering qualification documents Committee (CTI) for the private schools, and it gives an “opinion” for public schools:

*Article L. 642-3 (code for education)*

*The engineering qualification documents Committee, whose members are appointed by the French minister for higher education, is consulted on all the questions concerning the qualification documents for qualified engineers.*

*The composition of the Committee is determined by an order issued by the French State Council; it includes in particular representatives of the universities, institutes, of schools and major establishments, together with representatives of the vocational organizations.*

*Article L. 642-4*

*The engineering qualification documents Committee decides in first instance, and at their request, whether duly opened private technical schools present programmes and provide sufficient teaching to award engineering diplomas.*

*Its decisions can only be made on the basis of a report concerning such programmes and such teaching, presented by one or more inspectors or assistant inspectors.*

A decision concerning authorization is usually made for a period corresponding to the periodicity of the evaluation. It translates into publication of an application order in the Official Bulletin of higher education and research.

AERES and CTI apply to register on the European Quality Assurance Register for Higher Education (EQAR). EQAR which will list quality assurance agencies that operate in Europe and have proven their credibility and reliability in a review against the European Standards and Guidelines for Quality Assurance. CTI was labelled in 2007 for EUR-ACE program which deals with accreditation of training of ingeniors in Europe.

All in all, we can say that the evaluation made, at several levels, and by several bodies, concerning the education, training and diplomas constitutes the “quality procedure” for our higher education system.

### 1.5.2 Registration on request:

The certifications Registered on request follow a specific procedure (a set of public rules of procedure sets out in detail the operating and implementation methods for the registration criteria set out in the articles of the French education Code) defined in an order.

The CNCP can be asked to rule, either directly, or via a ministry, a regional prefect or a “Commission paritaire nationale de l’emploi” CPNE (for the vocational qualification certificates, CQP):

- A request for a ruling is made at a regional level for requests stemming from organizations located and intervening in a given Region. For an examination at a regional level, it is necessary for a component of the regional Council, the “Comité de Coordination Régional de l’Emploi et de la Formation professionnelle” (CCREFP), to give its opinion.

- A request for a ruling is made at a national level for :

- Requests stemming from organizations with a national or interregional dimension;
- Requests made by bodies associating organizations located in several Regions;
- Certifications issued by ministries not benefiting from entitlement to registration;
- Requests stemming from organizations under cover of a ministry;
- CQPs (certifications produced by the vocational branches concerned –sectoral qualifications).

The examination covers the public CNCP criteria:

1. Existence and definition of the vocational target concerned by the certification. This criterion enables all concerned to identify the opportuneness of such certification.
2. Insertion in the labour market for the graduates of the previous three sessions. This criterion enables all concerned to identify the efficiency of such certification as regards the insertion and pertinence of the level requested.
3. Engineering of the certification. The formalization of the Registers responds to a construction that places priority on the vocational end purpose, an approach based on competencies and a logic of results of learning and not a training logic.
4. Validation of the experience acquired (VAE),( *which is often translated as validation of prior learning*). Special attention is paid to compliance with the operational nature of the VAE.

The periodical procedure of examination by the CNCP of certifications on request forces the certifying organizations to constantly monitor the statistics cohorts of persons certified in terms of finding jobs in the professions sought, and adequacy between the level of certification and the level of the jobs actually held. The procedure carried out complies in the EQARF context (European framework recommendation for quality assurance in education and vocational training).

This orientation also concerns all the certifications, whether they stem from entitlement or are issued on request.

The results of the Committee's deliberations and the durations of registration in the RNCP are covered by application orders published in the Official Journal of the French Republic, after a period enabling the certifying organizations to appeal a decision if they see fit to do so.

👉 Criterion n°4:

*The procedures for admission of certifications into the national framework of certifications or description of the certification levels in the national system are transparent.*

**Criterion n° 4 is met.**

👉 Criterion n°5:

*The national quality assurance system or systems for education and training refer to the national certification framework or system and are coherent with the main European guidelines and principles concerned (as set out in appendix 3 of the Recommendation).*

**Criterion 5 is met.**

The diversity of the certifying organizations who have certifications registered in the national Register of vocational certifications (higher education, secondary education, public sector, private sector, initial and continuing education and training) does not hinder to set up a total coherence based on shared principles, and even the quality assurance systems are different according to the different situations, for all that they offer enough guarantee according to plurality, neutrality and impartiality of the actors, that is why we could consider that Criterion 5 is met.

The referencing process has been led and validated by CNCP.

It is the CNCP members plurality, representatives in particular of the world of lifelong learning and the working world who give an advice for entries in the National Register of vocational certifications, which enables the Commission to provide the global coherence of certifications.

Like this the composition of CNCP guarantees balanced outside control concerning certifications, and hence constitutes a quality assurance criterion at the national level (cf. I.3.1 p 20).

We must point out that outside experts are also consulted, and in particular INSEE, Pôle-emploi, and ENIC-Naric.

Furthermore, the results of the work were presented to the French Prime Minister's cabinet by the Chairperson of the CNCP at the end of June 2009.

Lastly, the work has been submitted to the French national council of statistical information, made up of representatives of the social and economic world, together with experts.

**Criterion n°6**

*The procedure for establishing correspondence must include the explicit approval of the quality assurance bodies.*

**Criterion 6 is met.**

## I.- 6 “SECTORAL” CERTIFICATIONS AND NATIONAL CERTIFICATION FRAMEWORK

The question of sectoral certifications must be examined from two angles:

- Certifications initiated by the social partners within vocational branches, mainly to meet requirements concerning abilities as identified in their sectors. They are built up via an approach aimed at covering a set of abilities that make sense in terms of qualifications and/or jobs (CQPs referenced in the collective bargaining agreements). The Register classifies them in accordance with the “Nomenclature des spécialités de formation” (NSF scheme-cf. below) and not in terms of certification levels.
- Certifications that refer to authorizations covering exercise of activities, authorizations, and safety or quality standards imposed by the ministries or at an international level (e.g. CACES, “Certificat d’aptitude à la conduite en sécurité” d’engins de chantiers et de levage).

It is interesting to note that this second type of certification is not recorded in the National Register as such. On the other hand, when certification is integrated in a vocational certification procedure (it forms part of a diploma or a qualification document for vocational purposes) recorded in the national Register, it is pointed out.

The National Register thus has the ability to leave room for standard type certifications by identifying them as components of a vocational certification system, and furthermore in accordance with an approach to vocational certification that is aimed at providing homogeneity to the national framework, because it applies to all the vocational certifications, whatever their components.

In particular, this is the case for vocational certifications concerning the French merchant navy, which are:

- Listed in the RNCP, and hence benefit from recognition throughout the country as a whole, thus helping to facilitate job access, management of human resources and the vocational mobility;
- Drawn up in compliance with the principles set out in the international STCW\* standards (Standards of Training, Certification and Watchkeeping for seafarers) that, by establishing common standards and setting up a procedure for recognition of qualifications, facilitate international mobility for officers and crew.

The registration procedures are identical to those of a private education and training organization, in that the ministerial department has no CPC (“Vocational consultative Commission”), and each certification is based on the learning outcomes, thanks to the Register of validation of the experience acquired that has been defined.

This means that the level of each certification will be covered by a correspondence with the ECF, guaranteed by the French State.

At the moment, all the vocational certifications of the French merchant navy thus benefits from “double recognition”, such as in the following example:

RNCP	STCW
Level I Captain's certificate	The corresponding STCW standard is a component of the captain's certificate
Level II 3 000 captain's certificate	The corresponding STCW standard is a component of the 3 000 captain's certificate
Level III 3 <sup>rd</sup> class marine engineer officer's certificate – Skipper's certificate	The corresponding STCW standard is a component of the 3 <sup>rd</sup> class marine engineer officer's certificate – Skipper's certificate
Level IV 500 watch officer's certificate, - 200 sailing captain's certificate	The corresponding STCW standard is a component of the 500 watch officer's certificate, - 200 sailing captain's certificate
Level V 750 kW mechanic's certificate	The corresponding STCW standard is a component of the 750 kW mechanic's certificate

*\*The STCW code regulates issue of the seafaring qualifications that are obligatory to exercise vocational navigation, trade, fishing or vocational pleasure cruising. It requires the signatory countries to implement an internal quality control system concerning their set-up for training and issuing certificates.*

## II PROCEDURES FOR REFERENCING TO THE EUROPEAN CERTIFICATION FRAMEWORK:

### II 1 CONTINUOUS IMPROVEMENT IN DRAWING UP REGISTERS ON THE BASIS OF THE RESULTS OF LEARNING OUTCOMES

The conditions for entry in the Register have become stricter over time, especially concerning access to vocational certification via validation of the experience acquired (VAE).

When it started to draw up the Register, the CNCP admitted that the procedure for validation of the experience acquired had not yet been fully assimilated; this meant that at the time, certifications were Registered without the procedures of VAE being fully complied with, especially concerning constitution of panels.

They were nonetheless accepted for a duration of less than five years, the usual period covered by registration of a certification. At the time of renewal of the registration, the fact that the VAE criterion was not met constitutes one of the reasons for postponing or rejecting the files.

Concerning examination of the files for certification on demand, a techno-watch was organized on the organizations' Internet sites, to make sure that the information concerning the VAE procedures was at the same access level for Internet users as for the other ways of obtaining certification (this procedure was initialized by a regional Council) and used when examining the files.

For the higher education establishments, a double procedure is carried out:

- Systematic verification of how the RNCP data sheets are drawn up in terms of learning acquired;
- Dialogue with the "CNCP contacts" at the universities, the CPU (Conference of university rectors), to ensure that the way in which the data sheets are drawn up enables the Europass supplement to the certificate to be edited.



In order to improve the quality of presentation of the data sheets, a set of guidelines for entries in the Register has been drawn up in concert with the representatives of the universities and forwarded to each university contact, who has direct links with the CNCP secretariat.

## II- 2 PARTICIPATION IN THE LEONARDO EQF NETWORK TESTING PROJECT:

When the European 8-level grid project was brought out, the CNCP had just set up a working group to implement a new grid aimed at classifying the certifications listed in the RNCP in conformity with the order creating the Register.

It thus volunteered to participate in a Leonardo “EQF network testing” project that was aimed at setting up a network of partners to test:

- Development of common understanding of the concepts and use of the LLL EQF;
- Development of a common methodology for referencing the national frameworks at the LLL EQF, with a view to creating mutual trust.

However, the work brought to light two difficulties:

- The use of the combinations of the three categories of descriptors put forward by the European experts had not been defined in operational terms;
- The articulation of a new French list at the EQF remained to be determined.

The analyses made within the framework of the project concerning the descriptors of the EQF enabled the referencing procedure to be prepared, and shed light on the diversity in the understanding of the concepts (results of learning, in particular) and the difficulties linked to comprehension of the three EQF descriptors, their comprehension between Member States, and the weighting that each State can give them, even within its own system.

Thus although the choice of legibility was made to set out a link with the job market, we nonetheless observe predominance of the “abilities” and “competence” descriptors to define referencing. However, the strong attachment to the positioning of the levels depending on the organization of the education and training remains significant. It results in domination of the first descriptor, “knowledge”. Thus the coherence between the three descriptors cannot be automatic for each level.

Two conclusions were drawn:

- Although France was in the process of drawing up a new list of levels, it is unable to comply with the Recommendation and meet the 2010 deadline. It was thus important to separate construction of a

new national list from the referencing procedure at the ECF. It was hence agreed that France would indeed carry out the referencing procedure for 2010, but on a temporary basis pending completion of its new list of levels.

- All the vocational certifications listed in the RNCP must be given a level in the French list to enable a correspondence with the LLL EQF to be established. The correspondence between the French list and the European framework is provided via a conversion table drawn up jointly by the members of the CNCP. The table, which results from a pragmatic approach, poses the principle of an equivalence of levels between the national and European lists (e.g. the complete level III in the French list is equivalent to level 5 in the EQF). All possibilities of “splitting” the levels of the descriptors for a given certification by selecting the most suitable level (for example by associating a level 5 certification in the EQF with the level 3 knowledge descriptor, the level 5 skills descriptor and the level 6 competence descriptor) were excluded, to avoid making the grid too complex and hence making transpositions into the other national frameworks impossible.

### II-3 THE EXTERNAL ANALYSIS OF THE FRENCH NATIONAL COUNCIL FOR STATISTICAL INFORMATION:

Once a referencing system concerning data of an economic and social nature has been created or modified, it is advisable to make sure that its bases and its methods can tie in with production of national statistical data, in conformity with its principles. That is why construction of a new list of certifications has to remain within the framework of the missions carried out in France by the French national council for statistical information.

*The French national council for statistical information (CNIS) is a national organization that provides links between the producers and users of statistics. It coordinates the work and the statistical surveys of the public services. It draws up a medium-term programme and, within that framework, an annual programme covering all the public surveys.*

*The services producing statistics present their projects (surveys, censuses, directories, panels, use of administrative files) to the economic and social partners represented in the CNIS.*

These partners examine the projects as regards their end purpose, their place in the information set-up and their level of priority. All the stages are discussed and proposals are put forward from the preparation phase of the operation up to distribution of the results.

(Extract from the CNIS presentation booklet)

The double procedure (articulation between the national and European lists on a temporary basis in 2010 and creation of a new list) was submitted to the CNIS. The CNIS approved it, especially taking into account the necessity for France of meeting its commitments, and it took note of the correspondence established for a transitory period in its recommendation dated 23 April 2008.

### 2.4.1 Phase one: consultations (between February 2008 and June 2009)

This initial phase was carried out using the following procedure:

- Auditions and working groups for establishing correspondence of the RNCP French level nomenclature. The working group held 6 sessions; it included representatives of the certifying ministries and the social partners, together with representatives of the consular chambers.
- Consultations between experts and users (INSEE, Pôle-Emploi, temporary job sector, ENIC- NARIC, etc.)
- Information concerning foreseeable changes in the listing systems for CITE (ISCED), and PCS (ESEC linked to ISCO).

This series of consultations showed that the levels in fact constituted a “range”, with certain certifications close to others in the next level up, and was the social consensus around the vocational activity concerned by the certification that determined its level.

Nonetheless, to the extent that the certifications listed in the Register are reviewed every 5 years at most, whether they are entitled to be listed or are listed on request, their levels can change.

### 2.4.2 Phase two: establishing correspondence between descriptors.

As each certification is described in detail (see the data sheet provided as an example) the analysis was made on the basis of all the Registers of certifications.

More experimental procedures were also carried out:

- By the French ministry for sports: analysis of the importance of each of the descriptors, followed by a report and discussion with the CPC (Vocational consultative Commission) concerned, and lastly a report submitted to the working group.
- By the French ministry for social affairs for the certifications lying within its field of competence: a transposition was carried out according to the 3 categories of descriptors used in the EQF and the 8 levels, certification by certification.

### **The example of the ministry for sports:**

In December 2008, the French ministry for sports carried out experimental work to position some of its diplomas as compared with the European qualification framework.

To do so, the main activities extracted from the Register for each diploma were positioned as regards the three EQF descriptors: knowledge, abilities and competence. The ministry drew up Registers of its diplomas using 3 criteria, i.e. autonomy, the responsibilities shouldered in a job, and technicality. These criteria have been adopted by the sports federations and the social partners.

The first two criteria defined by the ministry (autonomy and responsibility) lie within the third EQF descriptor (competence) and clearly show the predominance of this descriptor (competence) as compared with the other two: knowledge and abilities. Thus by making an analysis per descriptor, we arrive at different levels for a given diploma, with the lowest levels of knowledge and the highest levels of competences for the lower levels of certification. The levels of the diplomas were hence confirmed on the basis of an overall analysis of the descriptors. Nonetheless, it is advisable to modulate the analysis, because the competences are bound to mobilize the outcomes of what has been learnt and thus knowledge.

It is also necessary to note that two diplomas at a given level may be placed at different levels in the light of the corresponding descriptors. It would seem that the vocational context can lead to mobilizing knowledge, abilities or competences in different ways: see the tables attached as an appendix.

### **The example of the ministry for social affairs:**

Registers of the social work diplomas have been drawn up over the last ten years by bringing to light “fields of competences” (on which the certification is based), to which indicators of competences are associated. These indicators can refer to knowledge, know-how, or levels of responsibility and/or autonomy. Nonetheless, the Registers were thought out and created well before the existence of the EQF descriptors.

The method consisting of comparing the EQF descriptors with the indicators of competences for the social work diplomas thus requires prior classification of the indicators of competences in the 3 major categories of descriptors for the EQF: knowledge, skills, and competences.

Each of the indicators is then compared with the descriptors for its category and placed at the level that seems most appropriate.

This exercise leads to finding two types of disjunction: both within a category of descriptors or between categories of descriptors, the indicators of competences for a diploma can lie on different levels<sup>3</sup>. This hypothesis had in fact already been raised (but not resolved) during the work on the “EQF Network Testing” project.

---

<sup>3</sup> See the examples in an appendix

The final positioning of a diploma thus stems from making an overall analysis of the levels of the descriptors, backed up by the comparative positioning of the other diplomas in the same field.

#### **2.4.3 Phase three: weighting the criteria, and the “Best Fit”.**

**It was thus analysis and weighting of the descriptors that led to the choice of levels for establishing correspondences between the levels in the national and European frameworks, with France placing strong weighting on the descriptors linked to the signal for the “vocational activities” as compared with those linked to “knowledge”.**

Each of the certifying ministries forwarded its opinion in writing.

Thus to comply with the Bologna Process, the ministry for higher education stated that he wished to see the master and doctorate degrees, which are both in level I of the French grid, placed on levels 7 and 8 of the EQF.

A meeting attended by all the players came to the conclusion that a transitory table was required. To the extent that the certifications stemming from registration on demand, which have a level in the national framework, are judged on the basis of objective criteria that result in giving equivalent levels to certain certifications in law, recognized by an application order issued by the minister for vocational training, it seemed natural to all the players to keep that equivalence within the framework of the transposition.

The results were presented to the French Prime Minister’s cabinet by the chairperson of the CNCP, at the end of June 2009.

The CNIS was asked to give its recommendation at the same time. Taking into account its reorganization that was carried out in 2009 and resulted in postponement of its work, the results were not presented until April 2010.

The CNIS recommendation is as follows:

The Council *takes note of the progress made in the work carried out by the National Committee of vocational certification (CNCP) to establish correspondence between the national framework of vocational certification and the European qualification framework (EQF).*

*It is aware of the difficulties met with in establishing such correspondence for several levels of certifications. It encourages the CNCP to continue its work with the ministerial departments and the economic and social partners to ensure the compatibility and coherence of their fine-level classification with the EQF. It would like to see these reflections lead to a new classification of the certifications that takes into account changes in the structure of the qualifications, and the links set up between the European university systems. The SSP for its part is to provide such statistical outline elements as may prove necessary for these reflections. ( The SSP is the public statistical system).*

👉 Criterion n°2:

*There is a clear, demonstrable link between the levels of certification in the national certification framework or system and the level descriptors in the European qualification framework.*

**Criterion n° 2 is met.**

It is met even if quite a few certifications are still positioned as to their levels in the light of the duration of the studies involved.

The meeting of the consultative work group for the European qualification framework, during which the decision was made to adopt the 10 referencing criteria, was held on 22 September 2009. Two international experts agreed to take part in the procedure of drawing up the report covering referencing of the French national framework as compared with the EQF. In particular, their contributions brought to light certain points that required clearer explanations and precise examples, to enable readers not familiar with the French system to measure the efficiency of the work to analyse the certifications as compared with the EQF descriptors.

The work carried out was completed prior to the decision made on 22 September 2009.

👉 Criterion n°7:

*The process for establishing correspondence must involve international experts.*

**Criterion n° 7 is met.**

### III THE RESULTS:

#### III-1: THE RESULTS OF TRANSPOSITION:

The transitory conversion table complies with the main principles that were brought to light during the reflections linked to the correspondence between the national and European frameworks. Thus all the vocational certifications listed in the RNCP must possess a level in the French list to enable a correspondence with the EQF to be established. The correspondence between the French list and the European framework is established using a conversion table drawn up jointly by the members of the CNCP. The table, which stems from a pragmatic approach, poses the principle of an equivalence of levels between the national framework and the European frameworks (for example, the complete level III in the French list is equivalent to level 5 in the EQF).

One of the Network Testing exercise supply is to demonstrate that what is important to split a certification in a specific level is the consensus set up after the analyse of the balanced of the descriptors

On the other hand, the members of the working group found it coherent for the level-by-level logic not to be complied with for higher education certifications, taking into account the implementation of the LMD process.

The following transposition is put forward for all the qualification documents and diplomas listed in the RNCP:

1969 list		ECF grid
I - Doctorate grade	—————→	8
I - Master grade	—————→	7
II - Bachelor grade	—————→	6
III	—————→	5
IV	—————→	4
V	—————→	3
Not applicable		2
Not applicable		1

### III.- 2 THE “DIFFICULTIES” MET WITH:

#### 3.2.1: A French national certification framework oriented towards a signal for the jobs market.

One of the “difficulties” met with by the referencing work group was that of establishing parallels between the RNCP, which is oriented towards the job market, and the EQF, whose main referencing category is linked to knowledge.

#### 3.2.2: Certifications that are difficult to position

The temporary articulation between the French and European levels, to the extent that a new French list is to be drawn up, showed its limits for certain certifications.

- The referencing work brought to light some delicate situations at a national level. This was the case in particular for nurses, whose levels differ between France and other Member States, with the levels being lower in France (the referencing would have led to classifying nurses at EQF level 5).

The work to implement a review of the certifications issued by the French ministry for health, which also integrated the Bologna process and assigns nurses’ diplomas to a level equivalent to that of a bachelor’s degree, led to changing the positioning of that diploma in the French levels.

- Other certifications entailed difficulties as to correspondence, because the level of their positioning is different from that of the levels referenced for similar vocational activities in other Member States (cf. appendix).

This is the case, for example, for the “Brevet de Maîtrise” (Further vocational training certificate) developed by the Chambers of trades and crafts; it is classified at level III and referenced at level 5 of the EQF, in spite of the fact that the work done by the Permanent Assembly of Chambers of Trades (APCM) and its European partners within the framework of the planned implementation of the EQF (Leonardo), leads to placing it at level 6 of the EQF, in the light of a different reading of its descriptors.

In the framework of the joint recognition agreements between the “Brevet de Maîtrise” and the “Meisterbrief” (issued by the German Chambers of trades) whose referencing could place it at level 5 or 6 of the ECF, any such divergence would hamper the transparency of the certification systems, or even hamper the prior agreements concerning joint recognition of certifications.

### 3.2.3 The difficulties in separating the temporary referencing procedure from reflections about the coming list:

The referencing work enabled an exhaustive analysis of the practices for registration of certifications, and a full review of the questions that could arise, taking into account the number of certifications Registered at a given level.

Although it was often very difficult to draw a line between the work linked to referencing and that to be carried out to create a new list, the analyses made concerning the national descriptors and their comparison with the EQF descriptors led to reflexions and critical analyses at a national level that are not mentioned in this report, but will be taken into account to ensure that the descriptors of the future French national list are as coherent and transparent as possible as compared with the descriptors in the European framework.

The problems of referencing led us to examine our own system jointly and carefully, and without doubt better prepared all concerned for the task of joint reflections to establishment a new French national list.

Whatever the results of the project we have launched, and which we cannot foresee because there is still a long way to go, we have now undertaken a procedure aimed at enhancing the legibility of our national system for other countries.

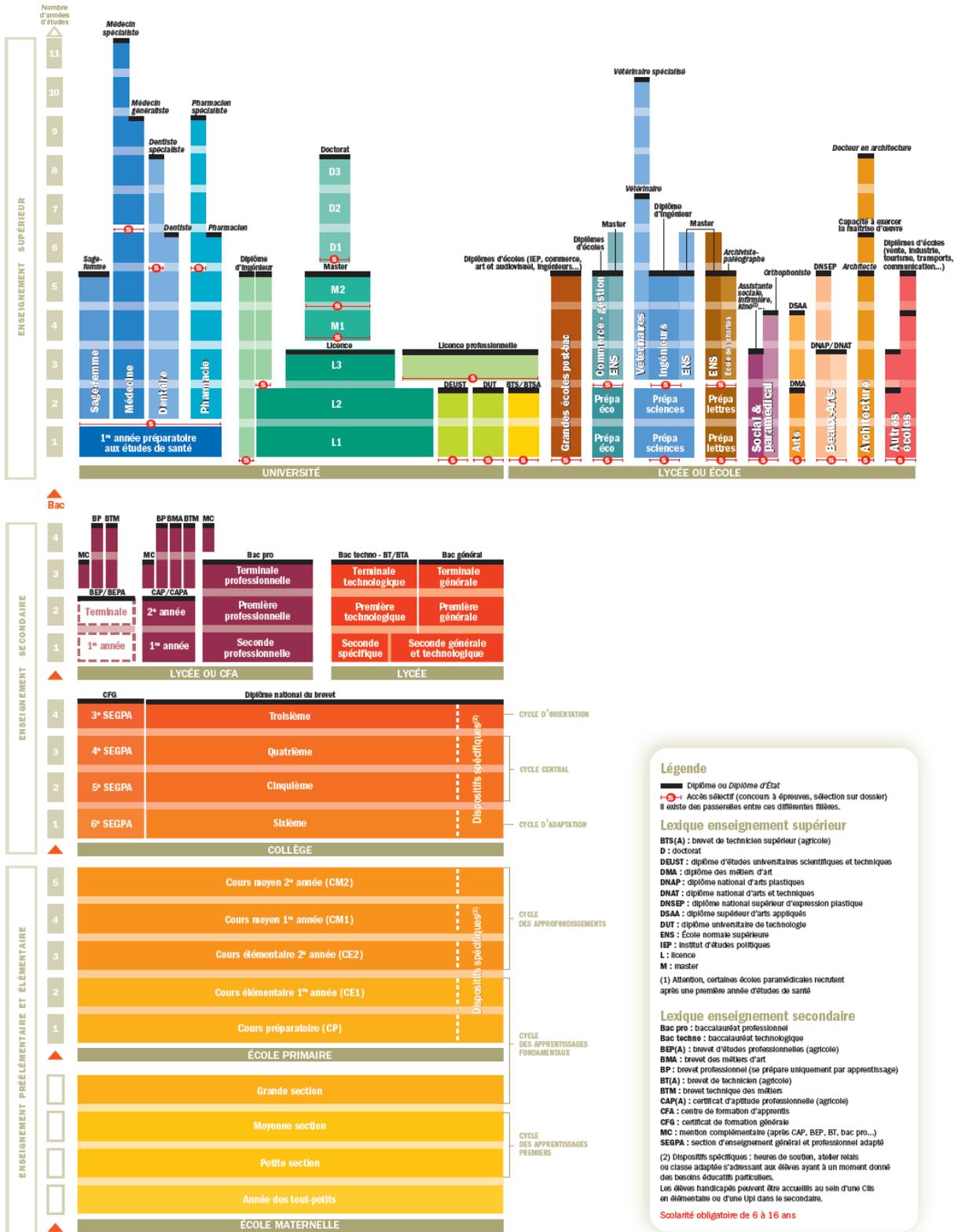
This ambition that spurs us on is no doubt shared by our neighbours and the European Commission, and yet the coexistence of two referencing systems, the EQF and the framework defined by Directive 2005-36, makes this major change in favour of citizens' mobility less accessible to the understanding of most people.

This point will be dealt with in the framework of the evaluation concerning the Vocational qualification directive undertaken by the European Commission "DG MARKT" in the course of 2010.

## LIST OF APPENDICES

- APPENDIX 1** “TEACHING IN FRANCE” table (ONISEP)
- APPENDIX 2** Extract from the French law of 17 January 2002
- APPENDIX 3** Composition of the CNCP
- APPENDIX 4** Transposition work done by the French ministry for social affairs
- APPENDIX 5** Transposition work done by the ministry for sports
- APPENDIX 6** Model Register sheet (blank)
- APPENDIX 7** Model Europass sheet filled in
- APPENDIX 8** The « BTS Bâtiment et Travaux publics », quels besoins pour ces diplômes (what needs for those diplomas)
- APPENDIX 9** Glossary

# APPENDIX 1 - TEACHING IN FRANCE



## APPENDIX 2

### EXTRACT FROM THE FRENCH LAW OF 17 JANUARY 2002

**French Code of Education / Book III / Title III / Chapter V / Section 2 / Sub-section 2: The national Register of vocational certifications.**

Article R335-12

The purpose of the national Register of vocational certifications is to make available for people and companies information that is constantly updated concerning the diplomas and qualification documents for vocational purposes, together with the qualification certificates shown in the lists drawn up by the national joint employment Committees of the various vocational branches. It helps to facilitate access to jobs, management of human resources and vocational mobility.

The certifications listed in the Register are recognized throughout France.

Registration in the national Register concerns only the certification as such.

Article R335-16

The following are entitled to be listed in the national Register of vocational certifications: the diplomas and qualification documents for vocational purposes, issued in the name of the French State, and created after seeking recommendations from consultative bodies on which the organizations representing employers and employees sit.

The diplomas and qualification documents for vocational purposes, together with the certificates of vocational qualification can be Registered, at the request of the authorities or organizations that have created them, after consulting the National Committee for vocational certification.

The organization issuing the certification and requesting its registration backs up its application with all necessary elements of information as to the qualification sought and the access paths to that qualification.

It provides the elements at its disposal concerning the specific characteristics of the certification issued and its complementarity with existing certifications.

It must also provide all guarantees as to the impartiality of the board. Any failure to comply with this condition leads to immediate withdrawal of the registration.

Article R\*335-20

Registration in the national Register of the diplomas, qualification documents or qualification certificates mentioned in article R. 335-16, their modifications where applicable, and the renewal or deletion of the registration are published in an application order drawn up by the minister for vocational training.

## APPENDIX 3

### COMPOSITION OF THE CNCP

The National Committee for vocational certification is made up of the following members, as well as its chairperson:

a) A representative of each of the ministers for:

- Social affairs and health;
- Farming;
- Culture;
- Defence;
- Industry;
- Small and medium-sized companies, trades and crafts;
- Education;
- Vocational teaching;
- Higher education;
- The environment;
- Roads and bridges, transport and housing;
- Civil Service;
- Vocational training;
- Youth and sports;
- Tourism;
- Work and employment;

b) Five representatives of the most representative employers' organizations at the French national level;

c) Five representatives of the most representative employees' organizations at the French national level;

d) Three elected representatives of the permanent assemblies of the French farmers' associations, the French chambers of commerce and industry and the chambers of trades;

e) Three elected representatives of the regions, including the chairperson of the coordination Committee for regional programmes of vocational training and apprenticeship, and two other representatives appointed on proposals from the Association of the regions of France.

The following persons also participate in the Committee's work, as qualified persons, with consultative votes:

a) A general rapporteur;

b) Two persons appointed on proposals from organizations concerned with vocational training

c) Two representatives of the French national Youth Council;

d) The director of the Centre of studies and research concerning qualifications;

e) The director of the INFFO Centre;

f) The director of the French national organization for information on teaching and professions;

g) The chairperson of the French national Committee for education, economics and employment;

h) A representative of the consultative Committee for the social economy;

i) A representative of the Union of confederations of industry and employers in Europe;

j) A representative of the European Confederation of unions.

## Appendix 4

### Examples of certifications covered by the French ministry for social affairs

⇒ The certificate of ability concerning supervisory functions and ability to head a social intervention unit – CAFERUIS.

KNOWLEDGE		ABILITIES		COMPETENCES	
-knowledge of the main orientations of social policies, the persons assisted, the methods for providing assistance and the financing available -knowledge of the French and European legal, political and administrative framework - knowledge of the specific aspects concerning the various statuses of legal entities -Knowledge of the principles of liability and contract law - knowledge of the vocational practices, techniques and cultures for the social sector -being able to acquire the knowledge specific to each sector -knowledge of the problems linked to ethics and ethical principles, plus the rules governing vocational secrecy and discretion -knowledge of the basic principles underlying the sociology of organizations -knowledge of the different types of management	6	-being able to prepare the bases of a contract or an agreement	6	- being able to help vocational specialists to take a dispassionate view of a situation	7 6
	6	-being able to build up an objective view concerning the social needs of the people in the zone of activity or intervention	7	- being able to build and draw up analyses and proposals, being able to supervise written vocational documents	7
	6	- being able to build homogeneous tools to analyse social problems and indicators concerning results of actions	6	-being able to identify and manage the particularities of team members	6
	6	-being able to use the techniques to resolve conflicts	6	-being able to support and represent team proposals	6
	6	- Being able to use the techniques for leading groups and handling meetings	6	-being able to assume a position of authority	6
	6	- being able to translate general objectives into operational targets	6	-Being able to show reactivity, distantiation, discretion and anticipation	7
	6	- being able to use the techniques of individual interviews	6	- being able to use the mechanisms of delegation	6
	6	- Understanding the techniques for appraisal of competences	6	- being able to organize a tutorship and learning work situations	7
	6	- being able to translate and formalize training needs	6	-being able to control expenses and report on them	
		-being able to draw up and manage schedules		-being able to use the mechanisms of negotiation, and handle a conciliation procedure	
		-being able to optimize the material resources available		-being able to run and form part of a network; being able to organize, manage and develop partnerships	
		-being able to present and defend a budget			
		-being able to set up, use and adapt sets of indicators and individual indicators, and being able to comment on the results			

⊗ Proposed ECF positioning: level 6

⇒ Diplomas in the educational field:

DIPLOMAS (NB : DE = State diploma)	KNOWLEDGE	ABILITIES	COMPETENCES	RNCP Level	ECF LEVEL
<b>DE AMP</b> Medico-Psychological assistant	Level 5	Levels 3 and 4	Level 2	<b>V</b>	<b>3</b>
<b>DE ME</b> Monitor and youth leader	Level 5	Level 4	Level 3	<b>IV</b>	<b>4</b>
<b>DE ES</b> Specialized youth leader	Level 6	Level 6	Levels 5 and 6	<b>III</b>	<b>6</b>
<b>DE EJE</b> Leader for young children	Level 6	Level 6	Levels 5 and 6	<b>III</b>	<b>6</b>
<b>DE ETS</b> Specialized technical youth leader	Level 6	Level 6	Levels 5 and 6	<b>III</b>	<b>6</b>

**Comments:**

- The descriptors of level 6 (EQF) would seem to be the most suitable for the level III diplomas (RNCP) considered, with a minor reservation as to the descriptor of competences, which seems to be an “ideal” to seek to attain, rather than a core concern (“handling complex projects including responsibilities at the decision-making level”).

Remark: At the level of the knowledge descriptors for the DE AMP (Diplome d’Etat d’Aide Medico – psychologique) and DE ME, it is difficult to make comparisons, due to:

- The vagueness in the descriptors
- The thematic nature of our education and training Registers.

Nonetheless, level 5 would seem most appropriate for these two diplomas, taking into account the reference to “awareness of the limits of this knowledge” (linked in particular to the notion of work in multi-disciplinary teams). Moreover, for these two diplomas, the knowledge required is indeed detailed and specialized.

- For the DE ME, level 4 is appropriate concerning the abilities (a compromise between the level 5 “abstract problems” and the level 3 “basic information”). The competences and indicators of the diploma situate it at level III for the competences within the meaning of the ECF (no reference in the Registers for the diploma to supervision of work done by other vocational specialists). Taking into account the aforementioned level of the knowledge, the DE ME diploma could be placed at level 4 (average of the 3 descriptors).

- For the DE AMP, the competences and indicators of competences place the diploma between ECF levels 3 and 4 concerning the abilities but in level 2 for competences (“working under supervision with a certain level of autonomy”). Level 3 would seem suitable for the DE AMP (average of the descriptors and positioning as compared with the DE ME).

## Appendix 5:

### The work done by the French ministry for sports

#### WORKING DOCUMENT FOR IMPLEMENTATION OF THE CORRESPONDENCE BETWEEN THE FRENCH LIST AND THE EUROPEAN CERTIFICATION FRAMEWORK

Name and classification of the diploma (1969 list)	Description of the main activities	Proposed classification in the ECF list dated 23 October 2007
BP JEPS speciality "physical activities for all"  Level IV	<p>The leader in physical activities for all carries out his (or her) group leading activities autonomously, using one or more technical supports for physical or sports activities within the limits of the regulatory frameworks. He (or she) is responsible from a teaching standpoint. He ensures the safety of outside persons and the people for whom he is responsible. He is in charge of the activity project, which is inserted in the structural project.</p> <p><u>Functions:</u></p> <p><i>He supervises all types of people in leisure activities:</i></p> <ul style="list-style-type: none"> <li>- He welcomes people and provides information.</li> </ul> <p><i>He supervises and runs activities of discovery and initiation:</i></p> <ul style="list-style-type: none"> <li>- He runs and accompanies a group project by supervising activities aimed at developing and maintaining individual physical abilities with health and well-being in mind.</li> </ul> <p><i>He helps to run the structure and set up projects concerning activities:</i></p> <ul style="list-style-type: none"> <li>- He helps to run and manage the structure.</li> </ul>	Level III  <i>Descriptors adopted:</i>  <u>Knowledge:</u> level IV  <u>Abilities:</u> level III  <u>Competences:</u> level III
BP JEPS speciality "Leading social groups"  Level IV	<p>The social group leader carries out his (or her) group activities autonomously, using one or more technical supports within the limits of the regulatory frameworks. He (or she) is responsible from a teaching standpoint. He ensures the safety of outside persons and the people for whom he is responsible. He is in charge of the activity project, which is inserted in the structural project.</p> <p><u>Functions:</u></p> <p><i>He supervises all types of people in social activities:</i></p> <ul style="list-style-type: none"> <li>- He takes into account the social surroundings or origins of the people concerned, together with the values and roles linked to them.</li> <li>- He defines operating methods to suit the people concerned.</li> </ul> <p><i>He supervises social activities:</i></p> <ul style="list-style-type: none"> <li>- He draws up a project concerning social activities.</li> <li>- He carries out social activities autonomously.</li> <li>- He implements social activities with a view to developing self-expression and social relations.</li> </ul> <p><i>He helps to run the structure and set up social activities:</i></p> <ul style="list-style-type: none"> <li>- He helps to manage and promote the structure's activities.</li> <li>- He takes part in working meetings of a multidisciplinary nature.</li> </ul>	Level IV  <i>Descriptors adopted:</i>  <u>Knowledge:</u> level IV  <u>Abilities:</u> level IV  <u>Competences:</u> level III
OF JEPS speciality "advanced sports activities"  Level III	<p>The coach and coordinator carries out his (or her) supervisory activities autonomously, using the technical support defined by the "advanced sports activities" mention within the limits of the regulatory frameworks. He (or she) is responsible from a teaching, technical and logistical standpoint. He ensures the safety of outside persons and the people for whom he is responsible. He is in charge, by delegation, of the structure's project. His activities are covered by a delegation of responsibility stemming from decision-making bodies. Within the framework of that delegation, he acts autonomously.</p> <p><u>Functions:</u></p> <p><i>He supervises specific persons in all types of activities:</i></p>	Level V  <i>Descriptors adopted:</i>  <u>Knowledge:</u> level V  <u>Abilities:</u> level V  <u>Competences:</u> level VI

	<ul style="list-style-type: none"> <li>- He supervises sportsmen and sportswomen within the framework of competitions.</li> </ul> <p><i>He supervises advanced activities (coaching and training) and teaching activities:</i></p> <ul style="list-style-type: none"> <li>- He carries out federal training actions.</li> </ul> <p><i>He helps to set up the project and manage the structure:</i></p> <ul style="list-style-type: none"> <li>- He formalizes technical and sports summaries for the discipline.</li> </ul>	
<p>DE JEPS speciality "leading social and educational or cultural groups"</p> <p><i>Level III</i></p>	<p>The leader and coordinator carries out his (or her) supervisory activities autonomously, using the technical support or the field of intervention defined by the "leading social and educational or cultural groups" mention within the limits of the regulatory frameworks. He (or she) is responsible from a teaching, technical and logistical standpoint. He ensures the safety of outside persons and the people for whom he is responsible. He is in charge, by delegation, of the structural project.</p> <p><u>Functions:</u></p> <p><i>He supervises specific persons in all types of activities:</i></p> <ul style="list-style-type: none"> <li>- He coordinates a team of volunteers and vocational specialists.</li> </ul> <p><i>He supervises advanced and training activities:</i></p> <ul style="list-style-type: none"> <li>- He passes on technical knowledge in the field of activities for which he is competent</li> </ul> <p><i>He helps to set up the project and manage the structure within the framework of the organization's objectives:</i></p> <ul style="list-style-type: none"> <li>- He helps to diagnose the field of intervention.</li> </ul>	<p>Level V</p> <p><i>Descriptors adopted:</i></p> <p><u>Knowledge:</u> level V</p> <p><u>Abilities:</u> level V</p> <p><u>Competences:</u> level V</p>
<p>DES JEPS speciality "sports performance"</p> <p><i>Level II</i></p>	<p>The sports manager carries out his (or her) supervisory activities autonomously, using the technical support defined by the "sports performance" mention within the limits of the regulatory frameworks. He (or she) is responsible from a teaching, technical and logistical standpoint. He ensures the safety of outside persons and the people for whom he is responsible. He is in full charge of financial and policy monitoring for the structure's sports project. His activities are covered by a permanent delegation of responsibilities concerning collective, technical and financial implementation.</p> <p><u>Functions:</u></p> <p><i>He supervises experienced sportsmen and sportswomen and supervisory staff under his orders:</i></p> <p><i>He supervises complex training and teaching activities:</i></p> <ul style="list-style-type: none"> <li>- He manages the sports project;</li> <li>- He defines the outlines of physical preparation for the athletes;</li> <li>- He evaluates the training system;</li> <li>- He analyses the individual or collective factors of sports performance in his field of expertise.</li> </ul> <p><i>He set up and runs the structure's project:</i></p> <ul style="list-style-type: none"> <li>- He prepares the strategic project for performance in a discipline.</li> </ul>	<p>Level VII</p> <p><i>Descriptors adopted:</i></p> <p><u>Knowledge:</u> level VII</p> <p><u>Abilities:</u> level VI</p> <p><u>Competences:</u> level VII</p>
<p>DES JEPS speciality "leading social and educational or cultural groups"</p> <p><i>Level II</i></p>	<p>The director carries out his supervisory activities autonomously, using the field of intervention defined by the "leading social and educational or cultural groups" mention within the limits of the regulatory frameworks. He (or she) is responsible from a teaching, technical and logistical standpoint. He ensures the safety of outside persons and the people for whom he is responsible.</p> <p>He runs the structure's project with a permanent delegation of responsibilities concerning technical, financial and collective implementation;</p> <p><u>Functions:</u></p> <p><i>He sets up the structure's project and runs it under the legal control of a supervisory board:</i></p> <ul style="list-style-type: none"> <li>- He manages relations with an elected authority;</li> <li>- He prepares strategic decision-making;</li> <li>- He pilots the project;</li> <li>- He runs an organization.</li> </ul>	<p>Level VI</p> <p><i>Descriptors adopted:</i></p> <p><u>Knowledge:</u> level VI</p> <p><u>Abilities:</u> level VI</p> <p><u>Competences:</u> level VII</p>

<b>Diploma of the ministry for Sports</b>		
<b>Nature:</b>		
<b>Higher Diploma awarded by the French State covering Youth, Popular Education and Sports (DESJEPS) speciality "sports performance" mention "sailing"</b>	Certification	<input checked="" type="checkbox"/> Initial training
	<input type="checkbox"/> Academic	<input checked="" type="checkbox"/> Ongoing training
	<input type="checkbox"/> Vocational	<input checked="" type="checkbox"/> Sandwich course
	<input type="checkbox"/> Authorization	<input checked="" type="checkbox"/> Recognition of informal and non-formal learning - VAE
	<input type="checkbox"/> mixed a)	
<input checked="" type="checkbox"/> <b>mixed b)</b>		
<b>Competent authorities involved in:</b>		
<b>Verification / evaluation of the knowledge acquired</b>	<b>Validation / Certification of the knowledge acquired</b>	
<p><b>The knowledge acquired is evaluated by</b> the training organization in accordance with the methods defined in the authorization file for the training submitted beforehand, for approval, to the National technical Director (DTN) of the Federation Française de Voile (French sailing federation). The training is authorized by the Regional Director for Youth, Sports and social Cohesion.</p> <p>The knowledge acquired is evaluated by vocational specialists, training course leaders, or tutors, from the training organization; sandwich course training is mandatory.</p>	<p><b>Certification is issued</b> by the Regional Director for Youth, Sports and social Cohesion, acting on behalf of the French ministry for Sports. The Board is made up by the Regional Director for Youth, Sports and social Cohesion. It is made up, in equal numbers, of:</p> <ul style="list-style-type: none"> <li>- Training course leaders and technical supervisors (in particular from the French sailing federation), at least half of whom must be civil servants employed by the French State;</li> <li>- Vocational specialists from the sector of activities selected on the basis of proposals made by the representative organizations (joint employer and employee organizations).</li> </ul>	
<b>Concerning the standards or references:</b>		
<b>Content of the certification and/or units: what we evaluate, validate and certify in terms of knowledge, ability and competence.</b>	<b>Structure of the certification</b>	
<p>The DESJEPS vocational diploma is organized in units that can be capitalized. Each of them is made up of a coherent set of <u>competences, knowledge and abilities</u>. The purpose of defining the content of the units that can be capitalized and that make up the diploma is to state which <u>vocational tasks and competences</u> are concerned and in which context. The Register of vocational activities is hence the starting point for building up the units that can be capitalized. The competences evaluated are as follows:</p> <ul style="list-style-type: none"> <li>- The ability to prepare a strategic performance project in the disciplinary field of sailing;</li> <li>- The ability to pilot a training system in the discipline;</li> <li>- The ability to run a sports project;</li> <li>- The ability to evaluate the training system;</li> <li>- The ability to organize training actions for training course leaders within the framework of the organization's vocational networks.</li> </ul> <p>A "positioning" sequence is always carried out at the beginning of the training in order to specify an individualized training course in which the competences acquired during the candidate's informal, non-formal and formal learning are taken into account.</p>	<p><b>The process of construction of the vocational certification features three phases:</b></p> <ul style="list-style-type: none"> <li>- Construction of the vocational Register and its data sheet describing the activities (describes the activity in its context).</li> <li>- Drawing up the certification Register (this includes a list of the objectives grouped in units that can be capitalized).</li> <li>- Construction of certification tools (methods and grids with criteria).</li> </ul> <p><b>The DESJEPS is made up of 4 units that can be capitalized (each Unit describes the competences necessary to the exercise the activity or work on the job identified):</b></p> <ul style="list-style-type: none"> <li>- <b>2 are transversal to the sports and group leader's activities:</b> <ul style="list-style-type: none"> <li>&gt;UC1: Being able to set up the strategy for an organization in the sector;</li> <li>&gt;UC2: Being able to manage the human and financial resources of an organization in the sector;</li> </ul> </li> <li>- <b>2 are specific to sailing as a discipline</b> <ul style="list-style-type: none"> <li>&gt;UC3: Being able to run a sailing training system;</li> <li>&gt;UC4: Being able to supervise sailing in full safety</li> </ul> </li> </ul> <p>The diploma is made up of units that can be capitalized (UCs) to facilitate individualization of the training course and validation of the experience acquired (VAE).</p>	
<b>Content of the evaluation, validation and certification procedures</b>	<b>Competent authorities involved in setting the standards</b>	
<p>The methods of evaluation and certification include:</p> <ul style="list-style-type: none"> <li>- An evaluation of the abilities or competences in one or more situations of vocational activities (UC3 and UC4)</li> <li>- Production of a personal written document retracing experience of managing a sports project, together with its evaluation, and a viva before the Board (as set out in article 11 of the order dated 20/11/2006) for evaluation of the units that can be capitalized (UC1 and UC2).</li> </ul>	<p><i>The sports directorate of the French ministry for sports sets up technical working groups to build up the Register of vocational activities and the Register of certification. The following entities are associated: the Federation Française de Voile (FFV, French sailing federation), the Ecole Nationale de Voile et de Sports Nautiques (ENVSN, French national school for sailing and water sports) and the social partners of the sailing sector. The Consultative Vocational Committee (CPC) for sports activities and their management gives the French Minister for Sports a recommendation concerning the certification procedure. The Committee is made up in equal numbers of employers' representatives (e.g. representatives of the French National Olympics Committee), together with representatives of employees, public authorities and qualified persons (e.g. the French national Association of National Technical Directors of sports federations). The CPC meets whenever necessary.</i></p>	

## APPENDIX 9 GLOSSARY

### AERES

The Agency for evaluation of research and higher education (AERES) is a French independent administrative authority (AAI) entrusted with the task of evaluating higher education and public research, and set up by the 2006 French framework Law for research.

### BTS

"Brevet de Technicien Supérieur", a diploma that can be obtained after two years of studies for holders of a baccalaureate (level II in the French list, level 5 in the ECF).

### CCREFP

Planned by French social modernization law of January 2002, the CCREFP, the Regional coordination Committee for employment and vocational training was set up to encourage discussions between the various regional players (French State, region, social partners, etc.), to ensure enhanced coordination of the policies covering vocational training and employment.

### CFA

The apprentices' training centres (CFA or UFA) are educational and training establishments that provide sandwich courses for apprentices aged between 16 and 25. The CFAs can provide offers of general or specialized training (hotel trade CFAs for example) leading to diplomas at the BEP, CAP, or BP (vocational baccalaureate) levels, or to diplomas of higher education, such as a BTS, DUT, Vocational bachelor's degree, Vocational Master's degree or an engineering diploma.

### CNIS

The French national council for statistical information (CNIS) is a French organization for consultation between producers and users of public statistics.

### CNCP

The French national Committee for vocational certification (CNCP) is an inter-ministerial, inter-vocational and inter-institutional Committee. It was set up by the French social modernization Law (n°2002-73), and it is placed under the authority of the French minister for vocational training.

### CSE

The National education council (CSE) is a consultative body chaired by the French minister for Education, and which brings together in particular all the players in the French educational community, including three pupils attending lycées. The Council is also a jurisdiction; in this case, it has its own chairperson.

### CTI

The Engineering qualification documents Committee (CTI) was set up by the French Law dated 10 July 1934 concerning the conditions of awarding and using the title of qualified engineer. It is an independent organization that reports to the French Ministry for Education, and its missions are set out in the French Code

of Education, book 6, title 4, chapter 2. A Member of the European Association for Quality Assurance in Higher Education, the CTI is the official organization for education and training concerning engineers in France.

### **ENIC-NARIC**

The ENIC-NARIC centre is the French centre for information concerning academic and vocational recognition of diplomas. It draws up certificates of comparability for diplomas obtained outside France, and provides information concerning the procedures to follow in order to be able to exercise a regulated profession, together with the procedure for recognition of French diplomas in other countries.

### **INSEE**

The French national Institute of statistics and of economic surveys (Insee) is the French national institute of statistics.

It is entrusted with production, analysis and distribution of official statistics in France: annual and quarterly national accounts, evaluation of the national demography, levels of unemployment, etc. It reports, as a general directorate, to the French ministry of the Economy, Industry and Employment (MINEIE). As an institute, it is fully independent of the French Government, a fact that is now guaranteed by the law.

### **NSF**

The classification scheme for training specialisations currently in use is that approved by inter-ministerial decree No. 94-522 of June 21st 1994. Established within the framework of the French National Council for Statistical Information, the aim of the classification is to cover all forms of training, whatever the level: initial or continuing training, secondary or higher education, vocational or otherwise. The scheme contains 4 hierarchical levels of classification: level 4, level 17, level 100 and level 700. The central level of classification, known as the specialisation group, is level 100. Training courses at this level are assigned 3-digit codes (e.g. 234: carpentry and furniture-making).

### **RNCP**

The purpose of the national Register of vocational certifications is to provide people and companies with up-to-date information about diplomas and qualification documents for vocational purposes, together with the qualification certificates shown in the lists drawn up by the national joint employment Committees in the various vocational branches. It helps to facilitate job access, management of human resources and vocational mobility.

### **VAE**

Validation of the Experience acquired is a path providing access to diplomas that enables all people who have been working for at least three years to obtain official recognition of their vocational competences, in the form of a qualification document, a vocational diploma or a qualification certificate listed beforehand in the national Register of vocational certifications.



