



**EQAVET**

European Quality Assurance  
in Vocational Education and Training

Supporting the implementation of the  
European Quality Assurance Reference Framework  
for Vocational Education and Training

# Information Gathering Exercise

Quality assurance procedures in the processes of  
certification, curricula setting, accreditation and  
training of trainers in European VET systems

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# INFORMATION GATHERING EXERCISE

## I. Executive Summary – approach, results and concerns

Based on the last twenty years of common policies and instruments in education and training, known as the “Lisbon process” and the “Copenhagen process”, this information gathering exercise aims to identify trends, at European level, in the reform of European VET systems. These reforms aim to make VET systems more attractive, fair (in terms of access, particularly for disadvantaged groups and individuals) and to anchoring them in the realities of the labour market (in terms of employability and the match between demand and supply).

In this context, the purpose of this “exercise” is to:

- provide an overview analysis, a snapshot of the state of a VET system at a particular point in time, in the form of a matrix, in order to explore the quality assurance mechanisms that underlie some VET procedures among Member States;
- increase transparency and mutual understanding of very diverse systems and processes, offering an overview of methodologies based on common references in the quality assurance process in VET across Europe;
- foster mutual trust and exchange of information on practices within and across Member States.

This information is intended to support the implementation of the European Quality Assurance Reference Framework (EQAVET Framework) in the Member States and to support the decision making process at European and national levels.

The main topics analysed in this exercise are:

- the certification (assessment, validation and recognition) and qualifications processes in national VET systems;
- curriculum setting and the implementation of programmes in national VET systems;
- the accreditation of VET providers;
- the training processes for trainers/teachers in national VET systems.

The information gathering exercise explores the quality assurance mechanisms that underlie certification, qualification, accreditation of VET providers, curriculum setting and training of trainers/teachers in Member States, in order to increase transparency, mutual trust and exchange of information on practices within and across Member States. This is of crucial importance for the successful implementation of other European instruments designed to support mobility and transparency, such as the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The information provided will be helpful in defining the concrete ways in which the Reference Framework can support the successful implementation of these instruments.

Mindful of the differences among VET systems across Europe, this exercise is descriptive and synthetic at a very general level and is not interpretative or analytical: it tends not to offer explanations, to make comparisons or to rank European VET systems. The information gathered is based on terms officially recognised and accepted by CEDEFOP (2008) and other official European sources of information (CEDEFOP websites and publications, the EQAVET website etc.). It builds on existing information, definitions, analysis, comparative studies and surveys (coming from European institutions, mainly from CEDEFOP) in order to identify trends and the elements of quality assurance (QA) that unite and indeed differentiate the mainstream of VET systems. The exercise does not claim to be exhaustive, but to be a working tool which will support future work within the EQAVET work programme. The exercise is addressed mainly to the Quality Assurance National Reference Points (National Reference Points).

The main aim of this instrument is to assist Member States to share know-how and information on policy experiences which may be of help in future policy development and/or reforms regarding QA in VET in the area of certification and curricula development.

The analysis of organisational arrangements of quality assurance in certification, curricula developments, accreditation of VET providers and training of trainers/teacher in national VET systems covers both continuing and initial VET (CVET and IVET). In this context, the information gathering exercise provides information about formal and non-formal/informal recognition of learning outcomes.

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The information provides an overview of the management and implementation of quality assurance processes in the Member States and of current responsibilities in the above areas. In these terms, the exercise indicates the regulatory bodies involved in each stage of the process and the level of their responsibilities (i.e., centralised or decentralised level; level of regulation or autonomy; etc.).

In addressing the issues/topics mentioned above, the exercise provided the necessary information for drafting a “matrix”, which presents the roles and responsibilities of the key entities and actors involved in quality assuring the certification processes, the accreditation of VET provider processes and curricula setting processes within European VET systems. The matrix has been completed with “endnotes”, in the shape of “Country Cards” – one for each system analysed, which provide additional relevant information.

Key trends emerging from the information on quality assurance issues listed above are:

- All countries have systems for assessment, validation and recognition of the learning outcomes acquired in formal settings, especially for IVET (i.e. examination systems), and have already introduced, piloted or intend to introduce systems for the assessment, validation and recognition of the learning outcomes acquired in non-formal/informal settings.
- The assessment systems are based on learning outcomes – even if, sometimes, it is not clear what learning outcomes are envisaged (knowledge, skills, competencies).

- All IVET subsystems are well established and regulated and the State has an increasing role in regulating and funding VET – not in a discretionary way but based on standards. In this respect, the national qualification frameworks (NQFs) are the main references for VET in most countries and the correlation between NQFs and the EQF is a policy goal in most VET systems.
- The role played by stakeholders (i.e. the social partners) is increasing and the trend is to switch from a consultative to a deliberative role in the decision making process.
- The trend is to “think globally” (i.e. to devise national policies, standards, frameworks etc.) but to “act locally” (i.e. to develop “provider based” curricula, based on national standards or frameworks, adapted to regional and local needs).
- Another important trend is to make VET more flexible and centred on individual needs: alternative pathways, credit systems, modular curricula are common objectives for most of VET systems.
- In most systems the role of learning by doing – practice – is increasing and learning in real work conditions is becoming more important.

Recommendations: the analysis of the information gathered suggests that there is a need to:

1. Develop common vocabulary and common agreed definitions for the VET sector at European level.

2. Increase the role of National Qualifications Frameworks and national standards (standards for qualification or occupational / professional / training standards) especially for CVET.
3. Create comprehensive accreditation systems, based on standards.
4. Enhance the common European dimension in defining VET “teacher” and VET “trainer” and increasing the quality of their initial and continuous training (especially for trainers – many of whom have no pedagogical education or training).

## II. European context, basic documents and rationale

This chapter contextualises the information gathering exercise within the Copenhagen process, the EQAVET Framework and the on-going work of the EQAVET network. All these initiatives are building a pathway for convergence, transparency and mutual trust among the VET systems across Europe. This exercise aims to support this continuing process and to contribute to the decision making process at European and national levels, bearing in mind the tremendous challenges faced by the education and training systems in their efforts to meet the goal established by the strategic framework for European cooperation in education and training (“ET 2020”) adopted by the Council in May 2009.

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## II.1. The Copenhagen process

The Copenhagen Declaration, approved on 30 November 2002, stated the agreement of the Ministries responsible for VET in the Member States, candidate countries, EFTA-EEA countries, the European social partners and the European Commission, on enhancing European cooperation in VET. Four priorities were established:

- Promote mobility by enhancing the European dimension in VET.
- Improve transparency (concerning VET systems and qualifications), policymaking, information and counselling (especially from the perspective of lifelong learning).
- Ensure the recognition of competencies and qualifications, including establishing a common set of principles for the validation of non-formal and informal learning.
- Develop common instruments for quality in VET, to include addressing the learning needs of teachers and trainers.

The next three follow-up ministerial meetings (Maastricht, 2004, Helsinki, 2006, Bordeaux, 2008) reinforced the Copenhagen priorities and, in addition, established specific focus areas for the next time period. The follow-up meeting, held in Bordeaux at the end of 2008, set objectives and directions for actions for the period 2009-2010, among which the most important were:

- **Implement the tools and schemes for promoting cooperation in the field of VET** – with a particular focus on the EQAVET Framework.

- **Heighten the quality and attractiveness of VET systems** – by promoting the attractiveness of VET to all target groups, and by promoting excellence and quality.
- **Improve the links between VET and the labour market** – by ensuring the involvement of the social partners; developing validation and recognition of non-formal and informal learning outcomes; increasing mobility.
- **Strengthen cooperation arrangements** – by increasing the efficiency of mutual learning activities; strengthening linkages between VET, school education, higher education and adult training.

All the objectives and actions of the Copenhagen process have been supported by European networks for quality assurance in VET since 2005 (ENQA-VET, the first programme, 2006-2007, the second programme, 2008-2009, and EQAVET, since 2010).

The ENQA-VET network acted as a platform for regular exchanges of experience, debate and consensus-building on concrete proposals at European level and acted as an 'umbrella' for various initiatives and thematic work reflecting the priorities, needs and concerns of a wide range of stakeholders at system and provider levels, in order to create synergies and connect developments at both national and European levels and to enhance sustainability in European co-operation in the field of QA in VET.

## II.2. The Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training

There are three major European policy initiatives regarding VET:

- The Recommendation of the European Parliament and of the Council on a **European Qualifications Framework (EQF)**. The EQF will relate different national qualifications systems to a common European reference framework (January 2008).
- The Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a **European Credit System for Vocational Education and Training (ECVET)**.
- The Recommendation of the European Parliament and of the Council on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training** – EQAVET Recommendation (April 2009).

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The EQAVET Framework is a voluntary instrument that will be implemented progressively and in accordance with national legislation and practices. The EQAVET Framework main users are the public authorities, the bodies charged with quality assurance and improvements, as well as VET providers. It will serve as a 'toolbox' capable of developing further as a result of practical experiences at both EU and national level. Since its adoption in 2009, Member States and the Commission have placed considerable emphasis on testing and further developing this instrument. This involves launching pilot projects funded through the Lifelong Learning Programme and also through national initiatives.

By 2011 Member States are expected to have devised an approach aimed at improving quality assurance at national level making best use of the EQAVET Framework in accordance with national legislation and practices. Member States will involve all relevant stakeholders in this process.

In 2013 the Commission will report to the European Parliament and the Council on the results of testing and assessment of actions taken at Member State level. This may result in a review and adaptation of the Recommendation.

This information gathering exercise is aimed at supporting the main users mentioned above, especially the decision and policy-making processes, in order to design and implement common tools (based on common trends and features of the VET systems) and to share best practices by building on the existing policies developed within the "Copenhagen process", mainly on the EQAVET Framework, EQF and ECVET.

## II.3. The EQAVET network

The implementation of the EQAVET requires participation by the Member States in a network, in which the Commission, social partners and Member States participate actively in the development of common principles, reference criteria and indicators, guidelines and tools for quality improvement in VET at national, regional and local levels. The purpose of the network for supporting European quality assurance in VET (EQAVET), as the successor of ENQA-VET, is to create a structured and sustainable platform for Member States to exchange information and experience, engage in debate, achieve mutual learning and enable consensus building. The main activities of EQAVET, listed in the network work programme 2010–2012, are designed to contribute to the improvement of quality assurance in vocational education and training across Europe. The EQAVET work programme outlines a number of key activities and deliverables which will contribute to the improvement of quality assurance in VET across Europe and support national approaches to the implementation and use of the EQAVET Framework.

Through implementation of the work programme EQAVET:

- Sets up a well-functioning community of practice for the quality assurance of VET at European level bringing together the Member States, the social partners and the European Commission in collaborative mode.
- Provides technical and content support to the Quality Assurance National Reference Points, strengthening their position as key players in the area of quality assurance within the national context.

- Strengthens links with the Lifelong Learning Programme and the Leonardo da Vinci projects.
- Ensures that the quality assurance dimension of accreditation is fostered through solid cooperation with other European instruments, such as ECVET and EQF, to support mobility and transparency.

The content and the methodology of the present information gathering exercise will add value to the on-going EQAVET work by:

- describing common quality assurance practices, in the areas mentioned above;
- involving the National Reference Points in order to advise on the information gaps and the latest developments and trends;
- fostering transparency and mutual trust by comparing policies and trends.

## II. 4. The Bruges Communiqué on enhanced European Cooperation in VET

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 reinforces the main VET development directions established within the Copenhagen Process. Regarding the quality assurance in VET, the new document states:



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- strategic objectives and actions concerned with **fostering the excellence, quality and relevance of both I-VET and C-VET**: in order to guarantee improved quality, increased transparency, mutual trust, the mobility of workers and learners, and lifelong learning, participating countries should establish quality assurance frameworks in accordance with the EQAVET Recommendation; in this respect participating countries should – by the end of 2015 – establish at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET framework;
- the commitment of all parties to ensuring the sustainability and excellence of vocational education and training – high quality initial VET (I-VET) and easily accessible and career-oriented continuing VET (C-VET);
- the focus on results – an approach based on learning outcomes (including for the VET curricula) and which caters for the validation of non-formal and informal learning;
- the focus on the quality of teachers, trainers and other VET professionals.

This information gathering exercise may offer to the National Reference Points several topics for reflection, based on the situation of the areas in question, all of them relevant to the future of VET in Europe – as mentioned in the Bruges Communiqué:

- the recognition, validation and certification of the learning outcomes;

- the development of more attractive curricula which are more responsive to labour market needs;
- the construction of transparent and standard-based accreditation systems for VET providers and programmes;
- the quality of training of teachers, trainers and of other categories of VET personnel.

## II. 5. The rationale of the information gathering exercise: what it is and what it is not

The proposed information gathering exercise represents a first step in exploring the quality assurance mechanisms that underlie certification, qualification, accreditation of VET providers, curricula setting and training of trainers/teachers in Member States, in order to increase transparency, mutual trust and exchange of information on practices within and across Member States. This is of crucial importance for the successful implementation of other European instruments, such as EQF and ECVET, which are designed to support mobility and transparency. The information provided will be helpful in defining the concrete ways in which the European quality assurance reference framework can support the successful implementation of these instruments.

The information to be gathered will provide a synthesis, in the form of a matrix, of the organisational arrangements involved in the quality assuring of:

- **the certification (assessment, validation and recognition) and qualifications processes in national VET systems;**
- **curricula setting and implementation of programmes in national VET systems;**
- **the accreditation of VET providers;**
- **the training of trainers/teachers processes in national VET systems.**

## What this exercise is

- It is descriptive, conceived at a very general level: indicating the extreme diversity of the education and VET systems across Europe and presenting a “bird’s eye” view of the quality assurance arrangements underpinning a number of key areas in VET systems
- It is synthetic, at VET system level, as defined within the EQAVET Framework. For instance, the exercise deals with VET institutions, structures, legal authority but not with the level of learners’ satisfaction regarding a specific programme or provider. . Another example: this exercise will describe only how the stakeholders’ involvement (with focus on employers’ union and trade unions) is regulated, but not their satisfaction regarding these regulations.

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- It builds on existing information, studies, comparisons etc. In order to offer a useful and instantly usable tool for comparing the systems for certification, for curriculum design and implementation, and for teachers' and trainers' training, all definition used are pre/existent (see below) and are taken as such from the Glossaries and Vocabularies developed by CEDEFOP and OECD.
- It reflects the "mainstream" of IVET and CVET.
- It is a working tool, perfectible, with development potential (we believe) and addressed mainly to the National Reference Points.
- It is a description of the QA aspects mentioned above with correlations, wherever possible, starting from the information available, with other European VET initiatives (such as EQF or ECVET). But the main topic remains QA.
- It is selective, approaching some (not all!) "sensitive" topics identified in different analysis and documents.
- It does not duplicate the work already completed by creating or describing "definitions," "theories" or "philosophies" regarding VET.
- It does not deal with "recovery"/"second chance" programmes or other initiatives regarding at risk, disadvantaged or minority groups or persons.
- It is not an in-depth analysis or description of the developments in other VET policy areas (such as EQF or ECVET). For instance, it mentions the existence of standards but analyses neither the structure nor the use of standards. Neither does it analyse the political process (top-down or bottom-up), nor the detailed mechanisms (e.g. voting systems, nominal structures of the decision making bodies) for stakeholder involvement, only the result of this process (Have they a consultative or deliberative role? At what level?).
- It is not exhaustive (i.e. dealing with every aspect of the VET systems). For instance, it does not offer an analysis of the curriculum, but focuses only on the levels at which decision making takes place.

## What this exercise is not

- It is not interpretative: it does not compare, judge or rank the VET systems. Neither is it explicative (seeking to explain or to validate certain policies, programmes or measures).
- It is not analytical; instead it relies on analytical information and country/system profiles or comparative studies developed by CEDEFOP, EURYDICE etc.

## III. Aim, content and methodology

This section presents the aim, content and methodology used.

### III. 1. The aim of the information gathering exercise

The main aim of this instrument is to assist member countries to share know-how and information on policy experiences which may be of help in future policy development and/or reforms regarding quality assurance in VET in the area of certification and curricula development. The overview of the existing situation will be useful at the decision making level in order:

- to understand the position of own VET system in relation to the topics listed above – similarities and differences, possible directions for future policies, good practices and difficulties;
- to consider alternative pathways for devising and implementing development policies in VET and possible results (desired or not);
- to discuss different issues with decision makers and stakeholders from other VET systems in similar situations.

The analysis of organisational arrangements of quality assurance in certification, curricula developments, accreditation of VET providers and training of trainers/teacher in national VET systems will cover both continuing and initial VET. In this context, the information gathering exercise will provide information about formal recognition or the process of attesting officially achieved learning outcomes through the awarding of units or qualifications, acquired via formal but also non-formal and informal learning.



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The information provides an overview of the management and implementation of quality assurance processes in the Member States and of current responsibilities in the above areas. To this end, the exercise presents the regulatory bodies involved in each stage of the process and the level of their responsibilities (i.e., centralised or decentralised level; level of regulation or autonomy; etc.).

In addressing the issues/topics mentioned above, the information gathering exercise provides the necessary information for drafting a “matrix,” presenting the roles and responsibilities of the key entities and actors involved in quality assuring the certification processes, the accreditation of VET provider processes and curricula setting processes within European VET systems.

## III.2. The content of the information gathering exercise

The main topics addressed and presented in this exercise refer to:

- Certification – assessment, validation and recognition of the learning outcomes – existence of mechanisms for formal and non-formal/informal contexts:
  - Institutions / settings accountable for assessment, validation and recognition of the learning outcomes.

- Levels of actions – the location of decision making regarding assessment, validation and recognition of the learning outcomes: at national, regional (here, for instance, it is the German “Land” level), or local provider level for each subsystem (the situation might be different for IVET and CVET).
- Stakeholder involvement in the decision making process: consultative (they are asked, at different stages, to state their opinions) or deliberative (they actually participate in the decision making process) for each subsystem.
- Curricula setting:
  - Curricula based on standards (e.g. occupational, professional, for training etc.) or frameworks (e.g. regarding the minimum number of hours or modules, aims of competencies, etc.).
  - Levels of actions: the location of decision making regarding standards and/or frameworks: at national, regional or local provider level for each subsystem;
  - The location of decision making regarding curriculum development: at national, regional, or local provider level for each subsystem.
  - Whether or not the curriculum is based on the National Qualification Frameworks (NQF), in the case of each subsystem.
- Whether or not the curriculum is based on competencies, in the case of each subsystem.
- The existence or not of a credits system for each subsystem.
- The role of practice – proportion (% of the training time) and delivery (real conditions/ workshops at provider level) for each subsystem.
- Accreditation of VET providers: existence of mechanisms (similar to topic 1):
  - Institutions / settings accountable for the accreditation of VET providers.
  - Levels of actions: national, regional, local provider for each subsystem.
  - Stakeholders’ involvement in the decision making process: consultative or deliberative.
- Training of teachers / trainers:
  - Who is the “teacher” / “trainer” in each subsystem (the definition of teacher and/or trainer is very different from one system to another).
  - Is the training of teachers/trainers based on standards or frameworks, for each subsystem?
  - Institutions/settings in charge of the training of teachers / trainers for each subsystem.
  - The content: proportion between “technical”/“pedagogical” in the training of teachers/trainers for each subsystem.

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- Institutions/settings in charge of the accreditation of “teachers”/“trainers” for each subsystem.

The information gathering exercise is based on the understanding and acceptance of the terms as understood by CEDEFOP (2008):

- **Assessment of learning outcomes** is the process of appraising knowledge, know-how, skills and/or competencies of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.
- **Accreditation of an education or training provider** is a process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. Note: “accreditation of learning outcomes” = recognition of learning outcomes; certification of learning outcomes; validation of learning outcomes; “accreditation of prior learning” = recognition of prior learning; certification of prior learning; validation of prior learning.
- **Certification of learning outcomes** is the process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. Comment: certification may validate the outcome of learning acquired in formal, non-formal or informal settings.
- **Curriculum** is the inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers).
- **Recognition of learning outcomes** is: (a) Formal recognition: the process of granting official status to skills and competences either through the: award of qualifications (certificates, diploma or titles); or grant of equivalence, credit units or waivers, validation of gained skills and/or competences; and/or (b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders.
- **Initial vocational education and training (IVET)** is general or vocational education and training carried out in the initial education system, usually before entering working life.
- **Competence** is the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).
- **Continuing education and training (CVET)** is education or training after initial education and training – or after entry into working life aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development.
- **Qualification.** The term qualification covers different aspects: (a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD); (b) job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO).
- **Qualification framework** is an instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes.

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- **Social partners** represent employers' associations and trade unions forming the two sides of social dialogue. Note: they are the "stakeholders" considered for this information gathering exercise.
- **Standard** is a series of elements whose content is defined by concerned actors.
- **Training of teachers/trainers** is theoretical or practical training for teachers and trainers.
- **Trainer** is anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.
- **Teacher** is a person whose function is to impart knowledge, know-how or skills to learners in an education or training institution.
- **Validation of learning outcomes** is the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.
- **Vocational education and training (VET)** is education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

## III.3. The Methodology

The information gathered on the processes mentioned above, across Member States, is presented in a matrix format, in which the items of information are arranged in labelled rows and columns within a table, specifying the relationship between a specific Member State and the relevant topic addressed.

### The information gathering will be realised in three stages:

**The first stage** is the design, revised by the EQAVET Secretariat, and the development of a draft form of the matrix, filled in, in an abbreviated form, with information gathered from official sources (see below). The matrix is completed, with "endnotes" in the shape of "Country Cards" – one for each system analysed – which provide relevant information. For the first stage, the main sources of information were European and national sources.

#### The main European sources are:

- The website of CEDEFOP (European Centre for the Development of Vocational Training) - <http://cedefop.europa.eu>
- The website of EQAVET Network – including the results of the peer-learning activities - <http://www.eqavet.eu>
- The website the Quality Assurance Community of CEDEFOP – <http://communities.cedefop.europa.eu/quality>

- The website of Eurydice (The European Network for Information on and Analyses of European Education Systems and Policies) - <http://eacea.ec.europa.eu/education/eurydice/>

**The national sources** are mentioned in each "Country Card"; where the information is available in English.

During **the second phase**, the draft version of the exercise was sent to the National Reference Points to check if there were gaps in the information about their national systems.

**The third phase** comprises this Report which consists of reviewing and completing the picture (where necessary) and presenting some final conclusions and possible ways to use this working tool at European and national levels (including statistics and graphs).

If this Exercise is considered useful by the Member States, the EQAVET Network and, mainly, by the National Reference Points, regular updating and reviewing of processes may be undertaken.

## IV. The results of the scrutiny of information already available

The main results of this study are presented in two parts: the first part, the "Matrix"; presents the results in a table format, using the "codes" presented below; the second part is the set of "Country Cards", which function as endnotes for each Member State, where some summary explanations are given as answers to the questions raised in the matrix.

**The main result of this first stage is a synthetic “matrix”. In order to fill in the “matrix”, a code is used:**

**Pub, NonPub** – public and non-public institutions (in some cases the accreditation bodies, for instance, are non-public – i.e. they are private or non-governmental organisations).

**N, R, L, P** – levels of action (national, regional, local, provider); the names of the institutions are specified, which are translated into English, within the “Country Card”.

**Providers: P** – general providers; **Uv** – Universities; **P3** – providers of tertiary non-university education level; **P2** – providers of secondary education level (post-compulsory).

**S** – standard based / **F** – framework based. Wherever standards are mentioned explicitly, we considered “standard based”. If “standards” are not explicitly mentioned, but there are mentioned “guidelines”, “frameworks”, “guiding materials” or every other regulating document, we considered “framework based”.

**IVET, CVET** – vocational education and training (VET) sub-systems: initial VET and continuing VET.

**C, D** – consultative and deliberative (i.e. participating at the decision making) role of stakeholders.

**NQF** – the National Qualification Framework is involved and mentioned as such.

**x%Th** and **y%Pr** – proportion of theory and practice (without percentages if there are no regulations in this case). **Var.** = variable amount of theory and practice (both compulsory, but no specific proportion established by regulations).

**x%Tech** and **y%Ped** – proportion “technical” / “pedagogical” in the training of teachers/trainers (without percentages if there are no regulations in this case). **Var.** = variable amount of “technical” and “pedagogical” training (both compulsory, but no specific proportion established by regulations).

**Dev** – relevant system and procedures are in the process of development.

**WBL** – work based learning – practice in real work conditions, including apprenticeship and / or within dual system.

**NoReg** – an area or a field is not regulated.

**“-“** – no information is available in the analysed materials regarding the topic.

## Country Codes

**AT** – Austria

**BE** – Belgium

**BG** – Bulgaria

**CY** – Cyprus

**CZ** – Czech Republic

**DK** – Denmark

**EE** – Estonia

**FI** – Finland

**FR** – France

**DE** – Germany

**EL** – Greece

**HU** – Hungary

**IE** – Ireland

**IT** – Italy

**LV** – Latvia

**LT** – Lithuania

**LU** – Luxembourg

**MT** – Malta

**NL** – Netherlands

**PL** – Poland

**PT** – Portugal

**RO** – Romania

**SK** – Slovakia

**SI** – Slovenia

**ES** – Spain

**SE** – Sweden

**UK** – United Kingdom

# 1. Assessment, validation and recognition of the learning outcomes

1.1 Institutions / instances accountable

1.2 Levels of actions

1.3 Stakeholders' involvement

# 3. Accreditation of VET providers

3.1 Institutions / instances accountable

3.2 Levels of actions

3.3 Stakeholders' involvement

# 2. Curricula setting

2.1 Curriculum based on standards or framework

2.2 Levels of actions

decision making regarding standards and/or frameworks

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2.3 Curriculum based on National Qualification Framework (NQF)

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# 4. Training of teachers / trainers (TTT)

4.1 Who is "teacher" / "trainer" (jobs explicitly denominated)

4.2 TTT based on standards or frameworks

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4.4 The content: proportion "technical" / "pedagogical"

4.5 Institutions / instances in charge of the accreditation



# Assessment, validation and recognition of the learning outcomes

# 1

## 1.1 Institutions / instances accountable

AT	BE	BG	CY	CZ	DK	
Pub, NonPub – IVET and CVET	Pub – community level	Pub, NonPub – IVET and CVET	Pub – IVET and CVET	Pub – public IVET and CVET NoReg – private CVET	Pub, NonPub – IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
Pub – IVET and CVET	Pub, NonPub – IVET and CVET	Pub – IVET and CVET	Pub, NonPub (N, R, P) – IVET and CVET	NonPub – IVET and CVET	Pub, NonPub – IVET and CVET	Pub – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
Pub – IVET	Pub – IVET and CVET	Pub, Non Pub – IVET and CVET	Pub, sector level – IVET and CVET	Pub – IVET and CVET	Pub, NonPub – IVET and part of CVET	Pub – IVET Pub/NonPub – CVET
PT	RO	SK	SI	ES	SE	UK
Pub, NonPub – IVET and CVET	Pub, NonPub – IVET and CVET	Pub – IVET and CVET	Pub, sector level – IVET and CVET	Pub, NonPub – IVET and CVET	Pub, NonPub – IVET and CVET	Pub, NonPub – IVET and CVET

**Pub** – public institutions. **NonPub** – non-public institutions. **IVET** – initial vocational education and training.

**CVET** – continuing vocational education and training. **N, R, L, P** – levels of action (national, regional, local, provider). **NoReg** – area not regulated.

# Assessment, validation and recognition of the learning outcomes

# 1

## 1.2 Levels of actions

AT	BE	BG	CY	CZ	DK	
P – IVET and CVET (partially) NoReg – CVET (partially)	P – IVET NoReg – CVET	N, P – IVET and CVET	P – IVET and CVET	N, P – IVET P – CVET	N – IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
P – IVET and CVET	N, P – IVET and CVET	N, R, P – IVET and CVET	N, R, P – IVET and CVET	N – IVET and CVET	P – IVET and CVET	N – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
N, P – IVET R, P – CVET	P – IVET and CVET	R, P – IVET and CVET	P – IVET and CVET	P – IVET and CVET	N, P – IVET and a part of CVET	N, R, P – IVET and CVET
PT	RO	SK	SI	ES	SE	UK
N, P – IVET and CVET	P – IVET and CVET	P – IVET and CVET	P, sector level – IVET and CVET	N, R, P – IVET and CVET	P, sector level – IVET and CVET	N – IVET and CVET

**N, R, L, P** – levels of action (national, regional, local, provider). **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training. **NoReg** – area not regulated.

# Assessment, validation and recognition of the learning outcomes

# 1

## 1.3 Stakeholders' involvement

	AT	BE	BG	CY	CZ	DK
	C – IVET and CVET D – “dual system”	C, D – IVET and CVET	D – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET
EE	FI	FR	DE	EL	HU	IE
D – IVET and CVET	C – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	D – IVET and CVET	C, D – IVET and CVET	C – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
C – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	D – IVET and CVET	C – IVET and CVET	D – IVET and a part of CVET	C – IVET and CVET
PT	RO	SK	SI	ES	SE	UK
D – IVET and CVET	C – IVET and CVET	C – IVET and CVET	D – IVET and CVET	C – IVET and CVET	D – IVET and CVET	D – IVET and CVET

**C** – consultative role of stakeholders. **D** – deliberative role of stakeholders. **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training.

## 2

## Curricula setting

## 2.1 Curriculum based on standards or framework

	AT	BE	BG	CY	CZ	DK
	F – IVET and CVET (partially) NoReg – CVET (partially)	F – IVET NoReg – CVET	F – IVET and CVET	F – IVET and CVET	F – public IVET and CVET NoReg – CVET	F – IVET and CVET
EE	FI	FR	DE	EL	HU	IE
S – IVET and CVET	F – IVET and CVET	F – IVET and CVET	IVET	F – IVET and CVET	S – IVET and CVET	S, F – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
F – IVET and CVET	S, F – IVET and CVET	S – IVET and CVET	S – IVET	S – IVET and CVET	F – IVET and a part of CVET	S – IVET
PT	RO	SK	SI	ES	SE	UK
S, F – IVET and CVET	S – IVET and CVET	F – IVET NoReg – CVET	S – IVET and CVET	F – IVET and CVET	F – IVET and CVET	S – IVET and CVET

**F** – framework based curriculum. **S** – standard based curriculum. **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training. **NoReg** – area not regulated.

# 2

## Curricula setting

### 2.2 Levels of actions – decision making regarding standards and/or frameworks

AT	BE	BG	CY	CZ	DK	
N – IVET and CVET (partially) NoReg – CVET (partially)	Community level – IVET NoReg – CVET	N – IVET and CVET	N – IVET and CVET	N – public IVET and CVET NoReg – CVET	N – IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
N – IVET and CVET	N – IVET NoReg – CVET	N, R – IVET N, R and sector level – CVET	N – IVET and a part of CVET P – part of CVET	N – IVET and CVET	N – IVET and CVET	N – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
N – IVET R – CVET	N – IVET and CVET	N – IVET and CVET	N and sector level – IVET	P – IVET and CVET	N – IVET and a part of CVET	N – IVET
PT	RO	SK	SI	ES	SE	UK
N – IVET and CVET	N – IVET and CVET	N – IVET	N – IVET and CVET	N, R – IVET and CVET	N – IVET and a part of CVET	N – IVET and CVET

**N, R, L, P** – levels of action (national, regional, local, provider). **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training. **NoReg** – area not regulated.

# 2

## Curricula setting

### 2.2 Levels of actions – decision making regarding curriculum development

AT	BE	BG	CY	CZ	DK	
N, P – IVET and CVET (partially) NoReg – CVET (partially)	P – IVET NoReg – CVET	N, P – IVET and CVET	N – IVET and CVET	N, P – public IVET and CVET P – CVET	P – IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
N, P – IVET and CVET	N – IVET NoReg – CVET	N – IVET P – CVET	P – IVET and CVET	N – IVET and CVET	P – IVET and CVET	N – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
P – IVET and CVET	N – IVET P – CVET	P – IVET and CVET	N – IVET	P – IVET and CVET	P – IVET and CVET	N, R, P – IVET and CVET
PT	RO	SK	SI	ES	SE	UK
N – IVET and CVET	N, P – IVET P – CVET	P – IVET and CVET	N, P – IVET and CVET	N, R, P – IVET P – CVET	N, P – IVET and CVET	P – IVET and PVET

**N, R, L, P** – levels of action (national, regional, local, provider). **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training. **NoReg** – area not regulated.



# 2

## Curricula setting

### 2.3 Curriculum based on National Qualification Framework (NQF)

AT	BE	BG	CY	CZ	DK	
IVET and CVET (partially) NoReg – CVET (partially)	IVET NoReg – CVET	IVET and CVET (Dev)	Dev	Public IVET and CVET NoReg – CVET	IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
IVET and CVET (Dev)	IVET and CVET	IVET and CVET	Dev	Dev	IVET and CVET (Dev)	IVET and CVET
IT	LV	LT	LU	MT	NL	PL
Dev	IVET and CVET	IVET and CVET	Dev	IVET and CVET	IVET and a part of CVET	Dev
PT	RO	SK	SI	ES	SE	UK
IVET and CVET	IVET and CVET	Dev	Dev	Dev	Dev (already established for higher education)	IVET and CVET

**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **NoReg** – area not regulated. **Dev** – in the process of development.

## 2

## Curricula setting

## 2.4 Curriculum based on competencies

	AT	BE	BG	CY	CZ	DK
	IVET and CVET (partially) NoReg – CVET (partially)	IVET NoReg – CVET	IVET and CVET	Dev	Public IVET and CVET NoReg – CVET	IVET and CVET
EE	FI	FR	DE	EL	HU	IE
IVET and CVET (Dev)	IVET and CVET	IVET and CVET	IVET and CVET	-	IVET and CVET	IVET and CVET
IT	LV	LT	LU	MT	NL	PL
IVET CVET – Dev	IVET and CVET	IVET and CVET	IVET and CVET	IVET and CVET	IVET and a part of CVET	-
PT	RO	SK	SI	ES	SE	UK
IVET and CVET (partially)	IVET and CVET	IVET	IVET and CVET	IVET and CVET	IVET	IVET and CVET

**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **NoReg** – area not regulated.  
**Dev** – in the process of development.

# Curricula setting

# 2

## 2.5 The existence of a credits system

AT	BE	BG	CY	CZ	DK	
Only for higher education	-	Dev	Dev	Dev	-	
EE	FI	FR	DE	EL	HU	IE
IVET and CVET	IVET and CVET	Only for higher education	Dev	-	Only for higher education	IVET and CVET
IT	LV	LT	LU	MT	NL	PL
IVET, partially for CVET	Dev (existing for higher education)	Dev	IVET – capitalised units	Dev	Dev – 2011	Dev
PT	RO	SK	SI	ES	SE	UK
Only for higher education	IVET and CVET (Dev)	No – except for teachers	IVET and CVET	No – except for higher education VET	IVET and CVET	IVET and CVET

**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **Dev** – in the process of development.

# 2

## Curricula setting

### 2.6 The role of practice

	AT	BE	BG	CY	CZ	DK
	Var: IVET – 10%-50% CVET (“dual system”) – 80%	Var: IVET – 1/3 to 4/5 WBL	Var: IVET (incl. WBL) – min. 40%	IVET – 60% Var: CVET – WBL compulsory	Public IVET and CVET – 30%-55%	IVET and CVET – 1/3- 2/3
EE	FI	FR	DE	EL	HU	IE
1/2-2/3 (partially WBL)	Var: min. 17% WBL	IVET – 15%-70% Var: CVET	Var: WBL compulsory	IVET and CVET – 20%- 80%	Var: IVET and CVET	Var: IVET and CVET
IT	LV	LT	LU	MT	NL	PL
Var: IVET and CVET	IVET – 50%-65% (20% WBL)	Var: IVET and CVET – 60%-80%	Var: WBL compulsory	Var	Var: 20%-60% WBL	Var: IVET – 15%-80%
PT	RO	SK	SI	ES	SE	UK
Var: 10%-50% WBL compulsory	Var: IVET CVET – 1/3 Th, 2/3 Pr	Var: IVET – 50%-100% VET subjects	Var: IVET and CVET	IVET – 20% WBL Var: CVET	Var: IVET and CVET – at least 25% WBL compulsory	Var

**Var** – variable amount of theory and practice. **IVET** – initial vocational education and training. **CVET** – continuing vocational education and training.  
**WBL** – work-based learning.

# Accreditation of VET providers

## 3

### 3.1 Institutions / instances accountable

AT	BE	BG	CY	CZ	DK	
Pub, NonPub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET (partially) Dev	Pub – public IVET and CVET	No accreditation system – excluding training enterprises (Pub)	
EE	FI	FR	DE	EL	HU	IE
Pub – IVET and CVET (Dev)	Pub – IVET and CVET	Pub – IVET	Pub, NonPub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
Pub – CVET (excluding companies training their own employees) No accreditation system for IVET	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and a part of CVET	Pub – IVET and a part of CVET
PT	RO	SK	SI	ES	SE	UK
Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET and a part of CVET (NoReg for a part of CVET)	Pub – IVET and CVET	Pub – IVET and CVET	Pub – IVET (only private schools) and higher level VET programmes	Pub, NonPub – IVET and CVET (for programmes)

**Pub** – public institutions. **NonPub** – non-public institutions. **IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **Dev** – in the process of development. **NoReg** – area not regulated.

# Accreditation of VET providers

## 3

### 3.2 Levels of actions

AT	BE	BG	CY	CZ	DK	
N, R – IVET and CVET	Community level	N	N	N, R – public IVET and CVET	No accreditation system – excluding training enterprises (N)	
EE	FI	FR	DE	EL	HU	IE
N – IVET and CVET	N – IVET and CVET	N, R – IVET	R – IVET N (NonPub) – CVET	N – IVET and CVET	N – IVET and CVET	N – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
R – IVET and CVET	N – IVET and CVET	N – IVET and CVET	N – IVET and CVET	N – IVET and CVET	N – IVET and a part of CVET	N, R – IVET and a part of CVET
PT	RO	SK	SI	ES	SE	UK
N – IVET and CVET	N – IVET R – CVET	N – IVET and a part of CVET (NoReg for a part of CVET)	N – IVET and CVET	N, R – IVET and CVET	N – IVET (only private schools)	N – IVET and CVET (for programmes)

**N, R, L, P** – levels of action (national, regional, local, provider). **IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **NonPub** – non-public institutions. **NoReg** – area not regulated.



# Accreditation of VET providers

## 3

### 3.3 Stakeholders' involvement

AT	BE	BG	CY	CZ	DK	
-	C, D – IVET and CVET	D – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	
EE	FI	FR	DE	EL	HU	IE
D – IVET and CVET	C – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	C – for IVET and CVET	C – IVET D – CVET	C – IVET and CVET
IT	LV	LT	LU	MT	NL	PL
C – IVET and CVET	C, D – IVET and CVET	C, D – IVET and CVET	C – IVET and CVET	C – IVET and CVET	D – IVET and a part of CVET	D – IVET and CVET
PT	RO	SK	SI	ES	SE	UK
D – IVET and CVET	C – IVET D – CVET	C – IVET and CVET	D – IVET and CVET	C – IVET D – CVET	C – IVET and CVET	D – IVET and CVET

**C** – consultative role of stakeholders. **D** – deliberative role of stakeholders.  
**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training.

## 4

## Training of teachers/trainers

## 4.1 Who is “teacher” / “trainer” (jobs explicitly denominated)

AT	BE	BG	CY	CZ	DK	
IVET and CVET teacher, trainer, seminar leader, course leader, coach	IVET and CVET teacher / trainer	teacher, trainer	teacher, trainer in a public institution, trainer in a private institution or enterprise	teacher IVET, teacher for practice IVET, teacher of practicum IVET, trainer CVET	IVET and CVET teacher for general subjects / vocational subjects, trainer IVET, trainer CVET	
EE	FI	FR	DE	EL	HU	IE
teacher, workplace supervisor / vocational trainer NoReg for a part of CVET	IVET and CVET teacher, trainer / workplace instructor	IVET teacher / lecturer, teacher / trainer in apprenticeship IVET, apprenticeship master, CVET teacher and trainer	IVET teacher, IVET trainer, CVET teacher / trainer	teacher, trainer	IVET and CVET teacher, trainer, practice trainer, instructor, tutor, other learning facilitators	IVET and CVET teacher, trainer / instructor
IT	LV	LT	LU	MT	NL	PL
IVET/CVET teacher, IVET/CVET trainer/tutor	IVET and CVET teacher / trainer	IVET and CVET teacher	IVET teacher, IVET trainer, CVET trainer	teacher, trainer	IVET teacher, IVET trainer, CVET teacher and trainer, IVET and CVET instructor	IVET teacher, IVET and CVET trainer / instructor
PT	RO	SK	SI	ES	SE	UK
teacher, trainer, tutor	IVET teacher, tutor, CVET trainer	teacher (general/VET subjects), teacher (practical training), IVET and CVET trainer, IVET and CVET instructor	teacher of general subjects, teacher of VET subjects, master craftsman	IVET teacher, instructor, trainer, CVET teacher, trainer, instructor (including in-company)	teacher, tutor / trainer	teacher / lecturer, trainer

**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training.  
**NoReg** – area not regulated.

## 4

## Training of teachers/trainers

## 4.2 TTT based on standards or frameworks

AT	BE	BG	CY	CZ	DK	
F – teachers	F	F	F – teachers and trainers in public institutions and part of trainers in private institutions	F – teachers	IVET and CVET teachers: 60 ECTS, level 6 EQF	
EE	FI	FR	DE	EL	HU	IE
F – teachers	F – teachers NoReg – trainers	F – IVET and CVET teachers / lecturers (public servants)	IVET teachers and trainers	F – teachers and trainers	F – IVET and CVET teachers and trainers	S – teachers NoReg – trainers / instructors
IT	LV	LT	LU	MT	NL	PL
F – teachers and part of trainers	S – IVET and CVET NoReg – in-company trainers	S – teachers	F – teachers	F – teachers and trainers	S – IVET teachers, IVET and CVET instructors No – other categories	S – teachers
PT	RO	SK	SI	ES	SE	UK
F – teachers and trainers	S – IVET and CVET	F – IVET and CVET teachers	teachers	F – teachers	F – teachers (partially)	S – teachers and trainers

**F** – framework based training of teachers/trainers. **S** – standards based training of teachers/trainers.

**IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **NoReg** – area not regulated.

# 4

## Training of teachers/trainers

### 4.3 Institutions / instances in charge of TTT

AT	BE	BG	CY	CZ	DK	
Uv, P3	Uv, P3	Uv	Uv – teachers P – trainers	Uv, P	P	
EE	FI	FR	DE	EL	HU	IE
Uv – teachers (excluding P2 and P3)	Uv – teachers NoReg – trainers	Uv – IVET and CVET teachers / lecturers	Uv, P2, P3	Uv – teachers Pub – trainers	Uv – teachers and trainers for IVET and CVET offered by schools	Uv – teachers Pub – a part of trainers
IT	LV	LT	LU	MT	NL	PL
Uv – teachers P – trainers		Uv, P	UV – IVET teachers Sector level – trainers	Uv – teachers	Uv – IVET teachers P – other	Uv, P – teachers
PT	RO	SK	SI	ES	SE	UK
Uv – teachers Pub (N) – teachers and trainers	Uv – teachers P3 – tutors P – trainers	P – IVET and CVET teachers	Uv – teachers Sector level – master craftsmen	Uv – IVET teachers P – rest of IVET and CVET	Uv – teachers (partially) P	P

**Uv** – universities. **P** – general providers. **P3** – providers of tertiary non-university education level. **P2** – providers of secondary education level (post-compulsory).  
**NoReg** – area not regulated. **Pub** – public institutions. **IVET** – initial vocational education and training. **CVET** – continuing vocational education and training.  
**N** – national level.

# 4

## Training of teachers/trainers

### 4.4 The content: proportion “technical” / “pedagogical”

AT	BE	BG	CY	CZ	DK	
-	-	100% Ped for professional qualification as “teacher”	25% Tech 75% Ped	-	Var	
EE	FI	FR	DE	EL	HU	IE
100% Ped for teacher qualification	Var: 80% Tech, 20% Ped – teachers NoReg – trainers	-	Var	-	IVET and CVET teachers and trainers: 5/7–3/4 Tech, 2/7–1/4 Ped	Var
IT	LV	LT	LU	MT	NL	PL
Var	-	-	Mostly Ped	-	-	100% Ped, from which 35% practical
PT	RO	SK	SI	ES	SE	UK
1/4 Ped – teachers	IVET teachers – 12,5%- 50% Ped IVET tutors – 100% Tech CVET trainers – 100% Ped	Teachers – 70% Ped	-	-	100% Ped, from which 1/3 practice	-

**Ped** – pedagogical training in the training of teachers/trainers. **Tech** – technical training in the training of teachers/trainers.  
**Var** – variable amount of pedagogical and technical training. **NoReg** – area not regulated. **IVET** – initial vocational education and training.  
**CVET** – continuing vocational education and training.

## 4

## Training of teachers/trainers

## 4.5 Institutions / instances in charge of the accreditation

AT	BE	BG	CY	CZ	DK	
Uv, P3	Uv, P3	Uv	N – a part of trainers P – teachers and other trainers	Uv, P	-	
EE	FI	FR	DE	EL	HU	IE
Ministry of Education – teachers	Uv – teachers NoReg – trainers	State – IVET and CVET teachers / lecturers (public servants)	Uv, P3, NonPub (R)	Uv – teachers Pub – trainers	Uv – teachers, trainers P – other	Pub (N) – teachers and a part of trainers
IT	LV	LT	LU	MT	NL	PL
Uv – teachers Pub (R) – trainers	-	-	Pub (N)	Uv – teachers	Uv – IVET teachers Pub (N) – IVET trainers	Uv, P – teachers
PT	RO	SK	SI	ES	SE	UK
Pub (N) – teachers and trainers	Uv (Pub / NonPub) – teachers P (Pub / NonPub) – tutors and trainers	P	Pub (N) – teachers	-	Uv – teachers (partially)	Pub – teachers

**Uv** – universities. **P** – general providers. **P3** – providers of tertiary non-university education level. **N** – national level. **R** – regional level. **NoReg** – area not regulated. **IVET** – initial vocational education and training. **CVET** – continuing vocational education and training. **Pub** – public institutions. **NonPub** – non-public institutions.



# Preliminary conclusions based on the desk research and on feedback from the National Reference Points

## General comments:

- The existing definitions at European level (for instance, those used in this exercise, coming from CEDEFOP) are used only in some VET systems. Most of them are adapted in each national context - following national traditions, policies and development targets. Even the definitions of the most general concepts – e.g. “initial VET” or “continuous VET” – differ in some VET systems from the existing definitions.
  - All systems have agreed procedures for assessment, validation and recognition of the learning outcomes acquired in formal settings, especially for IVET (i.e. examination systems). However, it is not always clear what learning outcomes are envisaged (knowledge, skills, and/or competencies).
  - All systems are in the process of introducing/ piloting or intend to introduce systems and procedures for the assessment, validation and recognition of the learning outcomes, acquired in non-formal/informal settings.
  - The IVET subsystem is usually more deeply regulated (as a consequence of being considered a part of the VET school system, mainly as a part of compulsory education) than the CVET one. There are very few systems with common, uniform regulations and standards covering both IVET and CVET. The trend is to extend the national regulations and standards to cover the CVET providers (especially under the NQF umbrella), but in many systems the market has a very important role in CVET. At least part of CVET is organised on a commercial basis in most countries. In about 15% of the VET systems, CVET or parts of CVET are not regulated.
  - In most systems the VET schools are providers of both IVET and CVET. In some systems common standards and procedures are used for both IVET and CVET.
  - The State has an increasing role in regulating VET – not discretionary but standard based – extending the use of NQFs and of national standards to parts of CVET not regulated previously and which are market driven.
  - Stakeholders are involved in devising standards and curricula but less in the accreditation of VET providers. The main stakeholders (i.e. employers and trade unions) participate in the assessment panels/commissions in a considerable number of systems.
  - An increasing number of systems have explicit policies and regulations regarding the VET offered by higher/tertiary education, aiming to integrate the upper VET levels into higher (“university”) education. An interesting topic for debate may be the coherence between VET offered at secondary, post-secondary and tertiary levels of education (ISCED levels 3, 4, 5 and 6).
- 1. Assessment, validation and recognition of the learning outcomes – existence of mechanisms for formal and non-formal/informal contexts:**
    - 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?**
      - For the vast majority of VET systems, competent public bodies (i.e. Ministries, Agencies etc.) are the regulating authority. In about half of the VET systems, non-public entities are the responsible bodies, most of which are training providers. In two systems, authority is delegated, by law, from the public body responsible to non-public entities. The trend is to form, at national and/or sectoral levels, social partnership structures for the purpose of defining policies. In several systems this partnership is responsible for the establishment and delivery of assessment procedures.

- The procedures for assessment, validation and recognition of the learning outcomes in IVET is regulated in all systems by the Ministry of Education, following the general regulations for examinations in general education (usually with additional requirements established in partnership with the relevant stakeholders).
- The CVET system is less regulated – the market and training providers have more authority in regulating their own qualification procedures within the national frameworks. In most systems, parts of CVET – known as “adult learning”, “informal learning”, “continuous education” etc. – are not regulated at all and the certificates delivered may or may not be formally recognised. In this respect, the labour market plays an important role.

### **1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes take place?**

- In the majority of countries the VET providers have the most important role in the decision making process regarding certification (assessment, validation and recognition of the learning outcomes), based on the frameworks established at system level.
- In about half of all systems, there is a shared responsibility in this regard between national and/or regional entities and the providers. In some systems there are centralised examination processes (at regional or national level) with the participation of providers, public authorities and social partners. In other cases the main stakeholders’ representatives are part of the examination bodies.
- Very few systems have “externalised” examination systems organized at sectoral level.

### **1.3. How are the stakeholders involved in the decision making process?**

- The consultative role exists in all systems but the deliberative role is becoming more common. In about two thirds of the VET systems the social partners have a deliberative role (active participation in the decision making process).
- The social partners participate in defining the assessment policies – assessment/ examination panels. In several VET systems, the representative organisation of the social partners – e.g. “chambers of commerce”, deliver the certificates.

## **2. Curricula setting:**

### **1.1. Is the curriculum based on standards and/or frameworks?**

- All systems have developed frameworks for IVET (i.e. “national curricula”) but not always in the case of CVET. About 25% of the systems have no regulation regarding the curricula used within CVET.
- The framework/standards are defined in very different ways in different systems, and may be based on systems of competencies.
- Only in one third of the systems are curricula explicitly based on standards. We assume, for other systems, that some overarching “frameworks” or “guidelines” for curricula may be considered as “standards”; but they are not explicitly named as such.

- More and more systems tend to define national curricula/frameworks in terms of learning outcomes (being “output/outcome based” and not “input based”) – even if, as was mentioned previously, the outcomes are not defined explicitly or are defined differently in different systems.

## **3. Levels of actions:**

### **1.3.1. Where does the decision making regarding standards and/or frameworks take place?**

- In all IVET systems, the national and/or regional public entities define national curricula, usually in consultation with the social partners. However, the situation is more diverse in relation to CVET: there are systems with national regulations, but also systems with no regulations at all.
- In an increasing number of systems, the decision making regarding the devising of curriculum standards/frameworks is shared between national and regional levels. The balance between national and regional differs among systems.
- The trend is to regulate the curriculum framework at national level.

### **1.3.2. Where does the decision making regarding curriculum development take place?**

- In most VET systems, the curriculum development is provider-based. In these cases, the VET provider observes the national regulations and frameworks.

- The trend is to share responsibilities in curriculum development between national and provider levels.

#### **1.4. Is the curriculum based on National Qualification Frameworks (NQFs)?**

- The NQFs have been developed, are in the process of being developed or are under revision in all systems. All systems declare an intention to make the NQF compatible with EQF – in the short-, medium- or long-term. The need to make qualifications transparent and “portable” from one system to another was identified as a priority by all VET systems.
- In almost all systems the curricula are based on NQFs for IVET, and for CVET, too, in an increasing number of systems.
- The part of CVET that is regulated and not market driven, is usually based on the NQF. Demands for a specific qualification which is included in NQF are increasing and are becoming the starting point for the design of curricula – both at national and at provider levels.

#### **1.5. Is the curriculum based on competencies?**

- The trend is towards competence based curricula, both for IVET and CVET; all systems are moving in this direction.
- The trend is to develop curricula based on learning outcomes – “knowledge”, “skills” and “competencies”.

#### **1.6. Is there a credits system in place?**

- About one third of the VET systems already have credit systems for the overall VET or for VET subsystems/components.

- Most of the VET systems have credit systems for higher education – based on the European Credit Transfer and Accumulation System (ECTS). The issue is mentioned in all reports and stated as a goal for the policies regarding VET, in correlation with the (expected) development regarding the ECVET.

#### **1.7. What is the role of practice? (Proportion and delivery)?**

- All systems have a practical component of IVET and CVET. There is some work based learning (WBL) in most systems, but it is not a compulsory element in all. The proportion of WBL varies from 10% to 90%, depending on the subsystem. In this respect IVET has, in most cases, an “academic” role as well – to complete compulsory education or to access university level education. In most countries “apprenticeship” systems have been established and, in an increasing number of countries, “dual-type” systems (school and work).

### **1. Accreditation of VET providers:**

#### **1.1. Who is responsible for the accreditation of VET providers?**

- Comprehensive accreditation systems based on standards have been established in very few countries. Usually, the national public bodies are in charge of the accreditation of VET providers.
- Most of the systems have accreditation systems and procedures for specific subsystems or components of the VET systems (e.g. the private providers, or the providers willing to access public money).

- An interesting topic of debate may be the target of the accreditation systems: does the accreditation refer to the training institution or to the training programme?

#### **1.2. Where does the decision making regarding accreditation take place?**

- The trend is to maintain the accreditation of IVET at national level (bearing in mind that, in most countries, IVET is delivered by VET schools) and to devolve the accreditation of CVET providers at regional level.
- In some countries, this role is performed by professional bodies or social partnership structures.

#### **1.3. How are the stakeholders involved in the decision making process?**

- It is the state institutions who have the main role in the accreditation process and the social partners are usually consulted in the policy making phase.
- The participation of the social partners is less evident in the accreditation process than in the certification process.

### **2. Training of teachers / trainers:**

#### **2.1. Who is a “teacher” / “trainer”?**

- The “teacher” is defined similarly in most systems: a person functioning in a school and/or a training provider, with a higher education background and (usually) with specific pedagogic education. There are few systems where the pedagogical education is not required for several categories of teachers or where the teacher training is not, necessarily, provided by higher education institutions.

- In some systems there are differences between teachers in general education (or for general subjects) and VET teachers: for VET teachers, the “technical” experience sometime replaces the training and/or the pedagogical education in a higher education institution. The situation of the “trainer” is very different, most systems having fewer or no specific regulations. Even the definition of “trainer” is very different from one system to another.
- Many systems differentiate between “teachers” and/or “trainers” of IVET from those of CVET.
- Besides “teachers” and “trainers”, most systems have other positions and teaching functions: tutors, instructors, lecturers etc. – with an increased differentiation in their definitions.

## **2.2. Is the training of teachers/trainers based on standards / frameworks?**

- Usually there are standards and frameworks for “teachers”, as part of the standards and regulations devised for higher education, but very few systems have common (national and/ or regional) professional / occupational / training standards for trainers.

## **2.3. What institutions/settings are in charge of the training of teachers/ trainers?**

- Usually higher education institutions provide training for teachers, but a wide range of providers provide training for trainers.

## **2.4. What is the proportion “technical”/“pedagogical” in the training of teachers / trainers?**

- The available information is very poor in relation to this issue.

- The trend is to define a specific academic professional path for “teachers” (and, in several systems for “trainers”, as well) via specific bachelor or master degrees programmes. In these cases, the proportion of “pedagogical” part is 100%.

## **2.5. What institutions/settings are in charge of the accreditation of “teachers”/“trainers”?**

- Usually it is the institutions responsible for the training of teachers/trainers that also perform the “accreditation” role. However, some systems accredit teachers and/or trainers via professional associations, public bodies or national/regional/local competitions.
- There are specific selection procedures for teachers and / or trainers, usually in situations where teachers and / or trainers enjoy the status of a public servant or similar.



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# Country Cards



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# 1. Austria



# 1. Austria

## 1. Assessment, validation and recognition of the learning outcomes – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The providers of formal IVET (secondary and post-secondary VET in schools and colleges) and CVET offered by schools (post-secondary VET) – on the basis of national frameworks. In company-based training, the apprenticeship-leave examination is conducted by an external exam committee comprising social partner representatives.*

*For other formal CVET there is no regulation concerning the assessment, validation and recognition of learning outcomes.*

*The assessment, validation and recognition of learning outcomes acquired in non-formal/informal contexts are possible. For instance, the apprenticeship diploma can also be obtained via a so-called “exceptional admission to the apprenticeship-leave examination.” For that purpose, relevant periods of professional practice and attendance at relevant course events are credited as substitutes for formal apprenticeship training. Within the framework of the formal examinations, certain certificates (e.g. language certificates) can replace portions of the exam.*

*Students who drop out of a full-time IVET-school or college may continue vocational training within the framework of apprenticeship training. Upon request qualifications acquired in the respective technical and vocational school or college have to be accredited. The extent to which qualification may be accredited is legally defined and depends on the respective apprenticeship trade as well as other things.*

*Furthermore, for all full-time IVET-programmes external certification as defined in BGGI. (Federal Law Gazette) II No. 362/1979 current version, is available.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and CVET offered by schools the decision lies with the provider, on the basis of national frameworks.*

*For other CVET – there is no regulation concerning the assessment, validation and recognition of learning outcomes.*

### 1.3. How are the stakeholders involved in the decision making process?

*The role is consultative – at national level and regional levels (for curriculum and assessment matters), via the Federal / Regional Advisory Board on Apprenticeship.*

*The social partners participate in the decision making process regarding the apprenticeship matters within the dual system and participate in the external exam committees.*

## 2. Curricula setting:

### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET and CVET offered by schools there is a National Curriculum Framework and other framework regulations, approved by law issued by the Federal Ministry for Education, Arts and Culture – including the school-based part within the dual system. For the curriculum regarding qualifications in agriculture and forestry and in non-medical healthcare professions, the Ministries have a role in establishing frameworks. For every apprenticeship occupation, there exists a training regulation which is valid across Austria and includes the in-company curriculum.*

*The curriculum for other CVET is not regulated.*

## 2.2. Levels of actions:

### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET and CVET offered by schools - at national level: Federal Ministry for Education, Arts and Culture and Federal Ministry of Science and Research (the two ministries responsible for the development of the NQF), Federal Ministry of Economy, Family and Youth (for the company based part of training within the "dual system"). In addition, the Federal Ministry for Agriculture, Forestry, Environment and Water Management and the Federal Ministry for Health have regulatory roles for the specific occupational areas.*

*The curriculum for other CVET is not regulated, although one major framework law has been in force since March 1973 in the form of the Financing Act on the financing of adult education and public libraries from public funds.*

*As far as self-employment is concerned, standards are laid down by the Ministry of Economy, Family and Youth (Trade Regulations/ Gewerbeordnung). The exercise of a legally protected trade or a craft is conditional upon the submission of specific documentation providing evidence of work experience in the respective field and/or qualification exams.*

### 2.2.2. Where does the decision making regarding curriculum development lie?

*At provider level/responsible Ministry, based on the National Framework – for IVET and CVET offered by schools.*

*The curriculum for other CVET is not regulated.*

### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Right now new output oriented curricula are developed that will be based on the NQF.*

### 2.4. Is the curriculum based on competencies?

*Yes – for IVET and CVET offered by schools they are, partly, and with the new curricula.*

*The curriculum for other CVET is not regulated.*

### 2.5. Is a credits system in place?

*No – only in VET at higher education level.*

### 2.6. What is the role of practice? (Proportion and delivery).

*Variable: between 10% and 50% practice in VET upper secondary schools and 80% practice in dual vocational training (apprenticeship).*

## 3. Accreditation of VET providers:

### 3.1. Who is responsible for the accreditation of VET providers?

*In IVET, Austrian VET providers are accredited by law. In CVET, providers are accredited in different ways (ISO, regional accreditation modes etc.)*

### 3.2. Where does the decision making regarding the accreditation lie?

### 3.3. How are the stakeholders involved in the decision making process?

#### 4. Training of teachers / trainers:

4.1. Who is a “teacher” / “trainer”?

*Teacher (in VET schools and colleges and for the school-based part of “dual vocational training - apprenticeship”) – a person with a subject-specific university course, an accompanying pedagogical course, as well as professional practice in the business sphere.*

*IVET trainer for dual vocational training (apprenticeship) – a person responsible for the company-based part of training, qualified by IVET trainer exam or 40-hour IVET trainer course plus an expert interview. For the professionalisation of IVET trainers, IVET trainer colleges have been set up.*

*For trainers, seminar leaders, course leaders, coaches for non-school-based and non-university-based CVET, the requirements are specified by the respective CVET institutions.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*For teachers it is based on the national frameworks regarding teacher training.*

4.3. What institutions / instances are in charge of the training of teachers / trainers?

*Post-secondary education institutions, i.e. university colleges of education and universities.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

4.5. What institutions / instances are in charge of the accreditation of “teachers” / “trainers”?

*The educational institutions offering teacher training / trainer training programmes.*

#### Extra sources of information:

[www.bmukk.gv.at](http://www.bmukk.gv.at) – the website of the Federal Ministry for Education, Arts and Culture

[www.bmwfj.gv.at/BERUFSAUSBILDUNG/LEHRLINGSUNDBERUFSAUSBILDUNG/Seiten/default.aspx](http://www.bmwfj.gv.at/BERUFSAUSBILDUNG/LEHRLINGSUNDBERUFSAUSBILDUNG/Seiten/default.aspx) – specific information on the apprenticeship by the Federal Ministry of Economy, Family and Youth



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# 2. Belgium

## 2. Belgium

NOTE: in Belgium, at the three levels mentioned generally in this information gathering exercise (national, regional and local/provider), there is another one, the "community". In Belgium there are three communities: French Speaking Community (FSC), Dutch Speaking Community (DSC), and German Speaking Community (GSC), with large attributions in education and training. Thus, there are differences among VET provision at community level.

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The Federal Government retains responsibility for establishing the beginning and end of compulsory education as well as setting minimum conditions for the award of diplomas and certificates. The responsibility for all other educational policy is at Community level: the Government of Flanders and the Flemish Minister of Education (DSC), the Government of the French Community (FSC) and Government of the German-speaking Community (GSC).*

*In the DSC, the initiatives concerning recognition of non-formal and informal learning are numerous but seem disparate and too little coordinated.*

*In the FSC Skills are formally recognised via qualifications issued in the name of the French-speaking Community.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET – at provider level, on the basis of frameworks established at community level.*

#### 1.3. How are the stakeholders involved in the decision making process?

*Consultative at national level: agreements (covenants) were concluded between the Minister of Employment and the social partners of different sectors of economic activity.*

*Deliberative at community, regional and local levels: establishing the vocational profiles for IVET (DSC and FSC). The social partners, main actors for collective agreements in CVET are also represented on the management bodies of the training institutes. Employment-training-education consultative committees have been established at the sub-regional committee level.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes, at Community level, for IVET – the objectives of IVET established at community level and the vocational profiles set up by the social partners are the basis of curriculum development in all three communities.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*The responsibility for education policy is at Community level: the Government of Flanders and the Flemish Minister of Education (DSC), the Government of the French Community (FSC) and Government of the German-speaking Community (GSC).*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*At provider level, for IVET and CVET, based on Community Frameworks.*

#### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes, in the FSC (by qualification devised by the Qualification Agency) and in the DSC (The Social-Economic Council of Flanders).*

2.4. Is the curriculum based on competencies?

*Yes, for all communities.*

2.5. Is a credits system in place?

2.6. What is the role of practice? (Proportion and delivery).

*Variable for IVET – from 1/3 to 2/3 work-based learning in IVET schools and from 2/3 to 4/5 work-based learning in apprenticeship.*

### 3. Accreditation of VET providers:

3.1. Who is responsible for the accreditation of VET providers?

*The Governments of the three Communities – for IVET and CVET.*

3.2. Where does the decision making regarding the accreditation lie?

*At community and regional levels.*

3.3. How are the stakeholders involved in the decision making process?

*Consultative at national level: agreements (covenants) were concluded between the Minister of Employment and the social partners of different sectors of economic activity.*

*Deliberative at community, regional and local levels: establishing the vocational profiles for IVET (DSC and FSC). The social partners, main actors for collective agreements in CVET are also represented in the management bodies of the training institutes. Employment-training-education consultative committees have been established at the sub-regional committee level.*

### 4. Training of teachers / trainers:

4.1. Who is a “teacher” / “trainer”?

*Teacher / trainer – a person having as workplace an IVET provider / a CVET provider. The entry requirements and qualifications for teachers / trainers are defined by the Ministries of Education of the Communities (for formal education). For each other kind of education and training, there are specific requirements for teachers / trainers established at community, regional and local levels: “an overall discussion is not possible because of the lack of uniformity”.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes, on frameworks established at community level, for teachers.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*University colleges, universities and centres for adult education.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*University colleges, universities and centres for adult education.*

### Extra sources of information:

[www.flanders.be](http://www.flanders.be) – the website of the Dutch Speaking Community

<http://gouvernement.cfwb.be> – the website of the Government of the French Speaking Community

[www.dglive.be](http://www.dglive.be) – the website of the German Speaking Community



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# 3. Bulgaria

### 3. Bulgaria

#### 1. **Assessment, validation and recognition of the learning outcomes – existence of mechanisms for formal and non-formal/informal contexts:**

##### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*At national level – the Ministry of Education, Youth and Science (MEYS) is responsible for the development and validation of National Examination Programmes (NEP) for conducting state exams for the acquisition of degrees of professional qualification. The content of NEP has been developed in compliance with the national educational standards (NES) for the acquisition of professional qualifications.*

*A model for the validation of vocational competences acquired through non-formal and informal learning has been developed and tested jointly with the social partners. The legal regulation of a system for validation of vocational competences acquired through non-formal and informal learning is currently being developed for the VET system.*

*At provider level – vocational schools, vocational high schools, vocational colleges and centres for vocational training are responsible for the implementation of the NEP during state exams for the acquisition of professional qualifications.*

*The VET Act stipulates the prerequisites for the validation of knowledge, skills and competences acquired through non-formal and informal learning, such as the opportunity to certify the knowledge and skills acquired while practicing a profession or after a practical training has been conducted and a nationally recognised certificate has been received.*

##### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At national level – the responsibility for the evaluation rests with the Ministry of Education, Youth and Science. A NES for the Evaluation System has been developed to regulate the types of examinations and their organisation, including the organisation of state exams for the acquisition of vocational qualification.*

*The legal regulation of a system for validation of vocational competences acquired through non-formal and informal learning is currently being developed for the system of VET with the participation of social partners.*

*At provider level – decisions are taken in the process of implementation of legal regulations – of the VET Act.*

##### 1.3. How are the stakeholders involved in the decision making process?

*At national level – social partners take part in the development and updating of NEP and NES for the acquisition of learning outcomes oriented vocational qualification. Their representatives participate in the Management Board and the Expert Commissions with the National Agency for Vocational Education and Training (NAVET) working for the adoption of NES; they participate in the development and validation of the List of Professions for Vocational Education and Training.*

*Social partners take part in the development of the National Employment Action Plan, which includes measures related to the improvement of qualifications in compliance with immediate labour market needs.*

*At regional level – they take part in the procedures for the coordination of the draft state admission plan in the field of vocational education.*

*At provider level – they take part in the organisation of state exams for the acquisition of professional qualifications as set out in the VET Act.*



## 2. Curricula setting:

2.1. Is the curriculum based on standards and / or frameworks?

*VET curricula have been developed pursuant to NES for acquisition of professional qualifications in compliance with the List of Professions for Vocational Education and Training and the Framework programs for acquisition of professional qualification within the VET system. These documents are validated by the Minister of Education, Youth and Science (according to VET Act).*

2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level – the acquisition of professional qualification takes place in compliance with the NES for acquisition of professional qualifications. Standards have been developed for all professions included in the List of Professions for VET, which is binding for all VET providers, who can issue a certificate for professional qualification recognised by the state. NAVET is the institution which organises the development of NES. The Social partners pursuant to the VET Act have been included on a tripartite principle in the Expert Commissions operating with NAVET and the Management Board of the NAVET. The Minister of Education, Youth and Science validates NES for the acquisition of professional qualifications and the List of Professions for VET after a procedure of coordination with the branch ministries and the nationally represented employer organisations.*

2.2.2. Where does the decision making regarding curriculum development lie?

*At national level – the curricula for the acquisition of vocational education and training within the school system is validated by the Minister of Education, Youth and Science.*

*At provider level – the curricula for the acquisition of professional qualification by persons who have reached the age of 16 is developed by the educational institutions or by the applicant for vocational training in compliance with the requirements of the relevant NES for the acquisition of professional qualifications.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*NQF is currently in a process of development. Each profession has a defined degree of professional qualification in compliance with the requirements of VET Act, hence it can be claimed that the curricula are in compliance with the draft NQF.*

2.4. Is the curriculum based on competencies?

*The development of NES for the acquisition of qualifications by professions is based on an approach targeted at “learning outcomes.” And since curricula are developed in compliance with NES, these have been developed on vocational knowledge, skills and competences.*

2.5. Is a credits system in place?

*A credit system has been introduced in higher education. At this point, a test and experimentation are underway with the principles and technical specifications of the European Credit System for VET in compliance with the ECVET Recommendation.*

2.6. What is the role of practice? (Proportion and delivery).

*At national level – practical training has been regulated so as to include both educational and practical training, which elements are incorporated in the curricula for vocational education and training pursuant to the VET Act. The Framework programmes for the acquisition of professional qualification in the VET system as validated by the Minister of Education, Youth and Science stipulate the statutory minimum of practical training as compared to the full course of training for each path for the acquisition of vocational education and training. Pursuant to the VET Act at least 40% of the classes for mandatory vocational training are devoted to practical training.*

*At provider level – the responsibilities are to ensure the organisation and conduct of practical training – both education and practical training.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*The institutions for VET in compliance with the VET Act are: vocational schools, vocational high schools, vocational colleges and vocational training centers. The implementation of VET at vocational schools, vocational high schools and vocational colleges is authorised by the Minister of Education, Youth and Science following a validated procedure.*

*Vocational training centers organise vocational training for persons who have reached the age of 16. The authorisation regime for vocational training centers is a licensing regime. The license shall give the right to organise and certify vocational training for the acquisition of vocational qualification, as well as to conduct short courses within the frameworks of licensed professions.*

3.2. Where does the decision making regarding the accreditation lie?

*The license for vocational training is issued by the NAVET. The applicants shall submit documents at the NAVET based on a legally regulated procedure.*

3.3. How are the stakeholders involved in the decision making process?

*The Expert commissions by professional branches with the NAVET set up on a tripartite principle have a decisive role in the licensing procedure and the decision-making process. The decisions are adopted in an open voting procedure following a discussion within the tripartite commission.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*According to the National Education Act a “teacher” in the Republic of Bulgaria can be any citizen who has a legal teacher’s qualification whereas teachers’ training takes place within the system of higher education.*

*One can hold the position of “teacher” in compliance with the following requirements:*

*1. Higher education and “Bachelor” or “Master” degree.*

*2. Professional qualification of “teacher,” which presupposes a certain statutory minimum of theoretical and practical training in teaching, psychology and methodology of teaching. The training for the acquisition of the professional qualification of “teacher” may be completed simultaneously with training in a specialty or after graduation from higher education.*

*For teachers and trainers in the VET system a regulation stipulates an option under which the vocational training of students may be vested in the hands of persons whose education is in the relevant specialty.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Teachers are trained and educated at the schools of higher education in compliance with the general state requirements as set forth in the Ordinance on General State Requirements for the acquisition of the professional qualification of “teacher” by university graduates.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*The existing legal framework stipulates that the initial training of teachers shall take place necessarily within the system of higher education, while the upgrading of the qualification of working teaching staff may take place either in or out of the schools of higher education.*

*The initial training of teachers as a result of which they acquire their professional qualification is a function vested solely in the schools of higher education. They may issue a state recognised document – a diploma or a certificate of professional qualification. Schools of higher education that are in charge of this training shall meet the requirements set forth in the Higher Education Act.*

*The continuous qualification of teachers is the result of ongoing activities at state, regional and institutional level, including the work of non-governmental organisations.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Training for the acquisition of the professional qualification of “teacher” includes an educational minimum of theoretical and practical training.*

*The minimum number of mandatory subjects and their minimum hours in the curriculum is:*

- 1. pedagogy (theory of education and didactics) - 60 hours;*
- 2. psychology (general, age-based and pedagogical) - 45 hours;*
- 3. audiovisual and information technologies used in education and training - 15 hours;*
- 4. methodology of teaching - 60 hours.*

*The practical training takes place in the following forms of training with a minimum number of hours in classes:*

- 1. classroom observation - 30 hours;*
- 2. ongoing teaching practice - 45 hours;*
- 3. pre-diploma teaching practice - 75 hours.*

*Classroom observation includes observation and analysis of classes and other organised forms of education taking place under the direct guidance of a lecturer at the school of higher education.*

*Currently, the teaching practice includes a visit, observation of classes and other forms of education, which are aimed at ensuring training for postgraduate teaching practice.*

*Pre-diploma teaching practice consists of individual participation of trainees in the teaching and training process under the guidance of a teacher and lecturer at the school of higher education. The education for the acquisition of the professional qualification “teacher” shall take place in compliance with the General Educational Minimum stipulated in the Ordinance and included in the curriculum for the relevant specialty at the school of higher education.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*The professional qualification of "teacher" is acquired at schools of higher education that are compliant with the requirements set forth in the Higher Education Act and the training for the acquisition of the professional qualification of "teacher" takes place in compliance with the general state requirements.*

*The professional qualification of "teacher" can be certified by a certificate with the diploma for a graduated degree at the school of higher education. The acquisition of professional qualification "teacher" in specialties in the professional branches "Pedagogy" and "Pedagogy of teaching..." or in different professional branches covered at the same time shall be certified by the awarded qualification "Teacher", "Teacher in..." in the diploma of higher education.*

*The Ministry of Education, Youth and Science has regulated the requirements and professional qualification for holding the position of "teacher" in a specialty within the professional branch pursuant to the Classification of higher education fields and professional branches adopted by Decree of the Council of Ministers.*

**Extra sources of information:**

- Vocational Education and Training Act, 1999.
- National Education Act, 1991.
- Higher Education Act, 1995.
- Ordinance No. 3 on the Evaluation System, 2003
- Ordinance on General State Requirements for the acquisition of the professional qualification "teacher" by university graduates adopted by a Decree of the Council of Ministers 162, 1997.



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# 4. Cyprus

## 4. Cyprus

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and CVET – Human Resource Development Authority, the Ministry of Education and Culture (MEC), the Ministry of Labour and Social Insurance (the Cyprus Productivity Centre, under MLSI, is responsible for the Apprenticeship System, together with MEC) – for the general regulations.*

*There are no procedures or national guidelines for the recognition of prior learning, either non-formal or informal learning.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET – at provider level, following the national regulations*

#### 1.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET – the learning outcomes are not validated. Deliberative at national level (Trade unions and employers organisations representatives are Members of Board of Governors of Human Resource Development Authority and of The Apprenticeship Board, functioning under the Ministry of Labour and Social Insurance). Deliberative at regional level for the Apprenticeship System (Joint Apprenticeship Committees are responsible for monitoring the operation of the Apprenticeship System for each specialisation in each district).*

*Consultative at national at local levels (committees and councils). There is a consultative process with the stakeholders under the supervision of MEC.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET and CVET curriculum is based on frameworks (approved by the Council of Ministers), but not on the National Qualification Framework (Cyprus does not yet have its own NQF – the development of a NQF is on-going).*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET and CVET at national level – curriculum is subject to approval by the Council of Ministers. Other national institutions have responsibilities in curriculum regulation: Human Resource Development Authority, the Ministry of Education and Culture, the Ministry of Labour and Social Insurance (the Cyprus Productivity Centre, under MLSI, is responsible for the Apprenticeship System, together with MEC), and other Ministries for the sector they are in charge of.*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET and CVET – at national level; curriculum is subject to approval by the Council of Ministers.*

#### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*No – the development of the NQF is on-going, within the existing reform programmes.*

#### 2.4. Is the curriculum based on competencies?

*No – the development of the NQF is on-going, within the existing reform programmes.*

*Existing curricula are based partly on competencies.*

#### 2.5. Is a credits system in place?

*No – only for higher education (the development of the credit system is on-going, within the existing reform programmes).*

2.6. What is the role of practice? (Proportion and delivery).

*IVET has theoretical and practical aspects. Theoretical IVET is nearly 40%. Practical IVET is 57%-58% with the purpose to develop "technology and workshop skills." For a part of IVET qualifications - 20% (only in the final year) work-based learning is compulsory. For the New Apprenticeship System (operational since 2012), 60% work-based learning will become compulsory.*

### 3. Accreditation of VET providers:

3.1. Who is responsible for the accreditation of VET providers?

*The Ministry of Education and Culture – for private IVET providers. There is no accreditation system for public IVET providers. However, all educational programmes are developed and approved at national level.*

*The Human Resource Development Authority approves and subsidises CVET programmes implemented by public and private institutions. A System of Assessment and Accreditation of CVET Training Providers will be launched by the Authority in 2011.*

*Where does the decision making regarding the accreditation lie?*

*At national level – for private IVET providers and CVET providers.*

*How are the stakeholders involved in the decision making process?*

*For IVET and CVET - Deliberative at national level (Trade unions and employers organisations representatives are Members of Board of Governors of Human Resource Development Authority and of The Apprenticeship Board, functioning under the Ministry of Labour and Social Insurance). Deliberative at regional level for the Apprenticeship System (Joint Apprenticeship Committees are responsible for monitoring the operation of the Apprenticeship System for each specialisation in each district).*

*Consultative at national at local levels (committees and councils).*

### 4. Training of teachers / trainers:

4.1. Who is a "teacher" / "trainer"?

*Teachers – persons holding an appropriate diploma in their subject area or a degree relevant to the subject they will teach. In the case of the teachers in public institutions of tertiary, secondary Technical and Vocational school teachers, and teachers of technological or workshop practice subjects, work experience in their area of specialisation is also required.*

*Trainers in public institutions – persons holding either a diploma from a tertiary institution or a degree relevant to the subject they will teach, plus work experience and teacher's certificate from the University of Cyprus*

*Trainers in private institutions or enterprises – there are no set requirements; each training institution or enterprise sets these on an individual basis. For trainers working for programmes subsidised by the Human Resource Development Authority – there are common criteria and training of trainers programmes. A System of Assessment and Accreditation of CVET Trainers will be launched by the Authority within 2011.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – for IVET teachers, established at national level by public bodies (the Ministry of Education and Culture, on the basis of the proposal of the Coordinating Committee and the Teaching Practice Committee).*

*No – for CVET trainers – with the exception of trainers working for programmes subsidised by the Human Resource Development Authority. The Authority is developing an occupational standard for trainers under its System of Vocational Qualifications.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers – the higher education institutions, such as the University of Cyprus, the Pedagogical Institute.*

*For trainers – the provider of the training of trainers programme.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

The proportion is 25% for technical and 75% for pedagogical in the training of teachers/trainers.

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*For trainers – the provider of the training of trainers programme*  
*The Human Resource Development Authority for trainers working for subsidised programmes.*

**Extra sources of information:**

[www.moec.gov.cy/odigos-ekpaideusis/documents/english.pdf](http://www.moec.gov.cy/odigos-ekpaideusis/documents/english.pdf) – a Guide to Education in Cyprus





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# 5. Czech Republic

## 5. Czech Republic

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and CVET offered by schools – the Ministry of Education, Youth and Sports (MoEYS) and the provider.*

*For CVET – upon agreement between Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs, the MoEYS is the body responsible for CVET in terms of conception, development strategy, the system of financial support and system support of quality educational opportunities. Furthermore, the MoEYS coordinates activities of other relevant ministries, central state administration bodies and professional associations in the field of recognition of professional qualifications and skills in the acquisition of CVET under the Education Act.*

*The Ministry of Labour and Social Affairs determines the conditions under which training organisations providing retraining courses and other Ministries regulate the training offered under their jurisdiction. Provision of training services on a commercial basis is not governed by any regulatory body, except institutions appealing for the right to award nationwide valid CVET certificates.*

*A law on verification and recognition of continuing education results has been adopted. The law creates a framework for the recognition of qualifications (including partial ones) acquired through non-formal and informal learning.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*General requirements concerning student assessment are determined by the Ministry of Education, Youth and Sports. The requirements as regards the assessment of students' behaviour and their results in individual subjects are set in the school's assessment regulations which are subject to approval by the school council. Assessment is carried out by teachers. However, there is a growing trend towards peer assessment and students' self-assessment.*

*Final assessment takes place in front of an examination board and takes the form of either a final or "maturita" examination. The methods and conditions as regards completion of secondary VET, as well as the content, organisation and assessment of various types of examination, are set by legislation. However, the examinations are not standardised yet in terms of graduate requirements. Standardised version of final exams is being developed and will be introduced in the near future. The examination boards are composed of teachers of the relevant school and of other schools with a related focus. Participation of an expert from industry on the board is obligatory for programmes leading to a vocational certificate, in other cases it is recommended by law.*

#### 1.3. How are the stakeholders involved in the decision making process?

*The involvement of social partners in VET is voluntary and depends on the initiative of the parties concerned. There are no legal regulations fostering this involvement and the roles of social partners in this respect. The positions provided by social partners are of a consultative nature.*

*At national level – a platform for social dialogue is provided by the Council for Economic and Social Agreement. At this level, social partners as members of this Council contribute to the formulation of legal regulations and government papers and provide their comments. The Government Council for Human Resources Development established in 2003 plays an important part in promoting a comprehensive approach to human resources development (HRD). It is composed on a tripartite principle and its task is to take part in the development of strategic national documents and decisions inter-linking the areas of employment, VET, qualifications and entrepreneurship. Establishment of similar bodies for strategic HRD management has been initiated at regional level as well.*

*At regional level – social partners are represented in Regional Councils for Social and Economic Agreement and Councils for HRD. However, the situation varies region by region. In practice social partners are involved in changes to the structure of VET provision.*

*At sectoral level – there are some examples of good cooperation between social partners and VET schools. This cooperation is usually initiated by professional organisations (economic chambers) – i.e. not by employers or trade unions. The level of cooperation depends on the importance of the relevant industry to the regional economy.*

*At enterprise level – cooperation occurs mainly between schools and companies employing graduates. Education in VET schools is not designed to prepare an individual for a specific position. On-the-job introductory training is entirely up to companies. One reason for this is the fact that the business sector often uses state-of-the-art technologies, whereas schools do not have human, teaching and technical resources to cover the latest developments.*

*One positive development, as regards the pursuit of harmony between the content of VET and labour market needs, is representation of social partners on so-called “branch groups” at the National Institute of Technical and Vocational Education. The formation of the groups in 1998 was authorised by the Ministry of Education and they contribute to the identification of objectives and the content of VET. There are currently 25 “branch groups” covering the entire spectrum of occupations which those who complete secondary VET schools and higher professional schools may perform. According to the School Act, social partners are obliged to take part in final examinations.*

## 2. Curricula setting:

### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET – there is a national qualification framework (NQF) developed by the Ministry of Education, Youth and Sports - a list of full or partial qualifications which can be validated and recognised along with the relevant evaluation standards (being developed).*

*Currently, the VET system of the Czech Republic has been undergoing an extensive curricular reform primarily based on a shift from memorising facts to the development of key competencies and on contacts between schools and the labour market.*

*The curriculum is created on two levels – on the national level, the so-called national framework curricula (rámcové vzd. lávací programy – RVP) containing the minimum requirements for education stipulated by the State and on the provider level, the school-based curricula (školní vzd. lávací programy – ŠVP) are created.*

*From 2007 to 2010, the RVPs were gradually approved and issued by the Ministry of Education, Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy – MŠMT). They are designed for 270 fields of upper secondary VET of various categories (either fields of upper secondary education with matura exams or fields with a vocational certificate).*

*For CVET – there is no comprehensive legislation regulating continuing vocational education and training.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*The main NQF authority is the Ministry of Education, Youth and Sports. The Coordination Centre of NQF was established by the National Institute of Technical and Vocational Education (NUOV). NUOV creates national framework curricula (RVP) approved by the Ministry of Education, Youth and Sports. On the basis of national framework curricula, VET providers create school-based curricula (SVP). Alignment between the framework curriculum and the school-based curriculum is monitored by the Czech Schools Inspectorate).*

2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET and CVET offered by schools – at national and provider level. Providers are responsible for preparation and implementation of school-based curricula based on approved national framework curricula.*

*For CVET – at provider level.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes, the curriculum for IVET and CVET offered by schools is based on National Qualification Framework (being developed by Ministry of Education, Youth and Sports) and on national framework curricula developed by NUOV. All qualifications are described by means of qualification and evaluation standards.*

*For CVET – there is no comprehensive legislation regulating continuing vocational education and training.*

2.4. Is the curriculum based on competencies?

*Yes, for IVET and CVET offered by schools.*

*The emphasis on competencies is fully compliant with the European Qualification Framework for Lifelong Learning.*

2.5. Is a credit system in place?

*A credit system for VET and CVET offered by schools is being developed.*

2.6. What is the role of practice? (Proportion and delivery).

*The proportions of general and vocational subjects and practical training vary depending on the programme and year. In three-year programmes, which are the most common, general subjects are allocated 30-35 % of the instruction time; vocational subjects get 20-30 % of the time and practical training 35-45 %. In four-year programmes the ratio is about 40:30:30. In follow-up courses for graduates of three-year vocational programmes at secondary vocational schools, the study plans include only general subjects and vocational theory. The ratio is about 45:55.*

*Work placements (on average 6-8 weeks altogether), during which students experience the feel of a real workplace, facilitate contacts between the students and employers.*

3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET and CVET offered by schools – regional self-governing bodies are directly responsible for establishing and closing down VET schools and school facilities. Established schools must be approved by MoEYS and they are classified in the school register as being eligible for funding from public resources.*

*For CVET – the Ministry of Labour and Social Affairs determines the conditions under which training organisations providing retraining courses operate and other Ministries regulate the training offered under their jurisdiction. The providers wishing to award certificates of CVET with nationwide validity ask the relevant ministerial body for accreditation; the institutions providing language education are accredited by the Ministry of Education, Youth and Sports.*

3.2. Where does the decision making regarding the accreditation lie?

*There are several accreditation systems in the Czech Republic, all of them regulated by legislation. Education providers apply for accreditation of specific education programmes, applications are then assessed by expert committees, established by relevant Ministries.*

### 3.3. How are the stakeholders involved in the decision making process?

*At national level a platform for social dialogue is provided by the Council for Economic and Social Agreement. At this level, social partners as members of this Council contribute to the formulation of legal regulations and government papers and provide their comments. The Government Council for Human Resources Development established in 2003 plays an important part in promoting a comprehensive approach to human resources development (HRD). It is composed on a tripartite principle and its task is to take part in the development of strategic national documents and decisions inter-linking the areas of employment, VET, qualifications and entrepreneurship. Establishment of similar bodies for strategic HRD management has been initiated at regional level as well.*

*In general, as regards the regional level, social partners are represented in Regional Councils for Social and Economic Agreement and Councils for HRD. However, the situation varies region by region. In practice social partners are involved in changes to the structure of VET provision.*

*At sectoral level there are some examples of good cooperation between social partners and VET schools. This cooperation is usually initiated by professional organisations (economic chambers) – i.e. neither by employers nor trade unions. The level of cooperation depends on the importance of the relevant industry to the regional economy.*

*At enterprise level cooperation occurs mainly between schools and companies which employ graduates. Education in VET schools is not designed to prepare an individual for a specific position. On-the-job introductory training is entirely up to companies.*

### 4. Training of teachers / trainers:

#### 4.1. Who is a "teacher" / "trainer"?

*IVET – teachers of general subjects shall acquire professional qualifications through higher education by completing an accredited master's study programme:*

*a) in the field of pedagogical sciences focused on educating teachers of general subjects taught at secondary schools;*

*b) or in a field appropriate to the nature of the subject to be taught and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers, or by completing a programme of life-long learning organised by a higher education institution and focused on educating secondary school teachers.*

*Teachers of vocational subjects shall acquire professional qualifications through higher education by completing an accredited master's study programme:*

*a) in the field of pedagogical sciences focused on educating teachers of vocational subjects to be taught at secondary schools;*

*b) or in a field appropriate to the nature of the subject to be taught and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers, or by completing a programme of life-long learning organised by a higher education institution and focused on educating secondary school teachers.*

*Practicum teachers acquire professional qualifications through higher education by completing an accredited study programme:*

*a) in a field appropriate to the nature of subjects to be taught in practicum and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers or by completing a life-long learning programme organised by a higher education institution and focused on educating secondary school teachers;*

*b) or by studying pedagogy and practical experience in the relevant field for not less than three years.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*There are two models of initial teacher/trainer training in the Czech Republic: integrative and consecutive. The integrative model is characteristic of the initial training of teachers of general subjects. In this model all components of teacher training – i.e. vocational subjects, pedagogical-psychological disciplines and practical training – are integrated into one study programme. At the end of the studies students take final examinations in the subjects they will teach and their didactics, and in pedagogical and psychological disciplines. In this way they meet the requirements for vocational and pedagogical competencies.*

*Teachers-to-be who are trained within the integrative model take accredited Master study programmes at public higher education institutions. Most teachers of general subjects study at the teacher training faculties of universities. The curricula are developed by individual faculties. Each study programme is subject to accreditation awarded by the Ministry of Education for a period at most twice as long as the standard length of the relevant programme.*

*The consecutive model is characteristic of the initial training of teachers of vocational subjects. The student is first trained to become an expert in the chosen field. Therefore the choice of subject matter and teaching methods correspond to this objective. After passing the relevant state examinations, the student achieves the qualification of “inženýr” (engineer) in mechanical or chemical engineering, economics, agriculture, etc. If he/she opts for the teaching profession, the requirements for so-called “pedagogical competence” must be fulfilled. This competence is achieved through pedagogical studies which may run either in parallel with undergraduate training in the specialised disciplines, or after completion of undergraduate studies. This model is currently the only way for teachers of vocational subjects to acquire vocational as well as pedagogical competencies. There is also a portion of teachers of general subjects who follow this model to achieve a pedagogical competence.*

4.3. What institutions / instances are in charge of training of teachers / trainers?

*Higher education institutions / training providers.*

4.4. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*Higher education institutions / training providers*

**Extra sources of information:**

[www.msmt.cz](http://www.msmt.cz) – the website of the Ministry of Education, Youth and Sports

[www.nuov.cz](http://www.nuov.cz) – the website of the National Institution of Technical and Vocational Education

[www.mpsv.cz](http://www.mpsv.cz) – the website of the Ministry of Labour and Social Affairs



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# 6. Denmark

## 6. Denmark

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET – the Ministry establishes the overall structure and supervises the examination during the IVET education. The Trade Committees (social partnership organisations) establish final examination standards and issue final certification.*

*For CVET – CVET providers are by law and executive orders responsible for assessment of learning outcomes and examination according to national standards set by the sector continuing training committees and issue certificates.*

*Since 2007, a legal framework was implemented for the recognition of non-formal and informal learning within VET. This bestows all with the right to an assessment of prior learning, which can act as the basis for designing a personal educational plan, shortening a programme and for issuing a certificate according to national standards.*

*The overall VET system exists as a dual apprenticeship system.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At national level – partnership structures (the Trade Committees). But the VET colleges also assess the competences achieved. If an apprentice applies for a reduction due to prior learning, the Trade Committee will be involved – depending on to what extent the reduction has been given.*

#### 1.3. How are the stakeholders involved in the decision making process?

*The social partners are active contributors to legislative reforms for both initial and continuing vocational training and contribute to implementing the amendments in this legislation and play an important role in the management, priority setting, development, organisation and quality assurance of the programmes.*

*For IVET – the National Advisory Council on Initial Vocational Education and Training advising the Minister of Education and the National Trade Committees.*

*Consultative – at regional level (Regional Labour Market Councils) and local level (local training committees).*

*The Trade Committees establish objectives, duration, contents, final examination standards and issue final certification. They also decide to what extent credit can be given, if for more than 4 weeks (total duration of IVET programme is approx. 3.5 years).*

*For CVET – the Council on Adult Education and Training is the overall advisory council responsible for the development of CVT programmes and advice on policy development and implementation to the Minister of Education. Continuing training committees consisting of social partner representatives are responsible for setting the objectives for the training programmes.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET – the Ministry of Education lays down the overall structure and framework. The stakeholders i.e. the social partners in the Trade Committees establish objectives, duration, contents, final examination standards and issue final certification. The colleges and the enterprises are able to adapt curricula and methodologies to local labour market needs and students.*

*For CVET – the Council on Adult Education and Training is setting the framework for the development of standards and curriculum. CVET committees develop standards and providers the curriculum for training.*

*The social partners play an important role in the management, priority setting, development, organisation and quality assurance of the programmes.*



## 2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET, at national level – the Ministry of Education and trade committees lay down the overall objectives and provide the framework.*

*For CVET – the Council on Adult Education and Training is setting the framework for the development of standards and curriculum. CVET committees develop standards and providers the curriculum for training.*

2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET and CVET – at provider level, within the framework established by the Ministry of Education, and the partnership structures (National Advisory Council on Initial Vocational Education and Training, the Council on Adult Education and Training and the Trade Committees).*

*The Trade Committees decide the curriculum for a VET programme. The VET colleges “convert” the objectives to learning activities and assess the learning outcome.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*NQF is a transparency tool. VET and CVET programmes, including partial qualifications will be referred to the NQF. The NQF is under revision.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET and CVET.*

2.5. Is a credits system in place?

2.6. What is the role of practice? (Proportion and delivery).

*For IVET: approximately 1/3. For work-based learning in an enterprise approximately 2/3. In the Danish dual system there is a contract between employer and employee.*

## 3. Accreditation of VET providers:

3.1. Who is responsible for the accreditation of VET providers?

*There are no accreditation systems. The Ministry has the overall responsibility for supervising the system, and especially the VET colleges. The Trade Committees are responsible for supervising the in-company training.*

*However, the Trade Committees for each IVET programme (consisting of social partner representatives) are in charge of approving enterprises as training enterprises.*

3.2. Where does the decision making regarding the accreditation lie?

3.3. How are the stakeholders involved in the decision making process?

*For IVET on approval – deliberative – the National Advisory Council on Initial Vocational Education and Training advises the Minister of Education and the National Trade Committees.*

*Consultative – at regional level (Regional Labour Market Councils) and local level (local training committees).*

*For CVET on approval – the Council on Adult Education and Training is the central training council responsible for CVET programmes. For each programme, a CVET committee is set up consisting of social partner representatives. Council and committees are consulted on approval of providers.*

#### 4. Training of teachers / trainers:

##### 4.1. Who is a "teacher" / "trainer"?

*IVET and CVET teacher for general subjects – persons usually with a university degree or graduates from general teacher college.*

*Teacher for vocational subjects – persons with a VET background (desirable at tertiary level) and substantial experience in the field.*

*There are no requirements for teachers to have a pedagogical qualification prior to their employment. However within the first six years of employment the teacher must complete a diploma in VET pedagogy. The training is provided as in-service training and is based on interaction between theory and practice. It is provided by the National Centre for Vocational Pedagogy which has also developed the diploma programme in co-operation with the Ministry of Education and teacher and leader organisations.*

*Trainers for IVET – persons dealing with the in-company part of the training in enterprises with different responsibilities: planners, training managers, and daily trainers. However, there are very few legal requirements to become a trainer: usually they are required to be master craftsmen, i.e. they must have completed the 'journeyman's certificate' and have work experience. Within some trades, they must have at least 5 years of work experience; however the social partners and the individual enterprise are responsible for their training and for their appointment.*

*Trainers for CVET – same basis requirements as for IVET.*

##### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*The IVET and CVET teachers must complete a diploma in VET pedagogy corresponding to 60 ECTS and level 6 in EQF.*

##### 4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers: universities, colleges and teacher organisations.*

##### 4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*Teachers who are employed in a VET college must have completed a VET programme for skilled jobs or a qualification at university or college level in one or more subjects. Teachers who have not completed a qualification within pedagogy corresponding to the diploma level will have to do that alongside their job as teachers. Teachers who do not have technical qualifications corresponding to the general upper secondary education will have to obtain these qualifications within the first three years of employment. Teachers update their technical qualifications with periods of practical training within the relevant industry.*

##### 4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

#### Extra sources of information:

[www.eng.uvm.dk](http://www.eng.uvm.dk) – the website of the Ministry of Education

[http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009\\_CR\\_DK.pdf](http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_DK.pdf)



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# 7. Estonia

## 7. Estonia

### NOTE:

The Estonian term of CVET differ from the international terminology. CVET is a synonym for adult education and it is not always the next logical step after IVET.

#### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

##### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*Legislation development is the responsibility of the Ministry of Education and Research. Development of common methodology for assessment is the responsibility of the National Examinations and Qualifications Centre.*

*The professional qualifications system links the educational system and the labour market and endorses lifelong learning and the development of professional competence, assessment, recognition and comparison. The system is developed and administered by Estonian Qualifications Authority. Since 2009 learning outcomes and their association with the Estonian qualifications system are described in a Vocational Education Standard that is adopted by the Government of the Republic. The learning outcomes approach is taken from the Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning (COM (2006) 479). Learning outcomes of vocational education correspond to levels II-IV of qualifications system and are described at the level of minimum. The achievement of levels above the minimum is differentiated by the assessment. The learning outcomes approach describes professional knowledge and skills as well as general skills (including the scope of independence and responsibility and learning, communicative, social and self-assessment competence) of graduates at every level of VET. There is a principle that higher level learning outcomes include learning outcomes of the lower level.*

*The learning outcomes approach increases transparency and differentiation of VET levels and curricula and contribute to international comparability. Outcomes of VET will be more understandable among learners and employers in the future. It helps learners choose specialties and enter the labour market. Implementation of a learning outcomes approach associates VET more with the needs of labour market. In Estonia, rearrangement of the whole curricula system into one based on learning outcomes is planned. During 2010-2011 the concept of the new system will be worked out. Standard based recognition and validation of prior learning acquired in informal / non-formal context is implemented in VET. The principles of RPEL (Recognition of Prior Experience and Learning) are adopted and included in the new Vocational Education Standard since 02.11.2009. Recognition of experience and prior learning in practice is carried on at provider level.*

##### 1.2 Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and CVET – decision making takes place at provider level, within the national framework and following national standards.*

##### 1.3 How are the stakeholders involved in the decision making process?

*For IVET and CVET deliberative – the social partners participate, at national levels, in Professional Councils (by creating professional standards for each profession) and have signed the Trilateral Agreement on Joint Activities. For IVET and CVET – social partners participate, at provider level, in School Boards.*

*Social partners' participation in VET is regulated by national legislation as well as by the partners' charters, action plans and agreements with other stakeholders. Their involvement in the administrative and consultative bodies of the education system has been increased in the last decade. In particular, employers play a more active and influential role through their participation in professional councils, by creating professional standards for each profession. Professional Councils develop qualification requirements and professional standards, which are used as the basic reference in national curricula development. Employers' and employees' representatives are involved in national curricula development as well, as members of councils.*

*At national level, social partners are represented by the Estonian Chamber of Commerce and Industry (Eesti Kaubandus-Tööstuskoda) and the Estonian Employers' Confederation (Eesti Töandjate Keskliit) and the Confederation of Estonian Trade Unions (Eesti Ametiühingute Keskliit). The trilateral Agreement on Joint Activities (Ühise tegevuse kokkulepe kutseharidussüsteemi arendamiseks ja kvalifitseeritud tööjõu ettevalmistamiseks aastatel 2006–2009) declared that goodwill will be shown by all participants to develop VET in the following priority areas: to implement the VET development plan 2005-2008 as fully as possible, increase the flexibility and access to VET, use the ESF funds to enhance the study environment in VET schools, develop lifelong learning opportunities in VET schools, develop VET schools into regional and sectoral attraction centres, develop further the national qualification system in the context of EQF, and increase the reputation and attractiveness of VET. At local level, social partnership depends on cooperation agreed between VET providers and enterprises. Good cooperation exists at provider/enterprise level especially within specific sectors. This cooperation applies to initial and continuing training provision.*

## 2. Curricula setting:

2.1. Is the curriculum based on standards and / or frameworks?

*Yes – IVET curricula are based on Vocational Education Standards and national curricula which are formed on the basis of relevant Professional Standards and VET Standards as well. CVET curricula are not so directly related to those standards. The NQF is in the transition phase to align to the EQF 8 level framework. The Estonian Qualification Authority was established as a NGO by social partners and Government.*

2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level – the decision making regarding frameworks lies with the Ministry of Education and Research and the social partners. Regarding standards the decision making lies with Professional Councils.*

2.2.2. Where does the decision making regarding curriculum development lie?

*At national level – Ministry of Education and Research and National Examinations and Qualifications Centre are decision makers regarding curriculum development.*

*At provider level – the school curriculum is prepared in the school on the basis of relevant national curriculum and registered in the Estonian Information System for Education (only in the case of IVET). CVET curricula are developed in the school, applied regulations depend mostly from the financing body of concrete CVET programme/curriculum.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*The development of the NQF is on-going, within the existing reform programmes 2008-2013. All IVET curricula correspond to certain II-IV EQF/NQF level (this is stated by VET Standard).*

2.4. Is the curriculum based on competencies?

*Competence based Professional Standards are the subject of the ESF Program "Development of professional qualifications system 2008-2013". Modernisation of the methodology for the preparation of professional standards, renewal of professional standards is an on-going process. Relevant curriculum development is the main task of the ESF Program "Substantive Development of Vocational Education 2008-2013".*

2.5. Is a credits system in place?

*Yes – the credit unit is called 'õppenädal' (study week) and it corresponds to 40 hours of every kind of work the student does in regard to studies. One study year consists of 40 study weeks, the volume of curricula and modules are expressed in study weeks. Principles and the concept of the ECVET based credit system in Estonian VET is the subject of the legislative amendments in the Vocational Education Institutions Act.*

## 2.6. What is the role of practice? (Proportion and delivery)

*For IVET – at least 50% of the curricula consists of practice – VET institution-based practical work or training and practicing in enterprises (WBL).*

*For apprenticeship 1/3 of the curriculum is delivered through theoretical and/or practical instruction in the VET institution and 2/3 through practical training and practice in an enterprise.*

## 3. Accreditation of VET providers:

### 3.1. Who is responsible for the accreditation of VET providers?

*The Ministry of Education and Research is responsible for the formal IVET and CVET providers at the moment. The non-formal CVET is the responsibility of training institutions and providers. Private and municipal training providers must be licensed by the Ministry of Education and Research according to the Vocational Institution Act and Private School Act. According to the Development Plan for the Estonian Vocational Education and Training System 2009-2013 a state recognition system for quality of vocational education will be worked out and implemented. The system of education licences for curriculum groups will be established. The Ministry of Education and Research, Estonian Higher Education Quality Agency (EKKA) are responsible for the accreditation of curriculum groups in VET institutions. For CVET the licences will be replaced by the right to register the curriculum at the Education Information System (EHIS), an online database of the whole educational system in Estonia.*

### 3.2. Where does the decision making regarding the accreditation lie?

*At national level – the Ministry of Education and Research.*

## 3.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET deliberative – the social partners participate, at national levels, in Professional Councils (by creating professional standards for each profession) and signed the Trilateral Agreement on Joint Activities. Stakeholders were involved in the process of working out legislation about the system of state recognition as well they will be the members of assessment commissions.*

*For IVET and CVET – social partners participate, at provider level, in School Boards.*

## 4. Training of teachers / trainers:

### 4.1. Who is a “teacher” / “trainer”?

*Teacher – a person teaching in a VET school, for theoretical and practical subjects/ modules, and having a higher education qualification as teacher.*

*Workplace supervisor / vocational trainer – a person overseeing the work-based learning – not regulated.*

*The Teacher Training Framework Requirements (Õpetajate koolituse raamnõuded, 2000) describes all teaching and training occupations. Specifically for VET, there are two types of teachers at VET institutions: teachers of general education subjects and vocational teachers of both theory and practice of the speciality.*

*The role of the vocational teacher is: to conduct training; to manage the process of vocational training (supervision, assessment, etc.); to prepare study materials; to prepare and improve subject syllabi and curricula.*

*Pursuant to the Vocational Teachers Professional Standard (2006) the aim of the vocational teacher is to support the acquisition of skills and knowledge required at work. Vocational teachers must also support the personal development of students and foster a lifelong learning attitude. The Standard defines vocational teachers according to professional levels III, IV and V (by former 5-level NQF).*

*For private training institutions in CVET which offer in-service training, the teachers are usually specialists in their field and the Teacher Training Framework Requirements and Qualification Requirements for Teachers are not applied to them.*

*For non-formal company training for employees, no special requirements are set for supervising specialists.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – teacher training is based on the Teacher Training Framework Requirements and Qualification Requirements for Teachers, equal to 180 ECTS (bachelor study).*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Teacher training takes place at higher education institutions and teacher training curricula have to be registered with the Ministry of Education and Research. Teachers are trained at higher education level; in some exceptional cases, vocational teachers are prepared at vocational upper secondary level as study programs at higher education level are not available.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Teacher training includes following three components, each proportion is 1/3:*

- general education studies;*
- studies related to specific subject(s);*
- professional studies (education science, psychology, didactics and practical training).*

*A teacher-training curriculum consists of at least 60 ECTS of professional study (educational science, psychology, didactics), including at least 15 academic weeks of pedagogical practice. The teacher-training study program of university teachers comprises of the mentioned professional studies (also including studies of adult education) to the extent of at least 6 credit points.*

*Students graduating since 2003/2004 academic years are subject to ‘on-the-job’ qualifying phase. ‘On-the-job’ qualifying phase helps a novice teacher adapt to a school as an organisation as well as supporting his or her professional progress and the development of his or her professional skills, and provides help in solving problems arising from lack of experience. The on-the-job qualifying phase (so called “adaptation year”) for vocational teachers is piloted in 2010/2011.*

*The framework of teacher-training requires that vocational teacher participate in a minimum of two months of professional training during every three-year period. The precondition for obtaining the occupational grade of senior teacher and teacher-methodologist requires also the participation in 160 hours of in-service training within the previous five-year period.*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*The Ministry of Education and Research has been in charge of teachers’ accreditation since 2009.*

#### **Extra sources of information:**

[www.hm.ee](http://www.hm.ee) – the website of the Ministry of Education and Research

[www.kutsekoda.ee/en/index](http://www.kutsekoda.ee/en/index) – the website of the Estonian Qualifications Authority

[http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009\\_CR\\_EE.pdf](http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_EE.pdf)



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# 8. Finland



## 8. Finland

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*Finnish National Board of Education (FNBE) and the provider – for IVET and CVET and for formal and non-formal / informal learning outcomes. The public and private vocational institutions operating under the Vocational Education and Training Act are steered by the Ministry of Education and Culture, receive government subsidies and have the right to award official certificates. Assessment is conducted by the teachers and, for on-the-job learning periods and vocational skills demonstrations, the teacher in charge of the period or demonstration together with the on-the-job instructor, workplace instructor appointed by the employer or the demonstration supervisor (IVET).*

*In relation to competence-based qualifications (CVET) Qualification Committees are tripartite committees set up by Finnish National Board of Education which are responsible for the quality of competence tests and validate the results of competence-based tests and award qualification.*

*VET provider can award the certificate for participation in preparatory training.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*The Ministry of Education and Culture is responsible for the strategic and normative steering and leads national development regarding the topics mentioned above too. At national and provider level, for formal IVET and CVET: the Finnish National Board of Education verifies the qualifications requirements, appoints qualification committees and evaluates the conditions of educational institutions to arrange skills tests in IVET.*

*The test is organised in cooperation with local working life and assessed together by teachers and representatives of working life. A qualification certificate is awarded after completion of all study modules included in the individual study plan. The certificate is awarded by the education provider / vocational institution. Validation of prior learning happens at VET provider level.*

*Competence-based qualifications have been part of vocational education and training since 1994. They enable working-age adults to gain qualifications without necessarily attending formal training. It is possible to obtain competence-based vocational qualifications, further vocational qualifications and special vocational qualifications or only parts of them through the competence test system, within which competence acquired through various ways is recognised and validated. The competence test is completed by demonstrating competence required in the profession.*

*Upon completion of apprenticeship training students receive two certificates: a certificate for participating in training and a qualification certificate. Completion of upper secondary education, both general and vocational, makes students eligible to move into higher education.*

#### 1.3. How are the stakeholders involved in the decision making process?

*The FNBE decides on the objectives and core contents of the subjects and evaluation criteria and study modules for vocational upper secondary education and training. Based on the relevant national core curriculum, each education provider then prepares the local curriculum. The core curricula are dealt with by tripartite expert bodies, training committees, which were established under the Ministry of Education and Culture to plan and develop vocational education and other key stakeholder groups.*

*Qualification Committees include representatives of employers, employees and teachers as well as entrepreneurs when necessary. The Committees oversee and develop the implementation of competence-based qualifications. They also ensure the consistent quality of qualifications and issue qualification certificates.*

*Providers of education also have tripartite expert bodies, consultative committees, which participate in the planning and development of education at local level.*

## 2. Curricula setting:

2.1. Is the curriculum based on standards and / or frameworks?

*It is based on frameworks for IVET and CVET*

2.2. Levels of actions:

2.2.1. Where lays the decision making regarding standards and / or frameworks?

*The national objectives of VET, the structure of the qualifications and the core subjects included in them are determined by the government.*

*The details of the qualification and the extent of training are determined by the Ministry of Education and Culture. The authorisations to provide VET are granted by the Ministry. The Ministry of Education and Culture is responsible for the strategic and normative steering and leads national development too.*

*For IVET, the Ministry of Education and Culture decides on the details and scope of the study programmes. The Finnish National Board of Education issues the national core curricula determining the objectives and core contents of studies.*

2.2.2. Where does the decision making regarding curriculum development lie?

*The Finnish National Board of Education designs the core curricula and sets the requirements for competence-based qualifications, which describe the aims and key content of the qualifications.*

*For VET, based on the national objectives and core contents of the studies (national core curriculum), each provider of education prepares its curriculum taking into consideration the local circumstances. Each student follows an individual study plan.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes, both for IVET and CVET (final decision will be made in near future).*

2.4. Is the curriculum based on competencies?

*Yes, in both IVET and CVET.*

2.5. Is a credits system in place?

*Yes, for both IVET and CVET.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable proportion. At least 17% of the total study time (20 from 120 credits) has to be done in real work condition at workplaces (IVET). Even if the education and training mostly takes place in institutions, all qualifications include at least 20 credits (approx. six months) of instruction at the workplace (on-the-job learning).*

*Further vocational qualifications and special vocational qualifications or only parts of them through the competence test system, within which competence acquired through various ways is recognised and validated. Competence-based qualifications system is intended to enable working-age adults to gain qualifications without necessarily attending formal training. It is possible to take competence-based vocational qualifications, further vocational qualifications and special vocational qualifications or only parts of them through the competence test system, within which competence acquired through various ways is recognised and validated. Many of them work at the same time.*

*Apprenticeship training – based on a fixed-term agreement which a prospective trainee, aged 15 or more, concludes with the employer. Each student is given a personal study plan based on a core curriculum issued by the National Board of Education or on the requirements of the competence-based qualification in the field. About 70 to 80% of the training takes place at the workplace under the guidance and supervision of an on-the-job instructor. The supplementary theoretical instruction is given by vocational institutions.*

### 3. Accreditation of VET providers:

#### 3.1. Who is responsible for the accreditation of VET providers?

*The authorisations to provide VET are granted by the Ministry of Education and Culture. The Ministry is in charge of giving out permission for VET provider to award the qualifications. The Ministry of Education and Culture grants an authorisation which defines, for instance, the education field or fields and the total number of students. The VET provider can then freely choose which kind of qualifications under the field they wish to offer based on the needs of working life.*

*In competence-based qualifications, tripartite qualification committees – with assistance from Finnish National Board of Education – grant permission for VET providers to offer competence-based qualifications for a specific period.*

#### 3.2. Where lays the decision making regarding the accreditation?

*At national level – Ministry of Education and Culture, Qualification Committees, VET providers.*

#### 3.3. How are the stakeholders involved in the decision making process?

*Consultative role, by tripartite expert bodies: training committees, which were established under the Ministry of Education.*

*In competence-based qualifications tripartite qualification committees – with the assistance of the Finnish National Board of Education – grant permission to offer qualifications.*

### 4. Training of teachers / trainers:

#### 4.1. Who is “teacher” / “trainer”?

*Teacher – holder of a qualification in a regulated profession, practiced by a graduate of higher education, with pedagogical specific training. Teachers work in VET institutions. Teachers of vocational studies in upper secondary and adult VET must have a Master’s or polytechnic degree or the highest possible qualification in their occupational field. In addition, they must complete pedagogical studies of 60 ECTS points and have at least 3 years’ work experience in the field.*

*Trainer / workplace instructor – qualified person who supervises students during their on-the-job learning periods or apprenticeship training in enterprises. They are generally experienced foremen and skilled workers. They frequently have a vocational or professional qualification, but hold no pedagogical qualifications*

#### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*Teachers’ training for IVET is based on frameworks elaborated by the Ministry of Education, both for IVET and CVET. Not applicable to trainers.*

*Depending on the institution and subject, vocational and polytechnic teachers are required to have either 1) an appropriate higher (or postgraduate) academic degree; 2) an appropriate polytechnic degree; or 3) the highest possible qualification in their own vocational field, at least three years of work experience in the field, and have completed pedagogical studies of 60 ECTS. Vocational teacher training is based on two basic requirements: a degree and work experience. When applying for teacher training, students should already have work experience in their field.*

*The qualification required from core subject teachers, such as teachers of mathematics or languages, is the same in vocational training as in general education. Core subject teachers have a Master’s degree with at least 300 ECTS credits, including 60 ECTS credits in pedagogy.*

*Teachers providing special needs education and guidance counselling are first qualified to teach general or vocational subjects and then specialise in special needs education or guidance and counselling. The scope of these specialisation study programmes offered by vocational teacher training institutions is 60 ECTS credits.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Higher Education Institutions (Upper Secondary VET Institutions, Vocational Adult Education Centres, Polytechnics, at Master or Bachelor degree level) for teachers. The teacher education institutions have autonomy in deciding on their curricula and training arrangements. The legislation steers the qualification requirements. The pedagogical training is defined at a very general level in the legislation. The legislation only defines the scope of the training (60 ECTS) and that it must contain basic studies in pedagogy, studies in vocational education, teaching practice and other studies.*

*Not applicable to trainers.*

*With regard to professional development of teachers and trainers:*

*In 2009 a working group under Ministry of Education and Culture finalised a national programme for ensuring professional competence in education and among teaching staff. The OSAAVA programme planned for years 2010-2016 will legally bind education providers to systematically and continually train their teaching staff according to the professional competences needed. Continuing education shall also be taken into account in employers' staff strategies with respect to the supply, participation in and quality assurance of in-service training.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*Variable for teachers. For instance, the teachers of common core subjects have 300 ECTS points, with 60 ECTS pedagogical training includes – i.e. 80% "technical" and 20% "pedagogical".*

*Not applicable to trainers.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*Higher Education Institutions for teachers working in IVET and CVET.*

*Not applicable to trainers.*

*Teacher training is provided by both traditional universities and universities of applied sciences. They both grant the same formal qualification. Teacher training in traditional universities, however, is directed more to those who wish to teach in general education. Teacher training with a vocational emphasis is provided at vocational teacher training institutions operating in conjunction with five universities of applied sciences.*

**Extra sources of information:**

[www.oph.fi](http://www.oph.fi) – the website of the Finnish National Board of Education

[www.minedu.fi](http://www.minedu.fi) – the website of the Ministry of Education and Culture



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# 9. France

## 9. France

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The ministries responsible for initial and continuous vocational education are mainly those responsible for school education, higher education and employment.*

*Other ministries are also involved (Agriculture, Health, Sports etc. for their specific area).*

*For IVET – the Ministry for National Education is responsible for initial vocational education at secondary level. (Some other ministries also have responsibilities in IVET, such as the Ministry of Agriculture that is similarly responsible for professional agricultural training. The Ministry of Higher Education is responsible for Higher education.)*

*In this context the law has assigned to the Ministry of Education several duties:*

*– it draws up vocational diplomas/qualifications in consultation with professional bodies. (Vocational diplomas/qualifications issued by the Ministry of National Education are national and are worth the same whether they are acquired in initial education – IVET (school-based scheme or apprenticeship), through CVET or by a validation of professional experience. They are registered in the Répertoire National des Certifications Professionnelles (National Directory of Professional Certifications),*

- it sets exam rules,*
- it awards diplomas,*
- it offers a range of courses to pupils and on-the-job apprentices,*
- it recruits, trains and pays teachers,*
- it monitors the quality of training,*
- it is accountable for the results and the resources used.*

*For IVET and CVET – the Regions (regional governments) define and implement the regional policies of vocational training, for young people and for adults.*

*The French Regions are regional authorities that are run by elected officials.*

*Their remit is to plan and ensure the coherence of vocational training in their geographical area. Within this remit, they set out their policies according to their economic and social priorities, in consultation with the State and social partners.*

*As such they draw up the regional plans for developing vocational training which set out, in the medium term, in their geographical area, a coherent programme for developing courses of study for young people and adults.*

*They also fund certain schemes for these groups according to their priorities.*

*They are responsible for the construction, upkeep and facilities of upper secondary schools (lycées) as well as the funding of school transport.*

*For CVET – the Ministry for Economy, Industry and Employment is responsible for national regulation concerning vocational training for adults as well as for young people in the labour market.*

*The validation of non-formal and informal learning can lead in whole or in part, to a diploma, a title or certificate of professional qualification entered in the National Directory of Professional Certifications.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET, concerning the Ministry of Education and its vocational diplomas/qualifications: the ministry is responsible for designing its qualifications/vocational diplomas – in*

*consultation with professional bodies – and for designing the assessment, validation, recognition/certification process and procedures.*

*Within this framework, training providers (with companies for alternate schemes such as apprenticeship) deliver training provision leading to vocational diplomas/qualifications. The training providers proceed to assessment, juries involving VET experts and professional bodies proceed to validation.*

*The ministry is responsible for recognition/certification: it delegates this final task to Rectors of Academies, who are at the head of the regional education authorities.*

*For CVET, process and procedures depend on different aspects: CVET can be delivered in order to gain a diploma, a title or certificate of professional qualification entered in the National Directory of Professional Certifications: the structures that produce those certifications include the Ministry of Education, of Higher Education, of Health, Sports, Agriculture, and also many other bodies.*

*But CVET can also be delivered to adults who wish to gain competences that do not lead to certifications.*

*Procedures will vary, depending on the aim of CVET and on the structures that produce certifications.*

### 1.3. How are the stakeholders involved in the decision making process?

*Stakeholders include the State through ministries, the social partners and the economic world and the Regions.*

*All those actors collaborate at different levels:*

*For IVET and CVET – at national level for the cooperation between stakeholders concerning VET policies: the National Council for Vocational Lifelong Learning. This Council also produces studies and reports.*

*For qualifications recognised by the State – at national level: the National Commission for Professional Qualifications (CNCP). The commission is composed of ministries, social partners, Regions; its role is to manage the National Directory of Professional Certifications, to inform people, to check the complementarity of certifications.*

- *For IVET and CVET – at national level for the creation of qualifications: Professional Consultative Commissions. Vocational diplomas/ qualifications are drawn up and regularly reviewed in consultation with the professional and economical world in the framework of national bodies called «Consultative professional committees» (Commissions Professionnelles Consultatives). These committees are compulsory and enable consultation for the creation and renewal of qualifications and for the definition of the contents of qualification, including the definition of learning outcomes.*
- *For IVET – at national level for the deliverance of training: the economic world also intervenes in the training deliverance since IVET relies on alternate schemes. IVET is delivered through apprenticeship but also through the school-based system which includes compulsory training periods in enterprises.*
- *For IVET – at national level for the validation process: the economic world also intervenes in the validation process through the participation of professionals on juries.*
- *For IVET – at regional level – regional employment and vocational training co-ordination committees (CCREFP) allow coordination and discussions between the stakeholders involved in VET in order to jointly intervene in scopes linked to employment and VET policies (state representatives, regional assemblies, management and labour organisations – social partners – and regional consular chambers: agriculture, trade and commerce and industry).*
- *For IVET – at regional level – the French regions must plan and ensure the coherence of vocational training in their geographical area. Within this remit, they set out their policies according to their economic and social priorities, in consultation with the State and the social partners, taking into account the regional employment and vocational training co-ordination committees. As such, Regions draw up the regional plans for developing vocational training which set out, in the medium term, in their geographical area, a coherent programme for developing courses of study for young people and adults. The work should lead to contracts (Contrats de Plan Régionaux de Développement des Formations Professionnelles) signed between Regions and the State.*

- For CVET – at national level – the National Joint Committee for Vocational Training is in charge of ensuring that continuing vocational training's agreements are duly applied.
- For CVET – at sector level- the National Joint Employment Commissions and the National Interprofessional Agreements (the most recent one, from 2009, focused on vocational lifelong learning).
- For CVET – at regional level – regional employment and vocational training co-ordination committees (CCREFP) allow coordination and discussions between the stakeholders involved in VET in order to jointly intervene in scopes linked to employment and VET policies (state representatives, regional assemblies, management and labour organisations – social partners – and regional consular chambers: agriculture, trade and commerce and industry).
- For CVET – at regional level – the French regions must plan and ensure the coherence of vocational training in their geographical area. Within this remit, they set out their policies according to their economic and social priorities, in consultation with the State and social partners, taking into account the regional employment and vocational training co-ordination committees. As such, Regions draw up the regional plans for developing vocational training which set out, in the medium term, in their geographical area, a coherent programme for developing courses of study for young people and adults. The work should lead to contracts (Contrats de Plan Régionaux de Développement des Formations Professionnelles) signed between Regions and the State.

## 2. Curricula setting:

2.1. Is the curriculum based on standards and / or frameworks?

*For IVET – for the qualifications of the State, including those of the ministry of Education), the national curriculum is based on the framework of the State.*

*For CVET – the frameworks are defined at sectoral, regional and local levels.*

2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET, at national level – the Ministry of National Education regarding secondary education.*

2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET, at national level – the Ministry of National Education regarding secondary education.*

*For CVET – at provider level.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes – for the curricula developed to obtain a certification registered in the National Directory of Professional Certifications.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET and CVET.*

2.5. Is a credits system in place?

*If we consider that credits systems refer to ECVET or ECTS, a credit system is in place for higher education.*

2.6. What is the role of practice? (Proportion and delivery).

*For IVET delivered through a school-based scheme – about 15-20% compulsory work-based learning, depending on the type of programme and of diploma.*

*For IVET delivered through apprenticeship, about 65-70%.*

*For CVET, it depends on the demand, and on the sectoral, regional, local agreements involving, for instance, social partners or the regional authorities.*



### 3. Accreditation of VET providers:

#### 3.1. Who is responsible for the accreditation of VET providers?

*For IVET – the State and the regional authorities.*

*For CVET – the providers evolve on a free market. They can be private or public. The 2009 law established the necessity to give transparency for those who buy training schemes and for citizens. CVET Providers must now give information about the objectives of training offered, about nature and time of provisions. They must deliver, at the end of the training periods, attestations explaining results of the evaluation and validation process. The law also intends to create a database of CVET providers, giving standardised information about providers, including their quality signals, such as labels.*

#### 3.2. Where does the decision making regarding the accreditation lie?

*Idem*

#### 3.3. How are the stakeholders involved in the decision making process?

*Stakeholders include the State through ministries, the social partners and the economic world, the Regions.*

*All those actors collaborate at different levels:*

- *For IVET and CVET – at national level for the cooperation between stakeholders concerning VET policies: the National Council for Vocational Lifelong Learning. This Council also produces studies and reports.*
- *For qualifications recognised by the State – at national level: the National Commission for Professional Qualifications (CNCP). The commission is composed of ministries, social partners, Regions; its role is to manage the National Directory of Professional Certifications, to inform people, to check the complementarity of certifications.*

- *For IVET and CVET – at national level for the creation of qualifications: Professional Consultative Commissions. Vocational diplomas/ qualifications are drawn up and regularly reviewed in consultation with the professional and economical world in the framework of national bodies called «Consultative Professional Committees» (Commissions Professionnelles Consultatives). These committees are compulsory and enable consultation for the creation and renewal of qualifications, for the definition of the contents of qualification, including the definition of learning outcomes.*
- *For IVET – at national level for the deliverance of training: the economic world also intervenes in the training deliverance since IVET relies on alternate schemes. IVET is delivered through apprenticeship but also through the school-based system which includes compulsory training periods in enterprises.*
- *For IVET – at national level for the validation process: the economic world also intervenes in the validation process through the participation of professionals on juries.*
- *For IVET – at regional level – regional employment and vocational training co-ordination committees (CCREFP) allow coordination and discussions between the stakeholders involved in VET in order to jointly intervene in scopes linked to employment and VET policies (state representatives, regional assemblies, management and labour organisations – social partners – and regional consular chambers: agriculture, trade and commerce and industry).*
- *For IVET – at regional level – the French Regions must plan and ensure the coherence of vocational training on their geographical area. Within this remit, they set out their policies according to their economic and social priorities, in consultation with the State and social partners, taking into account the regional employment and vocational training co-ordination committees. As such Regions draw up the regional plans for developing vocational training which set out, in the medium term, in their geographical area, a coherent programme for developing courses of study for young people and adults. The work should lead to contracts (Contrats de Plan Régionaux de Développement des Formations Professionnelles) signed between Regions and the State.*

- For CVET – at national level – the National Joint Committee for Vocational Training is in charge of ensuring that continuing vocational training's agreements are duly applied.
- For CVET – at regional level – regional employment and vocational training co-ordination committees (CCREFP) allow coordination and discussions between the stakeholders involved in VET in order to jointly intervene in scopes linked to employment and VET policies (state representatives, regional assemblies, management and labour organisations – social partners – and regional consular chambers: agriculture, trade and commerce and industry).
- For CVET – at regional level – the French Regions must plan and ensure the coherence of vocational training on their geographical area. Within this remit, they set out their policies according to their economic and social priorities, in consultation with the State and social partners, taking into account the regional employment and vocational training co-ordination committees. As such Regions draw up the regional plans for developing vocational training which set out, in the medium term, in their geographical area, a coherent programme for developing courses of study for young people and adults. The work should lead to contracts (Contrat de Plan Régionaux de Développement des Formations Professionnelles) signed between Regions and the State.

#### 4. Training of teachers / trainers:

4.1. Who is a "teacher" / "trainer"?

*IVET teacher / lecturer – educator working in the formal education system, civil servants (90%). They are usually trained in higher education institutions (Universities, 'écoles normales supérieures', certain universities or private institutions).*

*Teachers / trainers in apprenticeship – often ex-tradesmen and tradeswomen, experts in the field they are teaching; they may be employed on a contract (full- or part-time) in the Apprentice Training Centre, or they may be self-employed.*

*IVET apprentice master – employee responsible for training a young apprentice within the company; no specific training or qualification process is required.*

*CVET teachers and trainers – there is no national regulation governing the status of trainers or other training professionals. But there are different frameworks that can be developed.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*For IVET and CVET teacher / lecturer, the status and rank are determined by national entrance examinations for admission to the profession and regulated by the state.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For IVET and CVET teacher / lecturer – higher education institutions.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*For IVET teacher / lecturer – the State: there are national entrance examinations for admission to the profession (concours), regulated by the State.*

#### Extra sources of information:

[www.centre-inffo.fr](http://www.centre-inffo.fr) – the website of the French national Centre for the Development of Information on Continuing Vocational Training



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# 10. Germany

## 10. Germany

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and a part of CVET (i.e. national standardised further vocational training and retraining based on statutory regulations) – the Federal Ministry of Economics and Technology and the Federal Ministry of Education and Research are the central institutions regulating VET. For federal regulations and frameworks regarding VET – the Federal Institute for Vocational Education and Training, enabled by the Federal Ministry of Education and Research. „Länder“ legislation forms the legal basis for school education, including vocational schools. For in-company training (part of the “dual system” for IVET and CVET) – the suitability of training enterprises and in-company training personnel is monitored by the relevant autonomous economic bodies (Chambers). For CVET – approved training providers. The various qualitative and quantitative certification procedures (examination boards, assessments etc.) are not used to recognise competences acquired outside the formal system. IVET and CVET programmes also exist as full-time vocational school programmes (i.e. assistants and technicians). For these programmes the Standing Conference of Ministers of Education („Länder“) is the central institution for the framework.*

#### 1.2. Where lays the decision making regarding assessment, validation and recognition of the learning outcomes?

*For IVET and a part of CVET, at national level – for regulations and frameworks (the Federal Institute for Vocational Education and Training) and at regional level („Länder“ legislation forms the legal basis for school education, including vocational schools and the few private schools). The Standing Conference of Ministers for Education and Cultural Affairs issues framework curricula for vocational education at vocational schools. Enterprises and vocational schools conduct training, but the Chambers (Competent Bodies) are responsible for holding examinations. To this end, the Chambers have to set up examination committees for each occupation which comprise at least three members (one representative each of employers and employees and a vocational schoolteacher). The examination certificate is issued by the Chamber. The structure of examinations is laid down by individual training regulations which are applicable nationwide and specify a uniform standard. In case of full time vocational education, the competent bodies for examinations are the „Länder“ (ministries for education).*

*For CVET – at national level (continuing education legislation guarantees a diverse range of institutions maintained by a variety of organisations and lays down a state approval procedure for them; at regional level (all „Länder“ legislation includes regulations which recognise the freedom of the training providers in the preparation of curricula and independence in staff selection) and at the approved training providers.*

*Consultative, at national level – the social partners are represented in the Main Board of the Federal Institute for Vocational Education and Training (on a four-party basis: Federal Government, „Länder“, employers, employees)*

*Consultative, at regional level – the „Länder“ have committees for vocational training, with equal representation of employers, employees and the highest „Länder“ authorities. They advise the „Länder“ governments on vocational training issues in schools.*

*Deliberative, at regional level – the Competent Bodies (Chambers) have, among others, the role to establish the system of examinations and hold final examinations. In every Competent Body there is a vocational training committee with tripartite representation from employers, trade unions and teachers.*

## 2. **Curricula setting:**

2.1. Is the curriculum based on standards and / or frameworks?

*Yes for IVET – on framework curricula issued by the Standing Conference of Ministers for Education and Cultural Affairs.*

*Not for CVET – all „Länder“ legislation includes regulations which recognise the freedom of the training providers in the preparation of curricula and independence in staff selection.*

2.2. Levels of actions:

2.2.1. Where lays the decision making regarding standards and / or frameworks?

*For IVET and a part of CVET at national level – the Standing Conference of Ministers for Education and Cultural Affairs issues framework curricula for vocational education at vocational schools.*

*For CVET – at provider level.*

2.2.2. Where lays the decision making regarding curriculum development?

*For IVET and CVET – at provider level, in consultation with training enterprises, the schools inspectorate and the competent industrial bodies.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*The development of the German Qualification Framework is on-going, within the existing reform programmes. The various qualifications and the competences in which these will result have not yet been aligned to the levels of a National Qualifications Framework.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET and CVET.*

2.5. Is a credits system in place?

*The development and piloting of the credit system is on-going, within the existing reform programmes.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable, for IVET and CVET – WBL being compulsory. For IVET work-based learning is predominant and compulsory. For CVET it is variable.*

## 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET – the „Länder“ educational authorities are responsible for school-based instruction.*

*For in-company training (the predominant part of the “dual system” for IVET and CVET) – the suitability of training enterprises and in-company training personnel is monitored by the relevant autonomous industrial bodies (Chambers).*

*For CVET – the task of accrediting providers and programmes of continuing education financed by the F.E.A. was transferred from the Federal Employment Agency to private certification bodies.*

3.2. Where lays the decision making regarding the accreditation?

*The same situation as under 3.1*

3.3. How are the stakeholders involved in the decision making process?

*Consultative, at national level – the social partners are represented in the Main Board of the Federal Institute for Vocational Education and Training (on a four-party basis: Federal Government, „Länder“, employers, employees).*

*Consultative, at regional level – the „Länder“ have committees for vocational training, with equal representation of employers, employees and the highest „Länder“ authorities. They advise the „Länder“ governments on vocational training issues in schools.*

*Deliberative, at regional level – the Competent Bodies (Chambers) have, as one of their roles, the role of ensuring the suitability of training centres and to monitor training in enterprises. In every Competent Body there is a vocational training committee with tripartite representation from employers, trade unions, and teachers.*

#### 4. Training of teachers / trainers:

4.1. Who is “teacher” / “trainer”?

*Teacher for IVET – person qualified for teaching job-related theory and general education subjects in a university or a master craftsmen or technicians with additional further training for developing practical skills.*

*Trainer for IVET – foreman or skilled worker, having as main or secondary job the in-company training as a part of the “dual system.”*

*Teacher and trainer for CVET – there is a wide variety of staff acting as teachers or trainers in CVET. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. There is no common standard of what constitutes a CVET teacher/trainer.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes, for teachers and trainers in IVET: national regulations regarding teacher training (for teachers) / the Ordinance on Trainer Aptitude (for trainers).*

*No, in the case of teachers / trainers in CVET.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Teachers in IVET – the higher education institutions / the IVET institutions (usually at secondary or tertiary non-university level).*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Technical training predominates in the training of trainers.*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*For IVET teachers – the higher education institutions / the IVET institutions (usually at secondary or tertiary non-university level).*

*For IVET trainers – the Competent Bodies (Chambers) established at regional level.*

#### Extra sources of information:

[www.bibb.de](http://www.bibb.de) – the website of the Federal Institute for Vocational Education and Training

[www.bmbf.de](http://www.bmbf.de) – the website of the Federal Ministry of Education and Research

[www.bmwi.de](http://www.bmwi.de) – the website of the Federal Ministry of Economics and Technology

[www.kmk.org](http://www.kmk.org) – the website of the Standing Conference of Ministers for Education and Cultural Affairs ( „Länder“)

[www.refernet.de/html/de/](http://www.refernet.de/html/de/) – the website of a European network initiated by the European Centre for the Development of Vocational Training (CEDEFOP).



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# 11. Greece

# 11. Greece

## 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*According to the new law for the Development of Lifelong Learning (3879/21/9/10), a legal person of private law is constituted under the name “National Organisation for the Certification of Qualifications” (E.O.P.P.), which operates to the benefit of public interest, is seated in Athens, has administrative and financial independence and is supervised by the Minister of Education, Lifelong Learning and Religious Affairs. E.O.P.P. is the national body for the certification of the outcomes of non-formal education and informal learning. Among its objectives is the development of a system for the recognition of qualifications acquired through non formal education and informal learning, the certification of such qualifications and their correspondence with the levels of the National Qualifications Framework.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*The recently established “National Organisation for the Certification of Qualifications” has been authorised the organisation responsible for the certification/validation and recognition of learning outcomes in the field of VET.*

### 1.3. How are the stakeholders involved in the decision making process?

*The “Council for Lifelong Learning and Linkage with Employment” has been launched with the new law for the Development of Lifelong Learning. It consists of the Minister of Education, Lifelong Learning and Religious Affairs, the General Secretary of Lifelong Learning, the General Secretary of Investments and Development, the General Secretary of the Ministry of Labour and Social Security, representatives of the Ministry of Labour and Social Security, Ministry of Finance, representatives of major organisations involved in Vocational Training and Lifelong Learning, and Social Partners’ representatives.*

*Also, the Governing Boards of major organisations involved in Vocational Training (E.O.P.P., EKEPIS) consist of representatives from the Ministry of Education, Lifelong Learning and Religious Affairs, Ministry of Labour and Social Security and also social partners’ representatives, securing this way the involvement of all stakeholders.*

## 2. **Curricula setting:**

### 2.1. Is the curriculum based on standards and / or frameworks?

*Within the Greek VET system, a traditional “knowledge-based” curriculum scheme has been followed. However, during the last years, steps have been taken towards the establishment of “qualifications-based” curricula. At the same time, the parallel elaboration of the National Qualifications Framework and the development of Occupational Profiles aim at linkage with the labour market needs and the adoption of the learning outcomes approach.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*The Ministry of Education, Lifelong Learning and Religious Affairs has overall responsibility for Vocational Education and Training. The National Organisation for the Certification of Qualifications has undertaken the responsibility of developing and establishing the Greek National Qualifications Framework.*



2.2.2. Where does the decision making regarding curriculum development lie?

*According to the new law for the Development of Lifelong Learning. (3879/21/9/10), the General Secretariat of Lifelong Learning is responsible for curriculum development of both Initial and Continuous Vocational Training and also non-formal education. However, until the General Secretariat's new Department of Vocational Training is launched, E.O.P.P. will be the responsible body for curriculum development in the field of Initial VET.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Greece has not yet developed a National Qualifications Framework; however, the process of developing one has already begun, along with the reform of existing "knowledge based" curricula.*

2.4. Is the curriculum based on competencies?

2.5. Is a credits system in place?

*A credit system has not yet been established. However, Greece is officially participating in the ECVET network, thus, being aware of best practices and trends in Credit Transfer. In addition, the will to implement the NQF and ECVET initiatives is expressed through the new law for the Development of Lifelong Learning.*

2.6. What is the role of practice? (Proportion and delivery).

*For Initial VET, trainees can enrol for six months optional work-based practice after the completion of their studies (four semesters-two years).  
Regarding Continuous VET, practice (placement) depends on the specialty (from 20% to 80% of the curriculum).*

3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET (public sector) – the General Secretariat for Lifelong Learning functioning under the law 3879/2010.*

*For CVET and IVET (private sector) – the National Accreditation Centre for Lifelong Learning Providers, functioning under the law 3879/2010 "Development of Lifelong Learning and Other Provisions," of the Ministry of Education, Lifelong Learning and Religious Affairs.*

3.2. Where does the decision making regarding the accreditation lie?

*At national level for IVET – the Central Examination Committee for the Accreditation of IVET, until full implementation of the law 3879/2010.*

*At national level for CVET – the National Accreditation Centre for Lifelong Learning Providers (EKEPIS).*

*How are the stakeholders involved in the decision making process?*

*For learning outcomes: consultative, at national level, through the board of the National Organisation for the Certification of Qualifications (E.O.P.P.).*

*For learning inputs: consultative, at national level, through the board of the National Accreditation Centre for Lifelong Learning Providers (EKEPIS).*

#### 4. Training of teachers / trainers:

##### 4.1. Who is a “teacher” / “trainer”?

*For the definition of the term “trainer” in the Hellenic context we have to take into consideration two main recent sources of information: the Certified “New Trainer of Adults Occupational Profile” and Law 3879/2010 “Development of Lifelong Learning and Other Provisions.” According to these documents, the scope and the definition of “Trainer of Adults” has been expanded, in order to facilitate the whole spectrum of lifelong learning, on condition that he/she achieves specific learning outcomes, concerning the knowledge, skills and competences required to perform his/her tasks. In addition, according to the aforementioned law, from 1.1.2013 onwards only trainers who comply with the regulations for the certification of educational adequacy will be eligible to facilitate LLL activities in co-funded programs. From this perspective, a trainer of adults is perceived as a professional in the context of lifelong learning, who requires not only subject-matter knowledge, and pedagogical skills, but also a set of other personal/interpersonal competences. A trainer of adults seeks not only to manage and deliver effective vocational education/training, but also to intervene creatively in the social context of learning organisations and support adult trainees to develop their potential.*

##### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*The potential framework for the training and accreditation of trainers comprises:*

- 1. The relevant certified Occupational Profile of “New Trainer of Adults”*
- 2. The Ministerial Decision 113616, A 1700/21.11.2006, developed and implemented by the National Accreditation Centre for L.L.L. Providers ([www.ekepis.gr](http://www.ekepis.gr)) is the official framework that regulates the Accreditation System of Trainers of Adults. According to this framework, a national train-the-trainer distance learning 300 hours program, in which 10.480 trainers enrolled, was implemented in accredited training institutions during the period 2003-2007.*

##### 4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers – higher education institutions.*

*For trainers – the National Accreditation Centre for LLL Providers (EKEPIS) is the National Authority that sets out and puts into force the legal framework for the regulation of input in lifelong learning. In this perspective, EKEPIS has undertaken the task to assess and certify the trainers of adults, after successful completion of the course for train-the-trainer. This course has been implemented by a network of Accredited Training Institutions, all over the continent. Consequently, and so far, 8,312 trainers of adults have been certified. These trainers comprise the National Register of Certified Trainers of Adults, which is run and maintained by EKEPIS.*

##### 4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Concerning the nationally implemented train-the-trainer program, prior to its development a number of studies commissioned by the Ministry of Labour and Social Security to external researchers identified the knowledge and skills needs and gaps of trainers. These studies were the main drive for the development of a national train-the-trainer distance learning program, targeting exactly to bridging the gap in pedagogical skills and competences.*

##### 4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*The National Accreditation Centre for LLL Providers (EKEPIS) is the national authority responsible for the development and implementation of the institutional framework for the accreditation of Trainers of Adults. In addition, EKEPIS has established and maintains the first Register of Accredited Trainers of Adults in Greece, which currently consists of 8,320 trainers.*

*In the new programming period and in accordance with law 3879/2010 for the development of Lifelong Learning, EKEPIS will undertake the task to unify all existing sub-registers of trainers of adults and establish a new certification scheme for all trainers who operate in the spectrum of lifelong learning activities. The new certification scheme will be developed in line with the updated Occupational Profile of adult trainers, which is expected to be delivered during 2011.*

*According to the new scheme EKEPIS will provide assessment and certification of the educational adequacy of trainers of adults, to safeguard that all trainers who facilitate lifelong learning activities possess the required knowledge, skills and competences.*

**Extra sources of information:**

[www.ekepis.gr](http://www.ekepis.gr) – the website of the National Accreditation Centre for Lifelong Learning Providers (EKEPIS)

[www.eopp.gov.gr](http://www.eopp.gov.gr) – the website of the National Organisation for the Certification of Qualifications ( .O.P.P)

[www.ypepth.gr](http://www.ypepth.gr) – the website of the Ministry of Education, Lifelong Learning and Religious Affairs



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# 12. Hungary

## 12. Hungary

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For formal IVET and CVET, assessment is based on the requirement of the Vocational and Examination Requirements (VER) of the awarded National Qualifications Register (NQR) qualifications. Validation and recognition, and a partial assessment of learning outcomes, are managed by an ad hoc committee nominated by the minister responsible for the NQR qualification in question.*

*For non-formal / informal CVET (not for IVET) the procedure of the assessment and recognition of the learning outcomes acquired in non-formal / informal contexts is mentioned by the law but there are no further regulations and the actual methods of assessment are heterogeneous.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*The assessment is at provider level – only for formal VET (the positive result of this assessment is the precondition of the examination process). The assessment of competencies acquired in non-formal or informal learning has not yet been worked out.*

*The validation and recognition of those learning outcomes defined in the Vocational and Examination Requirements is decided by the ad hoc examination committees. The process of decision making is defined at national level.*

#### 1.3. How are the stakeholders involved in the decision making process?

*A representative of the main stakeholder is delegated to each ad hoc committee, as a member of the decision making examination committee.*

*Regarding the requirements, stakeholders as consultative bodies are involved at national, regional and provider level. The role is consultative: regarding policies and strategies at national and regional levels. In addition, at local level (at Regional Integrated Vocational Training Centre level) the consultative bodies advise in curriculum development matters.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*The curriculum is based on national standards provided by the Vocational and Examination Requirements of the awarded National Qualifications Register qualifications.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level: the Ministries in the relevant fields (more specifically, ministers responsible for a certain qualification, the President of the Central Statistical Office and the President of the Council of Public Procurements).*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*For general education, the school's local curriculum is developed by the school in compliance with the requirements of the National Curriculum published by the government, assisted by the recommendations of framework curricula published by the minister of education. For IVET and CVET programmes the curriculum is developed by the school based on the Vocational and Examination Requirements of the awarded National Qualifications Register qualifications and the guidelines of central curricula. Both types of documents are published by the minister of the relevant field*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*No, the NQF is being developed, but curricula for IVET and CVET are based on the Professional and Examination Requirements regarding the qualifications listed in the National Qualifications Register.*

2.4. Is the curriculum based on competencies?

*Yes – both for IVET and CVET.*

2.5. Is a credits system in place?

*Not for VET. Only in case of upper (higher) level VET qualifications are credit points offered which can be accepted by colleges and universities (tertiary education level).*

2.6. What is the role of practice? (Proportion and delivery).

*The Vocational and Examination Requirements define the proportion of duration of theory and practice within the training process – practice is delivered in the facilities of the training provider, in enterprises or in workshops maintained by public or private enterprises / organisations.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET providers, the accreditation means that the institution can work as a school, the responsibility for that decision lies with the education authority.*

*For CVET – adult training providers have to be registered at the Regional Labour Centre; it is compulsory and a precondition of their working. The accreditation (which means a higher level of quality assurance regarding their whole activity) is voluntary.*

3.2. Where does the decision making regarding the accreditation lie?

*For IVET providers – at the education authority.*

*For CVET providers – the voluntary accreditation is awarded by the Adult Training Accreditation Body.*

3.3. How are the stakeholders involved in the decision making process?

*Their representatives are members in the Adult Training Accreditation Body.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*For IVET and CVET offered within the school system:*

*General subject teacher or vocational teacher (for IVET) – a graduate of higher education, with specific pedagogical training. General and vocational theoretical subject teachers and vocational trainers must gain a tertiary level teaching-specific qualification (ISCED 5A) awarded by colleges/universities. The teacher qualification could be obtained after or in parallel with the training in the given professional field.*

*Vocational trainer – a person who instructs vocational practice in school workshops in the VET years, a graduate of a seven-term BSc programme, which includes a period of uninterrupted external professional and school practice.*

*Practice trainer – a person who instructs practical training provided at a company workshop or at the workplace in the VET years. The instructors of practical training provided by an enterprise need only to hold a vocational qualification in the specific field (of at least the same level as they provide training for) and five (or in individual training two) years of professional experience. However, those with a vocational trainer qualification or the certificate of the master examination must get preference.*

*For CVET offered in other institutions – the same positions, with other extra categories of personnel as “instructor”, “tutor” or “other learning facilitators”.*

*Instructor – a person with a defined number of years of professional experience, a practitioner with studies in a relevant tertiary level degree or even a secondary level vocational qualification (of at least the same level as that of the training).*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – based on national standards of higher education (called Training and Qualification Requirements).*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Universities for teachers and trainers in IVET and CVET offered within the school system.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*For teachers and trainers in IVET and CVET offered within the school system (higher education time-based): about 5/7 “technical” and 2/7 “pedagogical” (for teachers with university degree) and 3/4 “technical” and 1/4 “pedagogical” (for teachers with college degree).*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*There is no accreditation for teachers/trainers, the employer has to check the required degree before employment.*

**Extra sources of information:**

[www.okm.gov.hu/english/ministry-of-education](http://www.okm.gov.hu/english/ministry-of-education) – the webpage of the Ministry of Education and Culture

[www.nive.hu](http://www.nive.hu) – the National Institute of Vocational and Adult Education



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# 13. Ireland



## 13. Ireland

### EXPLANATORY NOTES:

There is no legal definition of IVET in Ireland. An important feature of the Irish VET system in general is that there is not a sharp distinction between initial and continuing vocational education and training for jobseekers and new entrants into the workforce, whether they are young or older people, and a considerable amount of legislation contains provisions which apply at both these levels of VET. The first six levels of the National Framework of Qualifications are shared between awarding bodies certifying achievements acquired through school programmes, and those acquired within both an IVET and CVET context. The focus is on the outcomes and purposes of programmes, which map to particular national framework levels, rather than on the context of learning. So, only for the purpose of this study, we consider:

#### As IVET

- The programmes for young persons and school students (roughly between ages 15 and 20) and offered in school at upper secondary level. Typically this would correlate with awards at levels 1-5 of the National Framework of Qualifications (NFQ).

#### As CVET

- All other programmes - for the unemployed (irrespective of age) and programmes for persons in employment. Learners access programmes at levels that are appropriate in level to their previous achievements.
- The “further education and training” programmes, which cover a broad range of education and training that typically occurs after secondary-level schooling but which is not part of the higher education system. Typically these would correlate with awards at levels 3 to 6 of the National Framework of Qualifications (NFQ).
- The ‘apprenticeship’ programmes (provided by FÁS, the Irish Training and Employment Authority) leading to awards at level 6 of the NFQ and all post-secondary but non-tertiary education programmes (for persons having a Leaving Certificate, a Leaving Certificate Applied Programme or a Leaving Certificate Vocational Programme). Typically, this correlates with awards at levels 5 and 6 on the NFQ.

1. **Assessment, validation and recognition of the learning outcomes –** existence of mechanisms for formal and non-formal/informal contexts:
  - 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*Within the school system the Junior Certificate (Level 3) and Leaving Certificate (Levels 4 and 5) programmes lead to awards of the State Examinations Commission, under the Department of Education and Skills. There are no awards associated with primary education. National programmes are devised by the National Council for Curriculum and Assessment. Summative assessment is national and centralised.*

*For formal learning outside of this, assessment is localised and quality assured by the awards councils. Assessment leads to awards on the NFQ. Programmes are devised by providers and validated under quality assurance arrangements of the providers with the awards councils.*

*The awards councils: the Further Education and Training Awards Council (FETAC) and the Higher Education and Training Awards Council (HETAC), are responsible for the certification of all education and training, other than awards made in respect of primary and secondary level education, the Dublin Institute of Technology and the universities. Within some higher education institutions, authority to make awards is delegated by arrangement with HETAC. In June 2009, Ireland completed the process of referencing the NFQ to the European Qualifications Framework (EQF).*

*For informal learning: in recent years, policies regarding arrangements for the Recognition of Prior Learning – non-formal and informal learning – have led to formalised accreditation. The introduction of the National Framework of Qualifications also allows progression routes to be developed from the informal education sector into the formal education system. For example, access to awards at levels 1 to 6 is on the basis of achievement at the previous level or equivalent, allowing for experiential informal and non-formal learning.*

1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At national level for IVET and CVET (FETAC awards), FETAC determines the national standards for awards, and validates programmes which provide learners with the opportunities to meet the required standards. Learners' achievements are locally assessed by providers according to quality assured assessment practices. Under the legislation, providers are responsible for implementing fair and consistent assessment of learners.*

1.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET (FETAC awards) – under the Qualifications (Education and Training) Act 1999 which provided for the establishment of the NFQ and awards councils, the awards councils are required to consult with stakeholders, agree quality assurance procedures, and are further required to inform themselves of the needs of industry and the various stakeholders in order to determine relevant policies, standards and awards. Development of FETAC policies was intensively consulted on, over a five year period.*

## 2. **Curricula setting:**

2.1. Is the curriculum based on standards and / or frameworks?

*Within IVET as part of school programmes, the curriculum is devised holistically within a framework including outcomes, key skills etc.*

*Within IVET and CVET, outside of mainstream schools contexts, the programmes, as outlined in section 1.2 offer programme learning outcomes which align to national standards for FETAC awards, and all FETAC awards reference to the appropriate level and level indicators contained in the National Framework of Qualifications. Individual providers/sectors of provision have varying curriculum frameworks promoting particular mixes of knowledge skill or competence which are reflected within curricula.*

*Apprenticeship, for example is standards based, but is completed through a four year programme.*

2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level for IVET and CVET: the National Qualifications Authority of Ireland (NQAI) are responsible for the establishment and development of the National Framework of Qualifications.*

*At national level for IVET programmes within schools: Minister for Education and Science and the National Council for Curriculum and Assessment.*

*At national level for IVET and CVET outside of schools: the awards Councils have responsibility for determining standards consistent with the NFQ. The apprenticeship system is managed by FÁS, in co-operation with the Department of Education and Skills (DES), the employers and the trade unions, under the aegis of the National Apprenticeship Advisory Committee. The Irish Training and Employment Authority (FÁS) designs the main craft trades and the curriculum for apprenticeship.*

2.2.2. Where does the decision making regarding curriculum development lie?

*At national level for IVET and CVET: for mainstream schools' curriculum the Department for Education and Skills and the National Council for Curriculum and Assessment decide the curriculum.*

*A wide range of government departments fund programmes in IVET/ CVET and have varying associated requirements. Curriculum design is deemed as strength of the IVET/CVET sector. The awards councils are required to monitor and evaluate the quality of programmes and to validate programmes leading to awards. Quality assured providers design programmes which are consistent with standards for awards on the NFQ and submit programmes for validation by the awards councils, unless delegated authority allows otherwise.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes, for both IVET and CVET – the National Framework of Qualifications, devised by the National Qualifications Authority of Ireland informs curriculum development.*

2.4. Is the curriculum based on competencies?

*The NFQ provides statements of knowledge, skill and competence for each level, which informs the curriculum process for all VET provision.*

2.5. Is a credits system in place?

*Yes, for both IVET and CVET – many of the qualifications available in the further education and training sectors are modularised to allow students and trainees to accumulate credit units towards full and higher qualifications. For FETAC awards, a new common awards system (CAS) is being implemented across all IVET and CVET for levels 1 to level 6 of the NFQ, and includes a coherent national credit accumulation and transfer system (CATS). In higher education, there is a full compatibility with ECTS.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable for IVET within school programmes. The Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied Programme (LCAP) are 100% school based and have 25% vocational subjects.*

*In IVET and CVET leading to FETAC awards, all major awards require application of learning in the relevant context, ranging from 13- 18% of credits. Some programmes however are delivered entirely in the context of workplaces as part of up-skilling. Apprenticeship programmes have substantial 'on-the-job' phases.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET and CVET: outside of mainstream schooling the Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC) are responsible for the certification and accreditation of all IVET and CVET programmes.*

3.2. Where does the decision making regarding the accreditation lie?

*At national level the Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC).*

3.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET: national consultation underpinned all policy development by the awards councils. Policy implementation is informed by partnership as a methodology.*

### 4. **Training of teachers / trainers:**

4.1. Who is a "teacher" / "trainer"?

*Teacher (for IVET and CVET) – a person working in education institutions and a qualified teacher typically arising from a programme leading to an award at level 8 or 9 offered by a higher education institution (university or technical college). The Teachers Council register teachers according to designated sector of employment. Teachers may also be described as tutors within particular IVET/CVET contexts in line with adult education pedagogies.*

*Trainer / instructor – a person employed in CVET; there is no legal description of the role of a vocational trainer, nor is there any requirement for them to have any educational qualifications or pedagogical skills. A range of awards from levels 6-9 are available for those who work in education or training within an IVET or CVET context.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – for teachers in IVET and CVET, standards are in line with the National Qualifications Framework; the awards are regulated by the Department of Education and Skills and the Teachers Council.*

*No – for trainers / instructors – except for trainers accepted for the training funded by the Irish Training and Employment Authority (FÁS) The minimum educational qualification to register as approved trainer is a Certificate in Training and Development awarded by a recognised awarding body. A range of awards from levels 6-9 are available for those who work in education or training within an IVET or CVET context.*

*Usually, for all categories of teachers and trainers, the competencies required are technical/disciplinary, pedagogical/andragogical and social/interpersonal.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers: Teacher Education Colleges and Universities.*

*For trainers delivering training for Irish Training and Employment Authority (FÁS): (FETAC and HETAC provide a range of relevant awards spanning levels 6-9). There are available several programmes of training of trainers at tertiary level (in universities).*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Access to professions may be ab initio i.e. degree programmes in education or training and will include a balance of specific disciplinary skills and pedagogical skills. However for the majority of teachers, the teaching qualification which may be at level 8 or 9, typically, is engaged in after the original degree at level 7/8 in the specific discipline of interest. Training traditions allow for entry, following extensive practice in a workplace, with the workplace experience being highly prized in terms of preparing employees to master new skills etc.*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*The teachers in secondary education, including further education and training (IVET and CVET) are required to be registered with the Teachers Council.*

*The trainers delivering training for the Irish Training and Employment Authority (FÁS) are required to be registered on the FÁS Register of Trainers.*

*The Irish Institute of Training and Development (IITD) is a professional body which develops and monitors standards in training and development in Ireland.*

#### **Extra sources of information:**

[www.education.ie](http://www.education.ie) – the website of Department of Education and Skills.

[www.fas.ie](http://www.fas.ie) – the website of Ireland’s National Training and Employment Authority

[www.fetac.ie](http://www.fetac.ie) – the website of the Further Education and Training Awards Council

[www.hetac.ie](http://www.hetac.ie) – the website of the Higher Education and Training Awards Council

[www.nqai.ie](http://www.nqai.ie) – the website of the National Qualifications Authority of Ireland.

[www.teachingcouncil.ie](http://www.teachingcouncil.ie) – the Teachers Council of Ireland



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# 14. Italy

# 14. Italy

## 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The Regions have 'exclusive' legislative powers over vocational education and training for delivering vocational qualifications, except IVET, in the area of compulsory education where Regions must follow minimum standards established at national level.*

*Some Regions have defined policies and strategies towards the validation of non-formal and informal learning for the recognition of training credits within specific formal learning pathways or for the acquisition of official qualifications. A formalised or institutionalised national validation system is still lacking, but the establishment of a validation system for non-formal and informal learning has become a strong and widely shared priority in the last ten years.*

*For delivering upper secondary school diplomas for the VET schools the Ministry of Education is fully responsible.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At regional level for delivering vocational qualifications and validating learning outcomes and at provider level for organising the assessment.*

*At Ministry of Education level for delivering technical and vocational diplomas and at school level for organising the assessment and validating learning outcomes.*

### 1.3. How are the stakeholders involved in the decision making process?

*Consultative, at national and regional levels, regarding the definition of the institutional framework and the content of the training activities.*

## 2. **Curricula setting:**

### 2.1. Is the curriculum based on standards and / or frameworks?

*For VET the competence frameworks are designed at Regional level. Training centres have significant autonomy in designing curriculum.*

*For upper secondary VET there is a national curriculum, with schools having a certain degree of flexibility.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For VET qualifications, at regional level.*

*For VET secondary education, at Ministry of Education level.*

#### 2.2.2. Where does the decision making regarding curriculum development lie?

*For VET, at provider level.*

### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*A Technical Board involving institutional actors (Ministry of Labour, Ministry of Education, Universities and Research, Regions and Autonomous Provinces and Social Partners, together with the technical support of the Institute for the Development of Vocational Training for Workers and the Regional Technical Support) in order to build a "National Standard System" constituting the main structure of the future National Qualifications Framework.*

### 2.4. Is the curriculum based on competencies?

*The new frameworks for IVET qualifications in the area of compulsory education are based on a competencies system, as a part of the "National Standard System" (which is the main component of the future National Qualifications Framework).*

2.5. Is a credits system in place?

*Yes for IVET, partially for CVET, yes in higher education. The credits system (credits understood as "capitalisable units") will be a part of the "National Standard System" (which is the main component of the future National Qualifications Framework).*

2.6. What is the role of practice? (Proportion and delivery).

*Variable for IVET – depending on the kind of pathways and programmes (whether it is provided by schools or training agencies). Work-based-learning is compulsory in some programmes.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*The Regional Authorities are responsible for the accreditation of VET providers except IVET in the area of compulsory education where Regions must follow minimum standards established at national level.*

*For CVET – companies training their own employees do not need to be accredited.*

*Schools do not need to be accredited for delivering upper secondary technical and vocational education.*

3.2. Where does the decision making regarding the accreditation lie?

*For IVET and CVET – at regional level (Regional Authorities) except IVET in the area of compulsory education where Regions must follow minimum standards established at national level.*

3.3. How are the stakeholders involved in the decision making process?

*Consultative, at national and regional levels, regarding the definition of the institutional framework and the content of the training activities.*

### 4. **Training of teachers / trainers:**

4.1. Who is a "teacher" / "trainer"?

*IVET school teacher – a person qualified by a university (subject degree and a postgraduate diploma in education). The recruitment of teachers is made exclusively through a State selection exam.*

*IVET and CVET Centre trainer / tutor – no regulations apply. However, the national framework contract fixes a minimum high school diploma as minimum requirement. Usually, a certificate of at least secondary education and professional experience are required.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*For teachers – general regulations regarding higher education.*

*For trainers – some Regional Authorities have established a list of authorised operators to provide training for trainers.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers – Higher Education institutions or other organisations.*

*For trainers – the providers of training for trainers programmes.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*Variable.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*For teachers – a national examination gives a license for teaching.*

*For trainers – sometimes the Regional Authorities establish formal lists of trainers.*

**Extra sources of information:**



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# 15. Latvia



## 14. Latvia

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and CVET – the Ministry of Education and Science is responsible for establishing Occupational Standards, National Vocational Education Standards and curricula and for the referencing of national qualifications levels of the EQF.*

*For CVET – participants completing a vocational continuing education programme take a centrally determined examination which is organised by the Ministry of Education and Science.*

*From 2011 there is regulation for validating skills and competences acquired through informal / non-formal education (Vocational Education Law). A regulation and a methodology in this respect are being developed (rules of Cabinet of Ministers are elaborated, responsible institution – State Service of Education Quality).*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*The VET provider, under the national regulations and standards – for formal learning and for validating skills and competences acquired through informal / non-formal education.*

#### 1.3. How are the stakeholders involved in the decision making process?

*They have a consultative role in elaborating policies and regulations. A National Tripartite Sub-Council for Cooperation in Vocational Education and Employment has been established – the social partners have a deliberative role in elaborating occupational standards and content of vocational education programmes.*

*According to the regulation, they take part as representatives and experts in VET quality assessment processes and decision making, also as members of State vocational exam commissions.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes – on National Qualification Framework, ISCED-97, European Qualifications Framework (EQF) and common regulations for IVET and CVET (mainly the Vocational Education Law, rules of Cabinet of Ministers “Education Classification Rules”). The State Education Content Centre develops Occupational Standards for EQF levels from 1 to 4 and the Ministry of Education and Science for NQF levels 5 to 7. The State Education Content Centre creates and updates the register of occupational standards and develops educational standards for IVET provided by schools.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level – for IVET and CVET – education standards are developed by the Ministry of Education and Science. Standards-based curricula are developed by VET providers (schools etc.).*

*For apprenticeship – the education programmes are developed by the Chamber of Crafts and the Ministry of Education and Science. The apprenticeship systems have no links with other VET education forms.*

2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET – at national level.*

*For CVET – at provider level – with the condition that programmes include minimum 30% of the content stipulated by the National Vocational Education Standards.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes – for IVET and CVET.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET and CVET.*

2.5. Is a credits system in place?

*No – the new Vocational Educational Law (that will be developed within the existing reform programmes) is expected to stipulate the introduction of the European Credit System for VET within the national education system. For higher education, a credit system is in place – consistent with ECTS.*

2.6. What is the role of practice? (Proportion and delivery).

*For IVET – 60 % general subjects and 40% vocational subjects; 35% - 50% theory and 65% - 50% practice (about 20% work-based learning).*

### 3. Accreditation of VET providers:

3.1. Who is responsible for the accreditation of VET providers?

*The State Service of Education Quality accredits all IVET providers and the CVET providers for qualification programmes longer than 480 hours and professional improvement programmes longer than 160 hours.*

*For CVET professional improvement programmes shorter than 160 hours, the provider must acquire a license from their local government.*

3.2. Where does the decision making regarding the accreditation lie?

*For IVET and CVET – at national level: the State Service of Education Quality accredits the providers.*

3.3. How are the stakeholders involved in the decision making process?

*They have a consultative role in elaborating policies and regulations. A National Tripartite Sub-Council for Cooperation in Vocational Education and Employment has been established – the social partners have a deliberative role in elaborating occupational standards and the content of vocational education programmes.*

*According to the regulation, they take part as representatives and experts in VET quality assessment processes and decision making, also as members of State vocational exam commissions.*

### 4. Training of teachers / trainers:

4.1. Who is a “teacher” / “trainer”?

*Teacher / trainer for IVET and CVET – a person with sector-specific qualification and pedagogic education; he/she must have a vocational qualification or a university professional degree in the branch of learning and some pedagogic education.*

*In enterprises; in-company teachers and trainers could be involved in local training; nevertheless, there is no regulation on their education requirements. Those involved in apprenticeship training should have a craftsman qualification.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes for IVET and CVET teachers and trainers – Occupational Standards and National Education Standards and rules of Cabinet of Ministers in relation to ‘demands for teacher’s education and professional qualification’*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Higher Education Institutions and also for a professional qualification or scientific degree in the branch of learning.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

**Extra sources of information:**

<http://izm.izm.gov.lv> – the website of the Ministry of Education and Science



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# 16. Lithuania

## 16. Lithuania

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*Approval of procedures and standards for assessment is the responsibility of Ministry of Education and Science.*

*Responsibility for final assessment of qualification of VET graduates is delegated to social partners. Currently this function is implemented by the Chamber of Commerce, Industry and Crafts and Chamber of Agriculture.*

*Apprenticeship is offered by a limited numbers of VET providers.*

*Legal acts establish that competences acquired by non-formal vocational education and training may be recognised as being a formal qualification or a part of it. There are no specific requirements for non-formal education providers. The Description of Procedure for Recognition of Prior Learning Achievements was approved in 2008.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At regional level, for IVET and CVET – social partners (currently, the Chamber of Commerce, Industry and Crafts and Chamber of Agriculture) are responsible for final qualification assessment of VET graduates based on national VET standards and VET curricula. Exam commissions are made up of 3 members, equally representing employers, employees and the VET provider.*

#### 1.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET certification – deliberative – social partners take part in organising and carrying out the assessment of competences acquired by students. Currently this function is implemented by the Chamber of Commerce, Industry and Crafts and Chamber of Agriculture.*

*For IVET and CVET – consultative, at national level – by the Vocational Education and Training Council (advisory body for the Ministry of Education and Science and other governmental institutions in making decisions regarding strategic questions in VET) and by the Industrial Lead Bodies – consultative bodies of the Ministry of Education and Science on the sectoral level in developing VET standards and VET curricula.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes, for IVET and CVET, it is based on VET Standards.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*The development of standards is coordinated by Qualifications and Vocational Education and Training Development Centre.*

*Standards are developed by a group of experts representing employers and education providers.*

*The draft standards are endorsed by related Industrial Lead Body.*

*Further they are approved by the Minister for Education and Science.*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*Curriculum development is the responsibility of VET providers – based on VET standards and general requirements approved by the Ministry of Education and Science.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*VET curriculum is based on VET standards.*

2.4. Is the curriculum based on competencies?

*Yes –VET curriculum is based on competencies.*

2.5. Is a credits system in place?

*It is currently being developed.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable for IVET: practical training comprises 60% to 70% of the total time allocated to teaching vocational subjects. Practical training in a company or a school-based workshop simulating working conditions is obligatory and it should take up from 8 to 15 weeks depending on level and duration of programme.*

*Variable for CVET: practical training comprises 60-80 % of training. It is recommended that half of time allocated for practical training should be spent in a real work environment.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*Law on VET stipulates that VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) that is entitled to implement VET programmes. To implement the programme, VET provider must prove that his training resources are sufficient for implementation of training. In case of positive assessment, organised by Qualifications and Vocational Education and Training Development Centre, Ministry of Education and Science issues a licence which entitles the provider to implement a given programme. This is recorded in the Register of Study and Training Programmes and Qualifications of the Ministry of Education and Science.*

3.2. Where does the decision making regarding the accreditation lie?

*The Ministry of Education and Science manages the Register of Study and Training Programmes and Qualifications and issues licences for implementing formal VET training programmes.*

*Qualifications and Vocational Education and Training Development Centre is responsible for assessment of availability of training resources.*

3.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET certification – deliberative – social partners take part in organising and carrying out the assessment of competences acquired by students. Currently this function is implemented by the Chamber of Commerce, Industry and Crafts and Chamber of Agriculture.*

*For IVET and CVET – consultative, at national level – by the Vocational Education and Training Council (advisory body for the Ministry of Education and Science and other governmental institutions in making decisions regarding strategic questions in VET) and by the Industrial Lead Bodies – consultative bodies of the Ministry of Education and Science on the sectoral level in developing VET standards and VET curricula.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*IVET and CVET teacher – a person who has graduated from VET, college or university higher education programmes and has a pedagogical qualification or has participated in a course on the principles of pedagogy and psychology. In case of graduating from a VET programme, at least 3 years work experience in certain sectors is required.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – description of Teacher Occupation Competence. It describes general cultural and pedagogical competencies.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Vocational teachers receive a vocational qualification in vocational school or higher education institution. To be eligible to work as vocational teacher, it is necessary to have a pedagogical qualification or to graduate from a course on the principles of pedagogy and psychology of 120 hours duration. These courses can be organised by different institutions and companies, higher education institutions.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

**Extra sources of information:**

[www.smm.lt](http://www.smm.lt) – the website of the Ministry of Education and Science

[www.kpmpc.lt](http://www.kpmpc.lt) – the website of the Qualifications and Vocational Education and Training Development Centre



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# 17. Luxembourg



# 17. Luxembourg

## NOTES:

The Country Reports on the CEDEFOP website for 2009, 2008 or 2007 are not available. Thus, the country card was completed on the basis of:

- the “National Summary” (2008) from the Eurydice website ([http://eacea.ec.europa.eu/education/eurydice/eurybase\\_en.php](http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php))
- the information available on the website of the Ministry for Education and Vocational Training - [www.men.public.lu](http://www.men.public.lu) (“Réforme de la Formation professionnelle – Guide méthodologique” © MENFP, 2007; Jos Noesen – “Vocational education and training in Luxembourg - Short description” - Cedefop Panorama series; 108; Luxembourg: Office for Official Publications of the European Communities, 2005).

In Luxembourg a new VET system will be introduced beginning with in academic year 2010-2011. Thus, the information of this “country card” will describe, wherever possible, the features of the new system.

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET the ministry of education and the social partners assume common responsibility for assessment, validation and recognition of the learning outcomes.*

*For formal CVET leading to national diploma procedures and responsibilities are the same. Learning outcomes of non-formal CVET can be considered in the validation procedures of the previous experience acquired in formal and non-formal/informal contexts during professional and extraprofessional activities.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET – at provider level (schools and enterprises), according to the national assessment frameworks established by the national curricula groups.*

*For validation – at the level of the validation commissions.*

#### 1.3. How are the stakeholders involved in the decision making process?

*The national curricula groups as well as the validation commissions are composed of representatives from the Ministry and the schools and from experts named by the social partners.*

## 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*The curricula in IVET are based on standards.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET – the curriculum is devised by committees (experts named by the Ministry, the schools and the social partners) and approved by the Ministry for Education and Vocational Training.*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*At national level, for IVET.*

#### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*A proposal for a National Framework of Certification, including the entire educational and training system, is in the process of development. This national framework is being completed in close collaboration with social partners and all those involved in the education and training system.*

2.4. Is the curriculum based on competencies?

*Yes, for IVET and partly for CVET.*

2.5. Is a credits system in place?

*Yes – “capitalised units” – for IVET.*

2.6. What is the role of practice? (Proportion and delivery).

*In IVET work-based learning is compulsory for all qualifications. It is organised as apprenticeship or work placement.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*The law specifying the VET providers: for IVET – the Ministry of Education and Vocational Training (secondary schools) and the enterprises authorised to deliver work-based learning.*

*For CVET – the Chambers of Labour, Trade, Crafts and Agriculture, the secondary schools, the public training centres, the communes, commercial providers (persons or companies) individually authorised by the Ministry to establish middle classes and private organisations (NGO) individually authorised by the Ministry of Education and Vocational Training.*

3.2. Where does the decision making regarding the accreditation lie?

*At national level – the Ministry of Education and Vocational Training and the Ministry of Middle Classes, Tourism and Housing.*

3.3. How are the stakeholders involved in the decision making process?

*Concerning the accreditation procedure, the stakeholders are not directly involved but they advise the government concerning laws and regulations.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*IVET teacher – a person qualified via master degree and a teaching placement. Teachers have the status of civil servants or public sector staff.*

*IVET trainer – a person qualified as a master craftsman or with vocational qualification and authorised by the chamber of crafts or trade.*

*For CVET trainer, there are no explicit common agreed definitions and training criteria.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*The training of teachers is based on a framework.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For the teaching placement of IVET teachers: the ministry has charged the University of Luxembourg with providing the training the chambers of craft and trade offer courses for IVET trainers.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*There is a balance between the technical skills required to be trainer or teacher and pedagogical skills – training is focused in pedagogical matters.*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*The IVET teachers are recruited via national competition/examination.*

### **Extra sources of information:**



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# 18. Malta

# 18. Malta

## NOTE:

The Country Reports on the CEDEFOP website for 2009, 2008 or 2007 are not available. Thus, the Country card was completed on the base of:

- the “National Summary” (2010) and “The Education System in Malta – 2006-2007” – both on the Eurydice website ([http://eacea.ec.europa.eu/education/eurydice/eurybase\\_en.php](http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php))
- the information available on the website of the Ministry of Education, Culture, Youth and Sport from Malta (<http://www.education.gov.mt>).

## 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The training provider. The general policies are developed by the Ministry of Education, Culture, Youth and Sport.*

*For IVET and CVET the training providers establish the framework (the main one is the Malta College of Arts, Science and Technology for IVET and CVET and the Employment and Training Corporation for CVET). For some CVET programmes, the Department of Further Studies and Adult Education of the Ministry of Education, Culture, Youth and Sport is the training provider. For “apprenticeship schemes” – the Ministry of Education, Culture, Youth and Sport develops the frameworks.*

*The legislation to incorporate the recognition and validation of informal and non-formal learning is being developed.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At provider level.*

### 1.3. How are the stakeholders involved in the decision making process?

*Consultative – at national level for policy matters and at provider level for curriculum (the curriculum in all its provision is the result of on-going consultations between the Malta College of Arts, Science and Technology authorities and the various economic sectors).*

## 2. **Curricula setting:**

### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET and CVET – on the basis of the NQF.*

*For apprenticeship within IVET and CVET – the students following technical/vocational upper secondary education are eligible to enrol in “apprenticeship schemes.” The organisation responsible for work placements and follow up is the Employment Training Corporation (ETC) which falls under the Ministry of Education.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At provider level – the Malta College of Arts, Science and Technology (MCAST) is the main provider of all post-compulsory, post-age 16 vocational education and training in Malta and Gozo except for tourism studies and health care. The Institute of Tourism Studies prepares students for the hospitality and tourism industry. The Institute of Health Care offers education in training in the health sector. The Institute for Conservation and Restoration Studies offers education in training in the health sector.*

#### 2.2.2. Where does the decision making regarding curriculum development lie?

*At provider level.*

### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes for IVET and CVET – the Malta Qualifications Council (MQC) was set up in 2005, to define a National Qualification Framework (NQF).*

2.4. Is the curriculum based on competencies?

2.5. Is a credits system in place?

2.6. What is the role of practice? (Proportion and delivery).

3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*No accreditation system in place.*

3.2. Where does the decision making regarding the accreditation lie?

3.3. How are the stakeholders involved in the decision making process?

4. **Training of teachers / trainers:**

4.1. Who is a "teacher" / "trainer"?

*Teacher – a person with initial teacher education (for both generalist and specialist teachers), generally a four year Bachelor of Education Honours degree course, or a Bachelor’s degree in one or more subject areas followed by a one year postgraduate certificate in education. The academic staff at University and the Malta College of Arts, Science and Technology do not necessarily have to follow a pre-initial teacher training course, although they are encouraged to follow teacher training course as part of their professional self-development.*

*Trainer – a person running vocational and technical education and training, generally performing duties part-time or full-time at the Malta College of Arts, Science and Technology, or qualified persons coming from industry and commerce.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Teacher – a person with initial teacher education (for both generalist and specialist teachers), generally a four year Bachelor of Education Honours degree course, or a Bachelor’s degree in one or more subject areas followed by a one year postgraduate certificate in education. The academic staff at University and the Malta College of Arts, Science and Technology do not necessarily have to follow a pre-initial teacher training course, although they are encouraged to follow teacher training course as part of their professional self-development.*

*Trainer – a person running vocational and technical education and training, generally performing duties part-time or full-time at the Malta College of Arts, Science and Technology, or qualified persons coming from industry and commerce.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers – the higher education institutions.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*For teachers – the higher education institutions.*

**Extra sources of information:**

[www.education.gov.mt](http://www.education.gov.mt) – the website of the Ministry of Education, Culture, Youth and Sport from Malta

[www.etc.gov.mt](http://www.etc.gov.mt) – the website of the Employment and Training Corporation



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# 19. Netherlands

# 19. Netherlands

## 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and IVET functioning as CVET for individuals – the Ministry of Education, Culture and Science ensures the general regulations and develops qualifications, together with National Centres of Expertise on Vocational Education, Training and the Labour Market) and the providers.*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers.*

*Accreditation of prior learning has been promoted for the last ten years, in accordance with the national qualifications / standards in IVET at senior secondary vocational and higher professional level in particular.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and IVET functioning as CVET for individuals, at national and at provider level – some examinations are organised centrally / nationally while others are the responsibility of the provider. The providers are legally required to involve the trainers in enterprises that are responsible for internship and apprenticeship in the various learning pathways.*

*For CVET – at provider level. For the external validation the Inspectorate has the role of surveillance of quality of training, examining and learning outcomes.*

### 1.3. How are the stakeholders involved in the decision making process?

*For IVET and IVET functioning as CVET for individuals – deliberative at national and sector level: collective labour agreements are declared legally binding for all businesses in a particular branch or sector of the labour market; this declaration is issued by the Ministry of Social Affairs and Employment. The National Centres of Expertise on Vocational Education, Training and the Labour Market validate qualifications and check and assure the quality of the companies providing practical training places for the school-based and dual programmes. Social partners together with the VET providers are involved in the establishment of the curriculum.*

## 2. **Curricula setting:**

### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET and IVET functioning as CVET for individuals, general frameworks – the Ministry of Education, Culture and Science ensures the general regulations and assigned the task of developing qualifications, to National Centres of Expertise on Vocational Education, Training and the Labour Market) and the providers. For the National Qualification Framework the Ministry decides on all the different qualification profiles.*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers of CVET who may also be in the framework of recognised training registered in CREBO provided by private training companies. These training courses are within the National Qualifications Framework.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET and IVET functioning as CVET for individuals, general frameworks – the Ministry of Education, Culture and Science ensures the general regulations and develops qualifications, together with National Centres of Expertise on Vocational Education, Training and the Labour Market.*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers.*

2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET and IVET functioning as CVET for individuals – at provider level with external contribution of trainers from enterprises. The Ministry uses CREBO as the register of all approved training courses offered by specific training providers both public and private funded.*

*For CVET – at provider level.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*For IVET and IVET functioning as CVET for individuals – curriculum based on qualifications drafted by the National Centres of Expertise on Vocational Education, Training and the Labour Market. All qualifications have three objectives, which relate with work and occupation, citizenship and further learning. NLOF, the Dutch NQF, is under construction and at some point in time (2012) training courses will have to be positioned in this framework*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET and IVET functioning as CVET for individuals.*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers.*

2.5. Is a credits system in place?

*ECVET will be introduced in the national context in 2011.*

2.6. What is the role of practice? (Proportion and delivery).

*For IVET and IVET functioning as CVET for individuals – variable from 20% to more than 60% work-based learning.*

*For CVET – no institutional framework; provision is market driven with a great number of suppliers.*

3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET and IVET functioning as CVET for individuals – the Ministry of Education, Culture and Science legally recognise providers at upper secondary and tertiary levels; Dutch-Flemish Accreditation Organisation accredit programmes provided at ISCED 5 level. The Ministry uses CREBO as the register of all approved training courses offered by specific training providers both public and private funded. The inspectorate is responsible for the assessment of the quality of training and exams. The reports of the Inspectorate provide validation afterwards.*

*For CVET– no institutional framework; the provision is market driven with a great number of suppliers (including publicly financed IVET suppliers offering private commercial contract activities).*

3.2. Where does the decision making regarding the accreditation lie?

*For IVET and IVET functioning as CVET for individuals – at national level.*

*For CVET – no institutional framework; the provision is market driven with a great number of suppliers.*

3.3. How are the stakeholders involved in the decision making process?

*For IVET and IVET functioning as CVET for individuals – deliberative at national and sector level: National Centres of Expertise on Vocational Education, Training and the Labour Market) validate qualifications and check and assure the quality of the companies providing practical training places for the school-based and dual programmes. Stakeholders are involved in the design of the surveillance framework for VET (quality, training and exams) regarding the quality requirements and standards (sufficient/insufficient). Social partners and also student organisation, JOB, are consulted in the process of development of the framework.*



#### 4. Training of teachers / trainers:

##### 4.1. Who is a "teacher" / "trainer"?

*Teacher in VET – a person functioning in the regulated, publicly financed part of VET (even if VET functions as CVET for individuals), trained in institutions for higher professional education and universities. Increasingly, schools for secondary vocational education are training their teaching staff themselves as a part of a dual pathway within teacher training. This includes students on training and employment contracts, teaching assistants undergoing teacher training, and "lateral" entry staff with substantial work experience.*

*Trainer in IVET – a person fulfilling a role in enterprise, within the school-based and/or dual pathways in IVET; they should have didactic skills (offered by commercial training of trainers programmes) by the Knowledge Centres VET – Trade and Industries.*

*For teacher and trainer in CVET, there are no common agreed definitions and criteria for training.*

*Staff working as instructor, coming from the world of work, is specifically mentioned in law.*

##### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes, for teachers in IVET – standards of competence for both teachers and other working in education related jobs in primary, general secondary, vocational secondary and general adult education.*

*Not for trainers in IVET in general. There is a special arrangement for staff coming from the world of work, used as instructors. In law the requirements of professional competences for this type of staff are regulated.*

*Not for teachers and trainers in CVET. Same as for IVET.*

##### 4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers in IVET – higher education institutions.*

*For trainers in IVET – the training of trainers providers.*

*For teachers and trainers in CVET – no generalised framework for the training of teachers / trainers.*

##### 4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

##### 4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*For teachers in IVET – the higher education institutions.*

*For trainers in IVET – the Knowledge Centres VET – Trade and Industries.*

*For teachers and trainers in CVET – no generalised framework for the training of teachers / trainers.*

#### Extra sources of information:

<http://english.minocw.nl> – the website of Ministry of Education, Culture and Science



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# 20. Poland

## 20. Poland

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and CVET – the Ministry of National Education defines frameworks and establishes standards for examinations leading to vocational qualifications.*

*For IVET and CVET – Central Examination Commission and Territorial Examination Commissions conduct external vocational examinations, aiming at confirming vocational qualifications acquired in the course of school education. The exams are based on standardised examination requirements.*

*For CVET – examination boards appointed at chambers of crafts (independent from the school system) conduct examinations for the title of apprentice and master craftsman in the occupations which are a part of a specific craft, included in the classification of occupations and specialisations.*

*Issues concerning validation of non-formal and informal learning are under consideration in the project “National Qualification Framework,” co-financed by EU funds. At present, in this project legal and organisational provisions are being prepared. They will be used for validation of learning outcomes other than formal.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and CVET at national, regional and provider level – the Ministry of National Education establishes frameworks; there is an external vocational examination system, aiming at confirming vocational qualifications acquired during vocational education. The exams are based on standardised examination requirements established by the Central Examination Commission and conducted by Territorial Examination Commissions.*

*For CVET – there are also examination boards appointed at chambers of crafts (independent from the school system) that conduct examinations for the title of apprentice and master craftsman in the occupations which are a part of a specific craft, included in the classification of occupations and specialisations. Moreover, there are state examination boards appointed as education superintendents conducting examinations for the title of master craftsman and confirming vocational qualification in a specific occupation.*

#### 1.3. How are the stakeholders involved in the decision making process?

*According to the law social partners can present their opinion on key issues connected with vocational education (for example: changing acts of law). Moreover, every citizen can comment on projects of documents, which are published on Ministry of National Education’s website (public consultation process).*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Curriculum is based on core curriculum for a specific occupation, based on the classification of occupations for vocational education.*

## 2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*Core curricula for general education in all types of upper secondary schools are included in the Annex to the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curriculum for Pre-school and General Education. The core curriculum has to be respected by the school.*

2.2.2. Where does the decision making regarding curriculum development lie?

*The curriculum for each subject is structured around the following topics: aims, content and expected achievements. Vocational curricula for occupations listed in the classification of occupations for vocational education are created on the basis of core curricula issued separately for every occupation. The core curriculum has to be respected by the school. Teachers can write their own curriculum. Every school curriculum has to be approved by the school headmaster.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*No – the development of the Polish Qualification Framework is on-going, within the existing reform programmes. Institute for Educational Research is undertaking the project “National Polish Qualification Framework,” which is co-financed from EU funds and the Ministry of National Education supervises it. Moreover, the National Centre for Supporting Vocational and Continuing Education is carrying out a project “Improving the core curricula – key to modernisation of vocational education.” Occupations will be divided according to qualifications and unit learning outcomes in the project.*

2.4. Is the curriculum based on competencies?

*Vocational curricula are based on core curricula, which are described in relation to learning outcomes.*

2.5. Is a credits system in place?

*No – there is no credit system in place at present. However, the Institute for Educational Research is undertaking the project “Polish National Qualification Framework,” in which one of the tasks concerns the development of credit system for VET.*

2.6. What is the role of practice? (Proportion and delivery).

*The proportion between general education and vocational education (including theoretical and practical vocational subject) is specified in general teaching plans relevant for the given type of school. In the case of technical secondary schools vocational subjects comprise 36% of all hours of learning in the entire cycle of education. In basic vocational schools vocational subject compromise 53% of all hours of education.*

*In basic vocational school practical training accounts for around 60% of all hours for vocational subjects. In technical secondary schools the headmaster of the school decides the number of practical training hours, which means that hours of practical training can differ between schools.*

## 3. Accreditation of VET providers:

3.1. Who is responsible for the accreditation of VET providers?

*For IVET – the responsibility for the administration of public basic vocational schools, technical schools and post-secondary schools has been delegated to districts. Pedagogical supervision is the responsibility of education superintendents (regional level). The superintendents are also responsible for the implementation of tasks defined in the School Education Act and in the regulations relevant to the given region. The registration of non-public schools and educational institutions is carried out by local governments.*

*For CVET – both public and non-public institutions can apply, on a voluntary basis, for accreditation which will refer to the whole or to part of the education provided, at regional level. The accreditation is awarded by the education superintendent.*

*For CVET – the educational institutions offering training for the unemployed and job seekers can get finance from public resources if registered in the Register of Training Institutions established at regional level (by the Regional Labour Office).*

### 3.2. Where does the decision making regarding the accreditation lie?

*For IVET – local governments make the decision regarding the accreditation. Local governments usually cooperate with the education superintendents in the decision process.*

*For CVET (regarding the voluntary accreditation) – education superintendents make the decision regarding the voluntary accreditation (regional level).*

*For CVET – at regional level (the Regional Labour Office, for the educational institutions offering training for the unemployed and job seekers financed from public resources – registration in the Register of Training Institutions).*

### 3.3. How are the stakeholders involved in the decision making process?

*For IVET and CVET, at national level – the Tripartite Commission on Socio-Economic Issues, with double role – consultative and initiator of legal measures – and the Central Employment Board as advisory role to the Minister of Labour.*

*For IVET and CVET, at regional level – the regional commissions for social dialogue.*

*For IVET in the case of a school applying for authorisation of a public school, the entry in the register will depend on the person who manages the school obtaining a positive opinion from the superintendent; in the case of medical schools the positive opinion of the Ministry of Health is also required.*

*For CVET – in case of voluntary accreditation, the education superintendents make the decisions about access to the list of accredited institution. The assessment of the institution is provided by the accredited body, which is appointment by the education superintendent. The body consists of representatives of employers and representatives of the regional and district labour offices.*

## 4. Training of teachers / trainers:

### 4.1. Who is a “teacher” / “trainer”?

*Teacher for IVET – a person teaching general and technical / vocational subjects, having at least higher vocational education and pedagogical preparation acquired pre-service or in-service.*

*Trainer / instructor – a person providing practical vocational training as part of IVET and CVET at the workplace or on a farm. They must hold specific occupational qualifications, which do not depend however on the level of training provided, and a pedagogical qualification. Specific requirements are laid down by individual VET providers, as well.*

### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*For teachers – on standards: requirements (national standards) laid down in the legislation. The legal act defining the professional status and conditions of service of teachers employed in the school education sector is the Act of the 26th of January 1982 – the Teachers’ Charter (with further amendments). All degree programmes offered in higher education institutions are assessed and accredited by the State Accreditation Committee.*

### 4.3. What institutions / instances are in charge with training of teachers / trainers?

*Trainings of teachers / trainers are carried out by higher education institutions (universities), teacher training collages, centres of teachers improvement, centres of teachers vocational improvement and privates training centres.*

### 4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*Teachers to be should participate in a pedagogical course (420 hours), including pedagogical lectures (270 hours) and practical lectures (150 hours). The ratio between practical and pedagogical lectures is 64.29% to 35.71%. Future teachers can take part in pedagogical lectures at university during their study or in a special pedagogical training course organised by centres of teaching improvement.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*Higher education institutions are responsible for accreditation of teachers/trainers, when applicant graduates from university, engineering collage, teacher training collage;*

*Centres of teachers' improvement are responsible for organisation of pedagogical training courses. The education superintendent gives consent to organise a pedagogical training course.*

**Extra sources of information:**



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# 21. Portugal

# 21. Portugal

## 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The frameworks are defined at national level by responsible bodies: the Ministry of Labour and Social Solidarity, the Ministry of Education, the National Vocational Training Council and the Institute for Employment and Vocational Training.*

*The processes of recognition, validation and certification of competences acquired in non-formal/informal contexts are offered by the New Opportunities Initiative, under the scope of the Lifelong Learning policy.*

### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*Ultimately, at political level – Ministry of Education and Ministry of Labour and Social Solidarity.*

### 1.3. How are the stakeholders involved in the decision making process?

*Deliberative at national level – the social partners take part of the decision making process, via National Council for Vocational Training and the Sectoral Councils for Qualifications.*

## 2. **Curricula setting:**

### 2.1. Is the curriculum based on standards and / or frameworks?

*There are national guidelines. Regular courses based on frameworks (Ministry of Education) and VET courses based on standards integrated in the National Qualification Catalogue (Ministry of Labour and Social Solidarity)*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*Ultimately, at political level – Ministry of Education and Ministry of Labour and Social Solidarity.*

#### 2.2.2. Where does the decision making regarding curriculum development lie?

*Ultimately, at political level – Ministry of Education and Ministry of Labour and Social Solidarity.*

### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*The new NQF is being implemented. Training offers in National Qualification Catalogue are also being adapted so that they correspond to the new National Qualification Framework.*

### 2.4. Is the curriculum based on competencies?

*Partially; yes for some kinds of training (Adult Education and Training – EFA – courses, modular training, professional courses).*

### 2.5. Is a credits system in place?

*The Credit system (ECTS) exists for higher education.*

### 2.6. What is the role of practice? (Proportion and delivery).

*In some kinds of training it is compulsory: apprenticeship courses, professional and EFA courses.*

*10% - 50%, depending on the pathway and level of the programme; for some pathways, work-based learning is compulsory.*

## 3. **Accreditation of VET providers:**

### 3.1. Who is responsible for the accreditation of VET providers?

*General Directorate for Employment and Industrial Relations. The legal framework for accreditation of VET providers has been recently changed. The new framework proposes a bi-annual audit system for VET providers.*



3.2. Where does the decision making regarding the accreditation lie?

*Ultimately, at political level – Ministry of Education and Ministry of Labour and Social Solidarity.*

3.3. How are the stakeholders involved in the decision making process?

*The social partners take part in the decision making process via the National Council for Vocational Training. Previous to the implementation of the new legal framework there was also a public consultation.*

#### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*Teacher – a person qualified in higher education institutions – polytechnic and universities – with one compulsory traineeship year for verification of global skills for teaching.*

*Trainer – a highly qualified professional in an occupational area, with an initial pedagogical training course for trainers after which they are granted a Trainer Pedagogical Skills Certificate.*

*Tutor – a person responsible for workplace training within enterprises. He/she provides counselling and support to trainees, and develops their activity together with training coordinators and trainers. He/she must have at least three years of recorded working experience and, preferably, hold a pedagogic training qualification.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes, for teachers – the framework elaborated by the General Directorate for Innovation and Curricular Development, a body under the Ministry of Education*

*Yes for trainers – the framework elaborated by the Institute for Employment and Vocational Training.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers – the higher education institutions, following the framework elaborated by the General Directorate for Innovation and Curricular Development, a body under the Ministry of Education.*

*For trainers – the Institute for Employment and Vocational Training, issuing the Trainer Pedagogical Skills Certificate.*

*For tutors – not regulated.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*For teachers – ¼ pedagogical (the one compulsory traineeship year for verification of global skills for teaching).*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*For teachers – ME’s central services organise the access to teaching jobs in the public sector via national applications, based on academic qualifications and work experience. Applicants have to pass the knowledge and competencies exam.*

*For trainers – the Institute for Employment and Vocational Training issuing the Trainer Pedagogical Skills Certificate.*

*For tutors – not regulated.*

#### **Extra sources of information:**

[www.en.anq.gov.pt](http://www.en.anq.gov.pt) – the website of the National Qualifications Agency

[www.mtss.gov.pt/english.asp](http://www.mtss.gov.pt/english.asp) – the website of the Ministry of Labour and Social Solidarity



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# 22. Romania

## 22. Romania

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*The training providers, public and private, for IVET and CVET, are responsible for assessment, validation and recognition of the learning outcomes, under nationally regulated frameworks, covering formal and non-formal/informal learning.*

*The frameworks are developed by the Ministry of Education, Research, Youth and Sports for IVET and by the National Council for Adult Vocational Training for CVET.*

1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At provider level, for both IVET and CVET.*

1.3. How are the stakeholders involved in the decision making process?

*The representatives of the trade unions and employers confederations established at national level are consulted during the elaboration of the national frameworks for VET, including the assessment, validation and recognition of the learning outcomes.*

*There are consultative bodies with social partners established at regional level and county level with competencies in VET development on IVET according to the need of the labour market.*

*The representatives of the trade unions and employers confederations, members of the National Council for Adult Vocational Training approve the methodology for the assessment, validation and recognition of the learning outcomes in CVET.*

### 2. **Curricula setting:**

2.1. Is the curriculum based on standards and / or frameworks?

*The curriculum is based on Training Standards for IVET and on Occupational Standards or Training Standards for CVET.*

2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level, for both IVET and CVET. The Training Standards are approved by Order of the Minister of Education and the Occupational Standards are approved by the decision of the National Council for Adult Vocational Training. Both Training Standards and Occupational Standards have to be validated by the Sector Committees, prior to their approval.*

2.2.2. Where does the decision making regarding curriculum development lie?

*The curriculum for IVET has a nationally developed part (about 85%) and a part developed at local and / or provider level.*

*The curriculum for CVET is developed at provider level. For some qualifications there are "curriculum frameworks" developed at national level by the National Council for Adult Vocational Training. In this case, the provider has to follow the framework in the proportion of 85%.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes, for both IVET and CVET.*

2.4. Is the curriculum based on competencies?

*Yes, for both IVET and CVET.*

2.5. Is a credits system in place?

*No. The development of the credit system is on-going, within the existing reform programmes for both IVET and CVET.*

2.6. What is the role of practice? (Proportion and delivery).

*The practice represents a variable amount, depending on the qualification for IVET.*

*For CVET, the practice represents at least 2/3 of the total learning time.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*The Romanian Agency for Quality Assurance in Pre-University Education is responsible for the accreditation of the IVET providers. The accreditation is granted by the Order of Minister of Education.*

*The National Council for Adult Vocational Training by its Commissions established at County level is responsible for the accreditation of the CVET providers.*

3.2. Where does the decision making regarding the accreditation lie?

*At national level for IVET, at regional level for CVET (under national regulations).*

3.3. How are the stakeholders involved in the decision making process?

*The representatives of the trade unions and employers confederations may be observers during the accreditation process for IVET providers.*

*The members of the trade unions and employers confederations in the National Council for Adult Vocational Training approve the methodology for the accreditation of CVET providers. The members of the trade unions and employers confederations in the Accreditation Commissions established are part of the decision making process regarding accreditation.*

### 4. **Training of teachers / trainers:**

4.1. Who is a "teacher" / "trainer"?

*Teacher – a graduate of higher education or at least (for practice tutors) of tertiary non-university education, with pedagogical specific training.*

*Trainer – a qualified person within a sector, with training as trainer or assessed as trainer, according to the Occupational Standard for "Trainer".*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Teachers' training for IVET is based on frameworks elaborated by the Ministry of Education, Research, Youth and Sports.*

*Trainers' training for CVET is based on the Occupational Standard for Trainer.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Universities, for teachers, and tertiary non-university education institutions for practice tutors – for IVET.*

*The training providers for CVET.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*For IVET teachers – the Departments for Teacher Education existing in all universities offer usually programs with 30 credits "pedagogical" training, from a total of 180-240 credits at "bachelor" level (level I), meaning 12.5% - 16%. Another 60 credits at "master" level are needed for Level II qualification as teacher (from 120 credits – i.e. 50%).*

*For "practice tutors" – the training in tertiary non-university education institutions is 100% technical; the pedagogical skills are acquired via in-service training.*

*For CVET trainers – 100% pedagogical, being presumed that the trainer has already a high expertise in the "technical" specific field.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*Universities, for teachers, and tertiary non-university education institutions for practice tutors – for IVET.*

*The training providers for CVET.*

**Extra sources of information:**

[www.edu.ro](http://www.edu.ro) – the website of the Ministry of Education, Research, Youth and Sports.

[www.cnfpa.ro](http://www.cnfpa.ro) – the website of the National Council for Adult Vocational Training

[www.tvet.ro](http://www.tvet.ro) – the website of the National Center for VET Development

<http://aracip.edu.ro> – the website of the Romanian Agency for Quality Assurance in Pre-University Education



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# 23. Slovakia

## 23. Slovakia

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET – the Ministry of Education, Science, Research and Sport of SR in establishing frameworks and the providers in administrating assessment – State Vocational Education Institute and State Pedagogical Institute.*

*For CVET – the Ministry of Education, Science, Research and Sport of SR in establishing frameworks and the providers in administrating assessment – State Vocational Education Institute and State Pedagogical Institute.*

*There are no systems for validation of non-formal and informal learning in Slovakia.*

*There is no typical apprenticeship training in Slovakia.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At provider level for IVET and CVET.*

*For IVET – all types of secondary technical schools are responsible for assessment, validation and recognition of the LO in practice, the Ministry of Education, Science, Research and Sport of Slovakian Republic is responsible for establishing legal frameworks.*

*For CVET – all types of secondary technical schools is responsible for assessment, validation and recognition of the LO in practice, the Ministry of Education, Science, Research and Sport of SR is responsible for establishing legal frameworks. Exam content must correspond to respective VET practical study curriculum. Successful applicants receive a certificate on passing the exam and certification of professional competence for running a small business (trade).*

#### 1.3. How are the stakeholders involved in the decision making process?

*At national and regional levels for IVET and CVET – four-part national “Sectoral VET Councils” affiliated to the government to cover different sectors; “Regional VET Councils” – advisory bodies affiliated to self-governing regions.*

*Consultative at regional and local levels for IVET and CVET – regional/local stakeholders have been explicitly invited to contribute to adjustment of curricula – including assessment procedures.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes for IVET – based on frameworks elaborated by the State Vocational Education Institute and State Pedagogical Institute and approved by the Ministry of Education.*

*Not for CVET. CVET does not have unified regulations and is driven more by the labour market. “There are many players setting qualifying conditions with diverse experience and philosophy, and there is no universal methodology sensitive to the identification of labour market needs for setting qualification requirements elaborated and commonly agreed.” There are no levels of qualifications explicitly set by law. There are only levels of education explicitly set by law, and the levels of qualification can be partly derived from this.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level – the State Vocational Education Institute and State Pedagogical Institute.*

##### 2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET, at provider level – curricula are elaborated autonomously by schools, based on the frameworks elaborated by the State Vocational Education Institute and State Pedagogical Institute.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*No – the development of the National System of Qualifications (NSQ) is on-going, within the existing reform programmes, by the Ministry of Education, Science, Research and Sport of SR. NSQ will be aligned to the National System of Occupations (NSO) already in preparation under the surveillance of the Ministry of Labour, Social Affairs and Family. There are no levels of qualifications explicitly set by law. There are only levels of education (ISCED) explicitly set by law; and the level of qualifications can be partly derived from this.*

2.4. Is the curriculum based on competencies?

*Yes – for IVET: based on the “Standard of Secondary VET” developed by the State Vocational Education Institute and approved by the Ministry of Education, Science, Research and Sport of SR.*

2.5. Is a credits system in place?

*No – for IVET and CVET – exception: the professional development of teachers.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable for IVET – not specified; the proportion of VET subjects in the curriculum is between 50% and 100%, depending on the type and level of programme.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET providers and for the CVET programmes offered by schools – the Accreditation Commission affiliated to the Ministry of Education, responsible for accreditation of educational programmes (prior to their establishment by the local / regional administration).*

*For CVET – there is no official accreditation mechanism put in place; however, the main providers are registered at the Slovak Adult Education Institutions' Association.*

3.2. Where does the decision making regarding the accreditation lie?

*At national level for IVET – the Ministry of Education, Science, Research and Sport of SR registers the providers, before they are established by the local / regional administration.*

*N/A for CVET.*

3.3. How are the stakeholders involved in the decision making process?

*Consultative at national and regional levels for IVET and CVET – four-part national “Sectoral VET Councils” affiliated to the government to cover different sectors; “Regional VET Councils” – advisory bodies affiliated to self-governing regions.*

*Consultative at regional and local levels for IVET and CVET – regional/local stakeholders have been explicitly invited to contribute to adjustment of curricula – including assessment procedures.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*Teacher of general subjects – a person educated within a teacher training programme designed for all types of schools, usually in two fields corresponding to respective subjects and delivered by a university.*

*Teacher of vocational subjects – a person who graduated from technical universities (with an Engineer’s degree) and from specific complementary pedagogical study.*

*Teacher of practical training – foreman for vocational training – a person involved in the practical lessons at school, e.g. in laboratories and practical lessons connected to workplaces. Usually graduation from relevant secondary school and complementary pedagogical studies are required.*

*Trainer for IVET and CVET – instructor for IVET and CVET – a person responsible for assisting and supervising in gaining respective skills (predominantly manual) during practical training. Their activity is not regulated. The staff of the companies providing in-company training, under the supervision of schools.*



4.2. Is the training of teachers / trainers based on standards / frameworks?

*For teachers in IVET and CVET – the Professional and Educational Competence of the Educational Staff.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers in IVET and CVET, the training providers based on the regulations issued by the Ministry of Education, Science, Research and Sport of SR and corresponding universities.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*For teachers in IVET and CVET – 100% technical competency (technical universities graduates) and 70% pedagogical competencies (graduates of complementary pedagogical study).*

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*The training providers – technical and other universities, and Ministry of Education, Science, Research and Sport of SR and corresponding universities.*

**Extra sources of information:**

[www.minedu.sk](http://www.minedu.sk) – the website of the Ministry of Education, Science, Research and Sport of the Slovak Republic

[www.employment.gov.sk](http://www.employment.gov.sk) – the website of the Ministry of Labour, Social Affairs and Family of the Slovak Republic



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# 24. Slovenia

## 24. Slovenia

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*For IVET and CVET (except non-accredited CVET programmes) – the Ministry of Education and Sport establishes the general framework and curricula.*

*For CVET – the Chambers of Commerce and Industry and the Chamber of Crafts of Slovenia prepare the standards of knowledge and skills for the certification system. Examinations for master craftsmen, foremen and managerial examinations, which represent the most common forms of CVET, take place under their authority.*

*There are mechanisms in place for assessment, validation and recognition of the learning outcomes in non-formal / informal contexts. However, recognition, assessment and accreditation does not replace admission criteria to further formal education or to regulated professions, it only obliges formal education providers to exempt the participants from sitting the subjects and parts of the programmes and allow them to advance faster within the programme.*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and CVET – the education provider, within the national framework.*

*For CVET – the Chambers of Commerce and Industry and the Chamber of Crafts and Small Business of Slovenia.*

*The National Institute of the Republic of Slovenia for Vocational Education and Training produces Europass certificate supplements.*

#### 1.3. How are the stakeholders involved in the decision making process?

*Deliberative, at national level – the social partners are members of the steering group established for the development of the NQF; the Chambers of Commerce and Industry and the Chamber of Crafts of Slovenia are the employers' organisations which represent employers in the social dialogue and carry out technical, developmental and counselling work in vocational education. The social partners participate in the certification process.*

*Consultative – in curriculum development.*

### 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes, for IVET and CVET – on the basis of Classifications System of Education and Training which provides the formal basis for building the Slovenian Qualifications Framework (NQF).*

*The basis of every vocational programme is the vocational standard.*

*For CVET – adults can obtain national vocational qualifications (NVO) also through the certification system of NVO (responsibility of the Ministry of Labour) for occupations not included in formal education programmes.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level for IVET and CVET – the Government, the Ministry of Education and Sport and the Ministry of Higher Education, Science and Technology, three National Councils of Experts and one agency, with advisory role for these ministries. Their role is to define standards of knowledge, to approve new programmes and propose them for adoption by the Government. They determine the contents of educational programmes, approve textbooks and educational material, and propose criteria and standards for school equipment.*

2.2.2. Where does the decision making regarding curriculum development lie?

*At state level, groups of experts are assigned for professional standards. When they change the standard, the educational programme is changed too. Those and any other changes can be done based on the decision of National Councils of Experts and after that Ministry and Government.*

*At providers level, for IVET and CVET – within the national framework VET programmes has 20% of so called open curricula.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes – the NQF is being developed. The Steering group for the development of the NQF is composed of representatives of the Ministry of Labour, Family and Social Affairs, the Ministry of Education, Sport and the Ministry of Higher Education, Science and Technology, the Institute of the Republic of Slovenia for Vocational Education and Training, and social partners.*

2.4. Is the curriculum based on competencies?

*Yes – the curriculum is competence based for IVET and CVET.*

2.5. Is a credits system in place?

*Yes – the units / modules are transferable between VET programmes and can contribute to a full qualification.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable – in IVET, CVET and apprenticeship.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*For IVET and CVET – the Ministry of Education and Sport verifies and registers the national VET providers. Only verified providers can issue a valid diploma.*

*Non-accredited education and training programmes are designed by providers as a response to individual and labour market demand.*

3.2. Where does the decision making regarding the accreditation lie?

*For IVET and CVET, at national level – the Ministry of Education and Sport.*

3.3. How are the stakeholders involved in the decision making process?

*Deliberative, at national level – the social partners are members of the steering group established for the development of the NQF; the Chambers of Commerce and Industry and the Chamber of Crafts of Slovenia are the employers' organisations which represent employers in the social dialogue and carry out technical, developmental and counselling work in vocational education. The social partners participate in the certification process.*

*Consultative – in curriculum development.*

### 4. **Training of teachers / trainers:**

4.1. Who is a "teacher" / "trainer"?

*Teacher (IVET and CVET) of general educational and specialist in theoretical subjects – a person with university education in a relevant programme as well as teaching qualifications*

*Teacher (IVET and CVET) of practical lessons and skills – a person with at least secondary technical education in a relevant programme, a minimum of three years of work experience, and teaching qualifications or a master craftsman examination*

*Master craftsman (IVET and CVET) – a person supervising the practice in schools having passed a master craftsman exam in line with the law.*

*Trainer / mentor – a person supervising the practice in companies, with qualification and experience in the field.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – on the basis of Classification System of Education and Training this provides the formal basis for building the Slovenian Qualifications Framework (NQF). The standards of teacher/ trainer qualifications are under the responsibility of the Ministry of Education, Sport and the Ministry of Higher Education, Science and Technology,*

*The Slovenian Quality Assurance Agency for Higher Education (NAKVIS) is responsible for accreditation of higher education institutions and study programmes, including training of teachers.*

*Teachers and trainers got the accreditation when they pass professional exam at Ministry of Education and Sport. Future teachers can apply for exam after they have the necessary education and at least 6 months practical experience.*

**Extra sources of information:**

[www.mss.gov.si](http://www.mss.gov.si) – the website of the Ministry of Education and Sport

4.3. What institutions / instances are in charge with training of teachers / trainers?

*Teachers' education is provided by universities.*

*There are two models of teacher education:*

- 1. Integrated model: initial training can be obtained by completing a teacher education study programme.*
- 2. Consecutive model: if the teacher completes a non-teaching study programme which provides appropriate knowledge in the subject of teaching but does not provide a professional training for teaching, the teacher must acquire such knowledge through a supplementary postgraduate course leading to a teaching qualification.*

*The master craftsman and foreman exams that include short pedagogical education are the responsibility of the Chamber of Crafts and Small Business of Slovenia and the Chamber of Commerce and Industry of Slovenia.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*Pedagogical education for teachers: 60 ECTS; in both integrated and consecutive models.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?



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# 25. Spain

## 25. Spain

1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:
  - 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

### *For formal learning in IVET*

*The Ministry of Education establishes the basic standards, which the Autonomous Communities expand and develop according to the needs of the production sector of their environment. They are responsible for issuing academic diplomas with both academic and professional validity in accordance with the current general regulations.*

*Training providers, according to the legal frameworks established by state and regional institutions, are responsible for the assessment of learning outcomes.*

*The criteria for assessment are set out in the curricular project of the educational department of each educational establishment and in the general school programme. Both are supervised by the education inspectorate. The worksite training module, carried out in a real work environment, is assessed by the course teacher from the education establishment once all the other professional modules have been successfully completed, and considering the report issued by the tutor from the company or real work environment.*

### *For non-formal/informal learning in IVET and in CVET*

*In Spain there is a two-way mechanism of validation and recognition of non-formal and informal learning:*

1. *The Ministry of Education and the educational departments of the Autonomous Communities may validate non formal and informal learning by means of different tests aimed at achieving a Technical Qualification in the corresponding profession or a Higher Technical Qualification in the corresponding profession. To be eligible to take these exams the candidate must be at least eighteen years old for the Technical Qualification and twenty for the Higher Technical Qualification (except for those candidates already holding a Technical Qualification related to the same area that the age is nineteen).*

*The assessment is done module by module and the contents of the examination refer to the curriculum of the training cycles currently in force.*

*This pathway assesses, validates and recognises the learning outcomes attained by ways other than the formal ones.*

2. *The public bodies: Ministry of Education, Ministry of Labour and Immigration, at national and regional level and the Autonomous Communities through the procedure of recognition of occupational skills acquired through labour experience, established in the Royal Decree 1224/ 2009.*

*This pathway is conceived for the assessment and accreditation of professional competence units, which are validated as professional modules related to them. Their accumulation facilitates completion of a Diploma or Certificate of Occupational Standards.*

*For formal learning in CVET – the public bodies at regional level (the Autonomous Communities are responsible for issuing professional certificates, in accordance with the generally approved regulations) and the training providers (the assessment procedures are carried out at provider level).*

1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For formal learning in IVET – regarding the assessment of learning outcomes, the decision lies with training providers in the terms expressed above. However, validation and recognition of learning outcomes is the responsibility of the Ministry of Education and the educational departments of the Autonomous Communities through diplomas at national and regional level.*

*For non-formal and informal learning – the Ministry of Education and the educational departments of the Autonomous Communities with national and regional validity.*

*The Ministry of Labour and Immigration does not assess learning outcomes. However, they take part in the procedure of assessment and recognition of the occupational skills acquired through labour experience.*

*For formal learning in CVET – at regional and provider levels.*

*For non-formal/informal learning in CVET, at regional level – the Certificates of Professionalism issued by the Autonomous Communities have been regulated in order to give accreditation for professional competencies acquired both through training (by formal and non-formal methods) and through work experience.*

1.3. How are the stakeholders involved in the decision making process?

*Regarding IVET, consultative: Directors General in the Autonomous Communities, other Ministries involved in the Professional Family, General Council on Vocational Training, the State Board of Education; and executive: the Cabinet Meeting.*

*Regarding CVET, at national level, consultative: General Council for Vocational Training, the General Council of the National Employment System, Joint Sectoral Committees.*

*At national level, deliberative: the Tripartite Foundation for Training for Employment – which partners with the National Public Employment Service in managing the tendering for public subsidies for CVET programmes carried out by the Service and decide (via Tripartite Agreements) the design and the implementation of CVET.*

*All partnership structures include including representatives from employers' organisations, trade unions, civil service departments and from the Autonomous Communities.*

## 2. **Curricula setting:**

2.1. Is the curriculum based on standards and / or frameworks?

*For IVET the curriculum is based on "Occupational Qualifications" designed as occupational standards and other complementary training allowing the acquisition of personal and social competences. All together (skills, personal and social competences) they determine the academic and professional level.*

*For CVET, the curriculum is based on a framework – the National Catalogue of Professional Qualifications.*



## 2.2. Levels of actions:

2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*Both Diplomas and Certificates of Occupational Standards are established by state regulations. The government establishes the minimum content of the Diplomas, which guarantee validity all over the country whereas the Autonomous Communities have the right to develop, increase and fix the curriculum adapting it to the particular requirements of their areas.*

*The referent for the Diplomas and Certificates of Occupational Standards are the occupational qualifications (occupational standards) collected in the National Catalogue of Occupational Qualifications, agreed by the Cabinet.*

2.2.2. Where does the decision making regarding curriculum development lie?

See point 2.2.1. For IVET, providers can also contextualise it to their environment.

For CVET – at provider level, within the national regulations.

## 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*The NQF is being developed. A first draft has been presented for debate, discussion and participation of stakeholders. It is likely that the future Spanish Qualification Framework will not have the role implied in the question but will possibly be used as testimony of what really exists as regards levels and descriptors of education and training. Likewise it will be a valuable tool for citizens to understand better the various possibilities of training and the bridges among the different levels of education and training.*

## 2.4. Is the curriculum based on competencies?

*Yes, both IVET and CVET have a common referent, which is the occupational qualifications, as previously explained.*

*The professional modules of the Diplomas in the Education System are expressed in learning outcomes, as defined in the EQF, with their associated assessment criteria and contents.*

## 2.5. Is a credits system in place?

*As regards IVET, the credit system for Higher Education is in place for the Higher VET Cycles (non-university higher education) in the Education System but not for the Intermediate Training Cycles.*

## 2.6. What is the role of practice? (Proportion and delivery).

*For IVET, in the education system – all the professional modules of the diplomas are by definition theoretical and practical and they are developed in the educational establishments. Besides there is a mandatory professional module achieved in real work situations – the so-called Workplace Training Module with a length of around 400 hours out of the 2000 of the overall duration of the diplomas of vocational education and training, regardless of the level.*

*For CVET – variable. The training is alternating with work or practice in work conditions (WBL).*

## 3. Accreditation of VET providers:

### 3.1. Who is responsible for the accreditation of VET providers?

*For IVET – at national and regional level, public entities – the Ministry of Education and the Education Departments of the Autonomous Communities verify and register the national VET providers.*

*For CVET – at national level and regional level, public entities (Ministry of Labour and Immigration and the Autonomous Communities) – for the centers and training organisations partnering with the National Public Employment Service (registered in a “National Register”).*

### 3.2. Where does the decision making regarding the accreditation lie?

*For IVET: the Ministry of Education and the Education Departments of the Autonomous Communities (at national and regional level).*

*For CVET – at national and regional levels.*

### 3.3. How are the stakeholders involved in the decision making process?

*For the IVET, the Ministry of Education and the Education Departments of the Autonomous Communities are executive. They are responsible for the certification process whereas the other stakeholders (social agents or the General Council for Vocational Training, for instance) are consultative bodies.*

*For the CVET, at national level – deliberative: the Tripartite Foundation for Training for Employment, together with the National Public Employment Service manage the tendering for public subsidies for CVET programmes carried out by the Service.*

## 4. Training of teachers / trainers:

### 4.1. Who is a “teacher” / “trainer”?

*For IVET:*

- 1. To teach vocational education and training teachers must be graduates, engineers or architects, or have an equivalent qualification. In addition they must have completed the postgraduate training in pedagogy and didactics, without prejudice to the entitlement of other university qualifications which, for teaching purposes, the government may establish for certain areas, after consultation with the Autonomous Communities.*
- 2. Exceptionally, for certain modules, professionals who work in the relevant field and who do not necessarily hold a degree, may be brought in as specialist teachers, depending on their qualifications and the requirements of the education system. In this case, they will be contracted according to the corresponding labour regulations.*

*For CVET:*

*Teacher / trainer – a person with relevant qualifications and academic certificates compatible with the field.*

*In-company instructor / trainer – a person with good knowledge of the profession, proven experience in the field or specialisation.*

### 4.2. Is the training of teachers / trainers based on standards / frameworks?

*Initial training for teachers/ trainers is university as specified in their qualifications. A competitive examination is mandatory for those who wish to get the status of civil servants. The updating of their skill competences is carried out through permanent training.*

### 4.3. What institutions / instances are in charge with training of teachers / trainers?

*For teachers who are going to teach IVET, general training is delivered by universities whereas permanent training may be the responsibility of national and regional administrations, social agents, trade unions, the chambers, private organisations, etc.*

### 4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

*See point 4.1 for IVET*

### 4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*For IVET: universities and other higher education institutions under national and regional regulations.*

### Extra sources of information:

[www.fundaciontripartita.org](http://www.fundaciontripartita.org) – the website of the Tripartite Foundation for Training for Employment

[www.educacion.es](http://www.educacion.es) – the website of the Ministry of Education

You may also have a look at <http://www.mtin.es> for further information on CVET



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# 26. Sweden

## 26. Sweden

### NOTE:

IVET and CVET is given in the following forms in Sweden:

- Upper secondary level national VET programmes (IVET)
- Post-secondary specialisation (apprenticeship) within the chosen branch/occupation under the responsibility of the employer/joint training boards (CVET during employment)
- VET within municipal adult education (IVET)
- Higher Vocational Education (CVET)

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*In upper secondary VET (IVET) teachers and trainers are responsible for assessment and grading in their respective subjects according to national standards (grading criteria). Principals are responsible for monitoring that assessment and grading is done according to guidelines. The same applies for IVET for adults.*

*For employees/apprentices in post-secondary specialisation – different models in different branches, but generally skills are monitored by the employer and recognised by a joint branch organisation.*

*Also in higher vocational education the teachers and trainers are responsible for assessment and grading. The training provider is responsible for assigning grades including for the work-based training component.*

*Validation*

*Prior to entering upper secondary IVET for adults municipalities, responsible for the delivery of adult education in Sweden, should offer validation of the individual's knowledge, skills and competencies when supporting the development of an individual study plan.*

*There is also the right for the learner to undergo examination in a certain course without following a training programme (prövning). This means that a learner who has acquired the relevant knowledge and skills in other ways than following a certain course can obtain a grade in this alternative way.*

*Admission to higher vocational education (CVET) should take into account the applicant's formal education as well as accumulated knowledge, skills and competencies.*

*In higher vocational education (CVET), education and training providers are responsible for these issues and have a great deal of flexibility to ensure that, for example, those without the required formal education background should be able to enter programmes if they have the equivalent knowledge and skills gained through informal and non-formal means.*

*Sweden has not formally regulated its methods for validating non-formal/informal learning hence there is no definition accepted and used by all actors. VET providers, municipalities, social partners and professional bodies in different sectors/branches develop their own mechanisms. The National Agency for Higher Vocational Education is responsible for establishing a national framework for validation in Sweden.*

1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*For IVET and CVET – at provider level, teachers and trainers as mentioned in 1.1.*

### 1.3. How are the stakeholders involved in the decision making process?

*In upper secondary VET (IVET) the tutor at the workplace is involved in assessing the student's performance in the compulsory work-based learning period as a basis for the teacher's assessment and grading. Social partners and branch organisations are involved in developing syllabi and grading criteria.*

*For employees/apprentices in post-secondary specialisation all decisions are taken at branch/sectoral level.*

*Municipalities are responsible for assessment and validation of those participating in upper secondary IVET for adults.*

#### *Validation*

*In establishing a national structure for validation the Swedish Agency for Higher Vocational Education has supported the development of a number of sector-based validation models to be used by various actors when validating informal and non-formal learning in Sweden.*

## 2. Curricula setting:

### 2.1. Is the curriculum based on standards and / or frameworks?

*For IVET, in upper secondary school and in municipal adult education, the framework consists of the curriculum, VET examination goals, syllabi for common upper secondary school subjects (e.g. Mathematics, Swedish/Swedish as a second language and English) and VET syllabi courses. Grading criteria are expressed as standards for different quality levels in VET student learning outcomes.*

*In specialisation which is the responsibility of the employer standards are generally set for what an employee needs to be able to perform in order to achieve a journeyman's certificate or other branch specific qualification (yrkesbevis). This is not a part of a curriculum within the formal education system.*

*In Higher Vocational Education curricula are established by education and training providers and therefore the standards and frameworks of curricula vary from programme to programme.*

### 2.2. Levels of actions:

#### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*For IVET in upper secondary school and in adult education the government decides the curriculum, VET examination goals and course syllabi for the common upper secondary school subjects. VET course syllabi and related grading criteria are decided by the Swedish National Agency for Education, after consultation with stakeholders (e.g. relevant industry representatives).*

*For higher vocational education, there are broad standards established by the Swedish National Agency for Higher Vocational Education but actual curricula are established by the multitude of education and training providers for this CVET form.*

#### 2.2.2. Where does the decision making regarding curriculum development lie?

*For IVET in upper secondary schools and in adult education the curriculum is decided by the government. The development of VET course syllabi and related grading criteria is decided by the Swedish National Agency for Education after consultation with social partners.*

*For higher vocational education, curriculum development is carried out by education and training providers.*

### 2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*An NQF has been established for higher education. Work on establishing an NQF in accordance with the EQF recommendation is on-going.*

### 2.4. Is the curriculum based on competencies?

*For IVET for young people and adults: Yes – the VET syllabi goals are based on knowledge, skills and competencies. The same curriculum and syllabi are used for IVET in upper secondary school and upper secondary IVET for adults.*

*Curriculum varies significantly between different higher vocational education providers.*

## 2.5. Is a credits system in place?

*Credit systems are in place for publicly-funded VET in Sweden. Specifically, there are detailed credit systems for upper secondary IVET for young people and adults as well as for higher vocational education (CVET). However, the use of credits varies in the smaller-scale, sector-based apprenticeship training organised by joint training boards (yrkesnämnd).*

## 2.6. What is the role of practice? (Proportion and delivery).

*For IVET – a minimum of 15 weeks in upper secondary school VET programmes should be work-based. Organised in cooperation between school and employer.*

*From 2011 apprenticeship will be introduced as an alternative pathway to an IVET examination. Apprentices will spend at least 50 % of their VET programme at a workplace.*

*The requirement of at least 15 weeks work-based learning does not apply to upper secondary IVET for adults as adult education is organised in a more flexible manner to respond to the lifelong learning needs of adults.*

*In higher vocational education (CVET), programmes consisting of at least two years of full-time study must include at least 25 per cent work-based learning in order for the participant to receive an Advanced Higher Vocational Education Diploma (Kvalificerad yrkeshögskoleexamen).*

## 3. Accreditation of VET providers:

### 3.1. Who is responsible for the accreditation of VET providers?

*All municipalities can organise upper secondary VET – no accreditation.*

*For private IVET schools (“independent schools”) – the Swedish Schools Inspectorate issues the right to operate and grants the right to public financing.*

*Each higher vocational education provider applies to the Swedish National Agency for Higher Vocational Education.*

### 3.2. Where does the decision making regarding the accreditation lie?

*For private IVET schools (“independent schools”) – at national level (the Swedish Schools Inspectorate) according to national requirements set out in the Education Act and other steering documents.*

*All education and training programmes, and therefore providers, in higher vocational education are approved by the Swedish National Agency for Higher Vocational Education (i.e. education and training providers must apply to the Agency for the right to deliver the education and training, funding, right for students to apply for student financial assistance, etc.).*

### 3.3. How are the stakeholders involved in the decision making process?

*Stakeholders are not involved in the accreditation of independent VET providers. The municipality in which the independent school will be located is asked to comment on the possible effects of the establishment.*

*Although the Swedish National Agency for Higher Vocational Education has the authority to make decisions without formally involving stakeholders, the agency involves stakeholders in its labour market intelligence skills forecasting. Moreover, the Agency’s advisory board (insynsråd) is composed of stakeholders, which ensures stakeholder input on strategic issues the agency works with.*

## 4. Training of teachers / trainers:

### 4.1. Who is a “teacher” / “trainer”?

*An IVET teacher is formally a person qualified in a higher education institution: 90 credit points in educational studies combined with relevant and extensive professional competence. Due to shortage of pedagogically educated VET teachers schools to a significant extent need to use people with relevant and extensive professional competence, but without a teacher’s degree.*

*Tutors or trainers in workplaces, who supervise the students in the work-based part of the education, usually get a short introduction course given by the school in question.*

*In higher vocational education there is no specific definition of a teacher or trainer, they need to have the relevant competence for the training programme they are teaching in.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*IVET teacher education is based on a framework decided by the government in the Higher Education Ordinance and more specific requirements set out by each higher education institution providing teacher education.*

*Teachers and trainers in higher vocational education have a wide range of backgrounds, depending on the needs identified by the approved education and training providers.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*As mentioned in 4.2 the government decides on the framework. Higher Education institutions for IVET teachers provides the education and training and the Swedish National Agency for Higher Education is responsible for monitoring universities and university colleges. There is no agency in charge of training teachers and trainers in higher vocational education.*

4.4. What is the proportion "technical" / "pedagogical" in the training of teachers / trainers?

*IVET teachers' education is 90 credit points - 60 credit points in theoretical educational (pedagogical) studies and 30 credit points educational studies at VET provider. To be qualified for IVET teacher education a person needs relevant and extensive professional competence in accordance with the standards set by the Swedish National Agency for Higher Education.*

*There are no such standards for teachers and trainers in higher vocational education.*

4.5. What institutions / instances are in charge with the accreditation of "teachers" / "trainers"?

*The Swedish National Agency for Higher Education is in charge of accreditation of IVET teacher education institutions.*

*From July 1, 2011 a new accreditation system for teachers will be established. The Swedish National Agency for Education will review applications and issue teacher certification to teachers who meet the formal requirements.*

**Extra sources of information:**

[www.skolverket.se](http://www.skolverket.se) – the website of the Swedish National Agency of Education

[www.skolinspektionen.se](http://www.skolinspektionen.se) – the website of the Swedish Schools Inspectorate

[www.hsv.se](http://www.hsv.se) – the website of the Swedish Agency for Higher Education

[www.yhmyndigheten.se](http://www.yhmyndigheten.se) – the website of the Swedish National Agency for Higher Vocational Education



**EQAVET**

European Quality Assurance  
in Vocational Education and Training

Supporting the implementation of the  
European Quality Assurance Reference Framework  
for Vocational Education and Training

# 27. United Kingdom



# 27. United Kingdom

## NOTE:

- In UK there are differences in the structure and functioning of the VET systems in England, Wales, Scotland and Northern Ireland. Therefore, some features are present only in some subsystems.

### 1. **Assessment, validation and recognition of the learning outcomes** – existence of mechanisms for formal and non-formal/informal contexts:

#### 1.1. Who is responsible for assessment, validation and recognition of the learning outcomes?

*Overall policy for vocational learning and skills is the responsibility of the Learning / Skills or Education Department of each national government, which also deals with school education.*

*Awarding organisations / bodies (with commercial, charitable or statutory status) are recognised by “qualifications regulators” (Office of Qualifications and Examinations Regulation in England and Northern Ireland, Department for Children, Education, Lifelong Learning and Skills in Wales, and the NI Council for the Curriculum, Examinations and Assessment in respect of academic qualifications in Northern Ireland) to develop assessment arrangements for qualifications. Awarding bodies offer these units and qualifications to education and training centres and learners and are responsible for carrying out assessment of units and making awards of credits and qualifications.*

*The UK has considerable experience and expertise in the recognition of informal and non-formal learning either as a non-traditional entry route into further or higher education or helping adult unemployed to return to work by identifying their job-related skills (in England, Wales, Scotland and Northern Ireland).*

#### 1.2. Where does the decision making regarding assessment, validation and recognition of the learning outcomes lie?

*At national level - awarding bodies (several hundreds in UK), mainly private companies in their own right (with either commercial or charitable status), although they are subject to regulation by accreditation bodies.*

#### 1.3. How are the stakeholders involved in the decision making process?

*Sector Skills Councils have a major role in the development process for vocational qualifications. Sector Skills Councils are responsible for identifying skills needs in economic sectors and for defining the occupational standards on which vocational qualifications are based; they work across the UK, as does their coordinating body, the UK Commission for Employment and Skills. Sector skills councils are also required to signal their approval of a vocational qualification before it is placed on the qualifications and credit framework (for England, Wales and Northern Ireland).*

## 2. **Curricula setting:**

#### 2.1. Is the curriculum based on standards and / or frameworks?

*Yes – all vocational qualifications are based on national occupational standards, owned by the cross-UK sector skills councils. Apprenticeships frameworks are in operation across the UK, although details about how they operate differ between the jurisdictions. Licence to practice requirements are not common in the UK, so vocational qualifications are often not seen as a necessary requirement for labour market.*

#### 2.2. Levels of actions:

##### 2.2.1. Where does the decision making regarding standards and / or frameworks lie?

*At national level, approval of qualifications for use in publicly funded provision is the responsibility of the funding body. Sector skills councils own the national occupational standards on which vocational qualifications are based, while the qualifications regulators are responsible for maintaining the standards of the regulated qualifications frameworks.*

2.2.2. Where does the decision making regarding curriculum development lie?

*At provider level.*

2.3. Is the curriculum based on National Qualification Frameworks (NQF)?

*Yes – in all UK. There is more than one qualifications framework: the national qualifications framework and the qualifications and credit framework (England and Northern Ireland), the credit and qualifications framework for Wales (which includes the aforementioned NQF and QCF) and the Scottish credit and qualifications framework.*

2.4. Is the curriculum based on competencies?

*Yes for all VET.*

2.5. Is a credits system in place?

*Yes, across the UK.*

2.6. What is the role of practice? (Proportion and delivery).

*Variable – depending on the qualification type and level.*

### 3. **Accreditation of VET providers:**

3.1. Who is responsible for the accreditation of VET providers?

*Providers who deliver vocational qualifications are subject to standards set by the awarding organisation that owns the qualification being delivered. Some providers, for example in the further education sector, are also recognised by the relevant government department following a statutory requirement, or by funding agencies (including in government) for the delivery of specific programmes. All publicly-funded VET providers are subject to some level of government scrutiny to ensure the maintenance of quality and standards.*

3.2. Where does the decision making regarding the accreditation lie?

*At “awarding bodies” level for all VET programmes leading to the award of a qualification.*

3.3. How are the stakeholders involved in the decision making process?

*See description above.*

### 4. **Training of teachers / trainers:**

4.1. Who is a “teacher” / “trainer”?

*Teacher / lecturer – a person working in a schools or in a college, holding a postgraduate certificate in education, or similar. Entry requirements include the holding of a higher-level qualification in the subject to be taught.*

*Trainer – a person employed mainly in a work-based settings, appointed on the basis of their craft, trade, or professional qualifications. For publicly-funded training, relevant qualifications are also required to deliver training.*

4.2. Is the training of teachers / trainers based on standards / frameworks?

*Yes – Lifelong Learning UK, a Sector Skills Council, develops, quality assures and promotes national standards for the training of trainers and teachers in the public colleges and private training sectors.*

*Within the diverse sector of non-government VET provision (private colleges and training providers, in-house training in employer organisation, voluntary organisation, etc.) there is no formal requirement for trainers to hold a recognised teaching qualification, although this is a requirement to deliver publicly-funded training.*

4.3. What institutions / instances are in charge with training of teachers / trainers?

*The training providers are allowed to award a teacher qualification (usually a higher education institution). They set their own standards.*

4.4. What is the proportion “technical” / “pedagogical” in the training of teachers / trainers?

4.5. What institutions / instances are in charge with the accreditation of “teachers” / “trainers”?

*For teachers – a new professional body, the Institute for Learning, a public institution which confers full Qualified Teacher in the Learning and Skills Sector or ‘Licensed Practitioner’ on all those registered with it. The Institute for Learning publishes a code of professional practice.*

**Extra sources of information:**

[www.education.gov.uk](http://www.education.gov.uk) – the website of the Department of Education of England

[www.bis.gov.uk](http://www.bis.gov.uk) – the website for the Department for Business Innovation and Skills

[www.scotland.gov.uk/Topics/Education](http://www.scotland.gov.uk/Topics/Education) – the website of the Scottish Government dealing with education matters.

<http://wales.gov.uk/topics/educationandskills> – the website of the Wales Government dealing with education and qualifications matters.

[www.deni.gov.uk](http://www.deni.gov.uk) – the website of the Department of Education of Northern Ireland

[www.qcda.gov.uk](http://www.qcda.gov.uk) – the website of the Qualification and Curriculum Development Agency of England

[www.sqa.org.uk](http://www.sqa.org.uk) – the website of the Scottish Qualification Authority

[www.ccea.org.uk](http://www.ccea.org.uk) – the website of the Council for Curriculum, Examinations and Assessment in Northern Ireland



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