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1 Introduction

The aim of this WP4 is to describe and to create agreed methodologies and tools for recognizing and validating the learning outcomes and experiences for the Digital Transformation Manager qualification within and outside of the Alliance.

It clearly aims to support the project sustainability and exploitation through the formal recognition of the new qualification at European level within and outside of the participating countries.

This should bring an improvement within the furniture sector of the occupational and qualification standards.

Specifically, on this Guide, are proposed the appropriate steps and measures for the formal recognition of the new Curriculum across Europe in the future.

On this process, the European Qualification Framework (EQF) plays a central role, being closely linked to most of the National Qualification Framework (NQF) of the European countries, providing, this way, a comprehensive map of all types and levels of qualifications in Europe.

First, on this Guide are presented the main principles and methodologies to develop new qualifications and then the steps that each furniture sector stakeholder across the EU can follow to achieve the recognition of this new Curriculum, the Digital Transformation Manager.

This way, a durable impact and exploitation of DITRAMA outputs is being guaranteed by improving and integrating the Eu VET systems and creating long-term collaborations among all sector key actors to support further skills needs identification and the related VET provision.

Second, there are references from all the countries of the Consortium regarding their own National Qualifications Framework and their specific procedures for recognition and validation of new qualifications profiles.

Although it is not a objective of the Project to reach the recognition of this new Curriculum, all the partners have the commitment to guarantee that the entire information of DITRAMA Sectoral Alliance was delivered to the national bodies responsible for the recognition activity.



2 General considerations on EQF, ECVET and Learning Outcomes

2.1 The European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) is a reference tool, a translation device for national qualifications systems and frameworks, which means that qualifications, that means what people know, understand and are able to do, are not directly included in the EQF, but in National Qualifications Framework, where their level and value abroad can be understood with reference to the eight EQF levels.

The European Qualifications Framework for lifelong learning (EQF) aims to improve the transparency, comparability and portability of people's qualifications. The EQF was set up in 2008 as a common reference framework of qualifications, expressed as learning outcomes at increasing levels of proficiency. The framework serves as a translation device between different qualifications systems and their levels. It is intended to benefit learners, workers, job-seekers, employers, trade unions, education and training providers, qualification recognition bodies, government authorities and international organisations.

The EQF is a common reference framework that allows qualifications from different countries to be compared easily. This is achieved by supporting the use of learning outcomes for each qualification, in order to make them more transparent and easier to understand. In this way, the EQF supports the cross-border mobility of learners and workers, and promotes lifelong learning and professional development across Europe.

The EQF, and all National Qualifications Frameworks (NQFs), that have been referenced to it, follow a learning outcomes approach. This means that both the content and the level of a qualification reflect what holders are expected to know, understand and be able to do (learning outcomes).

A learning outcomes approach further supports a better match between the skills needs of the labour market and education and training provision, while also facilitating the validation of learning acquired in different settings. By focusing on what a learner knows, can do and can understand, learning outcomes help to open up qualifications to a wider variety of learning pathways and experiences.

The EQF is defined by eight learning outcomes-based levels¹. Accompanying level descriptors show how expectations of knowledge, skills, autonomy and responsibility increase as learners progress from level 1 to level 8. These levels, along with the descriptors, function as a translation grid and make it possible to compare qualifications from different countries and institutions.

The EQF learning outcome descriptors reflect two dimensions: the levels and the learning domains.

¹ Council Recommendation on the European Qualifications Framework (22 May 2017) <https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca01aa75ed71a1/language-en>.

The *level dimension* captures how the complexity of the learning outcomes increases along with the qualification levels. For example, the level of autonomy expected of the holder of a level 2 qualification is much less than the expectations of a level 7 qualification holder.

The *learning domains* dimension distinguishes between *knowledge, skills and autonomy and responsibility*, allowing different types of qualifications to be classified at the same level. For example, qualifications with the same overall learning outcomes level can be of a more academic, vocational or professional orientation.

Considering these main concepts framed in the EQF (table below) and the DTM occupational profile, it is expected to define for DITRAMA training course a EQF 5 level qualification for those learners successfully implementing all course pills (whole training path). In addition, partners have developed a partial certification foreseen for those learners successfully implementing the reduced training path or specific units as defined in D3.1 to which a 4 EQF level is related.

EQF level	Knowledge	Skills	Responsability and autonomy
	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	<i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	<i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Level 1 Relevant learning outcomes	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 Relevant learning outcomes	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 Relevant learning outcomes	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems



EQF level	Knowledge	Skills	Responsibility and autonomy
Level 4 Relevant learning outcomes	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5 Relevant learning outcomes	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 Relevant learning outcomes	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 Relevant learning outcomes	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 Relevant learning outcomes	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Table 1 - Descriptors defining levels in the EQF (source: Council Recommendation on the European Qualifications Framework (22 May 2017) <https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca01aa75ed71a1/language-en>).

Also, considering the focus on learning outcomes, to what a person knows, understands and is able to do on completion of a learning process, it is also important to distinguish different types and ways of learning:

a) Formal Learning



Learning occurs in an organised and structured environment (e.g. in an education or training institution). It is an intentional process from the learner's point of view and leads to validation and certification².

b) Non-Formal Learning

Non-formal learning is not provided by an education or training institution and typically does not lead to certification; however, non-formal learning is intentional on the part of the learner and has structured objectives, learning time and learner support³.

c) Informal Learning

Informal learning results from daily activities related to work, family life or leisure, it is not structured and most often does not lead to certification; in most cases, informal learning is unintentional on the part of the learner⁴.

European recommendations underlined the necessity of the Member States enable individuals to obtain a full qualification or, if not possible, a part of the qualification on the basis of validated non-formal and informal learning. Validation arrangements must be linked to national qualifications frameworks and in line with European qualifications framework.

Therefore, EQF considers the diversity of national systems, facilitating translation and comparison of qualifications between countries.

2.1.1 Overview of National Qualifications Framework in partner countries

Taking into consideration the principles and tools from European Qualifications Framework (EQF) and from the National Qualifications Framework (NQF), partners worked together to validate the new join curriculum, by validating its learning objectives, learning path and units and related ECVET points (WP3). As already mentioned, the estimated EQF levels for this curriculum is level 4 and level 5, when entirely successfully implemented.

As referred before, EQF is the European reference tool, a translation device for national qualifications systems and frameworks, which means that qualifications are not directly included in the EQF, but in NQF, where their level and value abroad can be understood with reference to the eight EQF levels. Integrating and coordinating qualifications obtained within the different subsystems of education and training (education, vocational training, higher education) within a single framework represents a big challenge for national public bodies, even more when it is also considered knowledge, skills and competences acquired in non-formal and informal contexts. This is why, it is so important to know exactly how partner countries are considering the implementation and use of EQF to understand how they will manage the new join curriculum at the national level.

These national frameworks draw attention to the outcomes of education and training systems, focusing on what learners are expected to know, understand and are able to do. Learning outcomes-based level descriptors are essential to these frameworks. Actually,

² www.ecvet-toolkit.eu/tools-examples-more/glossary/letter_f

³ www.ecvet-toolkit.eu/tools-examples-more/glossary/letter_n

⁴ idem

this information will be essential for the formal recognition of the new qualification at European level within and outside the participating countries.

Regarding the partners' countries of this consortium, the situation is quite homogenous in a way that almost all of them have their NQF linked to EQF. Thus, the implementation of the new join curriculum will be facilitated from this point of view. The only exception is Spain. A Royal Decree, that will establish the foundations for the development and implementation of NQF, is currently under preparation. So, the situation is as follows⁵:

Country	Scope of the framework	Number of levels	Level descriptors	NQF linked to EQF
Belgium	Designed as a comprehensive framework; including all levels and types of qualification from formal education and training and from the professional qualifications system. It currently includes vocational and secondary general education qualifications and qualifications awarded through validation at levels 2, 3, 4 and 5, as well as HE qualifications at levels 6 and 7.	Eight	<ul style="list-style-type: none"> • knowledge/skills • Context/ autonomy/ responsibility 	2013
Czech Republic	National framework for vocational qualifications in VNFIL (the national register of qualifications – NSK) and the higher education qualifications framework.	Eight in NSK	National framework for vocational qualifications in VNFIL: <ul style="list-style-type: none"> • Competences (including knowledge and skills) 	2011
Denmark	Comprehensive NQF including all levels and types of qualification from formal education and training. Open to those awarded outside formal education and training. No qualification linked to EQF level 1.	Eight	<ul style="list-style-type: none"> • Knowledge • Skills • Competence 	2011
Italy	Designed as a comprehensive framework; it will include all levels and types of qualification from formal education and training and regional qualifications.	Eight	<ul style="list-style-type: none"> • knowledge • Skills • Autonomy and responsibility 	2013 major national qualifications from formal education and training linked directly to EQF
Poland	Comprehensive NQF including all levels and types of qualification from formal education and training. Open to regulated and nonstatutory qualifications awarded outside formal education and training.	Eight	<ul style="list-style-type: none"> • Knowledge • Skills • Social competence 	2013
Portugal	Comprehensive NQF including all levels and types of qualification from formal education and training and from the national system for the recognition, validation and certification of competences.	Eight	<ul style="list-style-type: none"> • Knowledge • Skills • Attitudes 	2011
Romania	Comprehensive NQF including all levels and types of qualification from formal education and training. Open to qualifications obtained through validation of non-formal and informal learning.	Eight	<ul style="list-style-type: none"> • Knowledge • Skills • Responsibility and autonomy 	2018

⁵ Overview of National Qualifications Framework, Developments in 2019, Cedefop.

Country	Scope of the framework	Number of levels	Level descriptors	NQF linked to EQF
Spain	Designed as a comprehensive NQF for lifelong learning; will include all levels and types of qualification from formal education and training.	Eight proposed	<ul style="list-style-type: none"> • Knowledge • Skills and abilities • Competence 	-

Table 2 – Overview of National Qualifications Framework in partner countries (Cedefop, 2019).

Considering the EQF, European countries were triggered by it and they are influenced by the European level descriptors and levels. Nevertheless, they have found their path, to develop and to implement the framework at national level, using different strategies⁶, more or less aligned with EQF descriptors. Basically, three situations can be identified:

a) Close alignment to EQF descriptors.

A first group of countries uses the EQF descriptors directly or aligns closely to them. From this consortium, Portugal and Romania are examples. Most of these countries have, however, prepared additional explanatory tables or guides with more detailed descriptors to support consistent application across different parts of the education and training system and for different applications of learning outcomes.

Portugal has drafted guidelines in which a more detailed and fine-tuned description of knowledge, skills, attitudes and context is provided. In the case of knowledge, for example, a distinction is made between depth of knowledge and understanding and critical thinking. The skills domain (also identified as know-how) is characterised by depth and breadth and purpose. The third column covers attitudes (defined as autonomy and responsibility). A context column has been added, defining context of application, predictability and complexity.

b) Broadening the EQF descriptors.

A second group of countries is influenced by the EQF descriptors, but has broadened and partly reoriented their descriptors, from this consortium we have Denmark and Poland as examples. All these countries use knowledge and skills as headlines for the first and second column of learning domains but have renamed and reoriented the third column to varying degrees. For knowledge, many countries go beyond the dimensions of theoretical and/or factual knowledge introduced by the EQF and refer to 'systematic knowledge', 'knowledge of a subject' and 'comprehensive knowledge related to knowledge domain or discipline'. In some countries, the articulation of knowledge is closely linked to, and inspired by, the national curriculum and its emphasis on progressive mastery of knowledge through the education process.

c) Emphasising a comprehensive notion of competence.

Interpretation of competence is particularly important for developing and agreeing on level descriptors. A third group of countries see competence as an overarching concept, significantly influencing the way learning outcomes are defined and described in level descriptors. This approach is exemplified, in this consortium, by Belgium (Flemish, French and German communities). These countries emphasise the holistic character of the term competence. According to this approach, knowledge, skills and attitudes are not atomised entities which can be judged in

⁶ Cedefop (2018). Analysis and overview of NQF level descriptors in European countries. Luxembourg: Publications Office. Cedefop research paper; No 66.

isolation from each other; individuals have to combine and apply them in the concrete contexts provided by work and learning. The ability of an individual to act in a self-directed way is seen as crucial to the understanding of competence and allows differentiation between competence levels. It focuses on the ability of a person to use knowledge, skills, attitudes and other personal, social and/or methodological abilities – in a self-directed way – in work and study situations and to deal with complexity, unpredictability and change.

2.2 European Credit System for Vocational Education and Training (ECVET)

The European Credit System for Vocational Education and Training (ECVET) is the common methodological framework that facilitates the accumulation and transfer of credits attributed to learning outcomes from one qualification system to another. It applies to all learning outcomes achieved by an individual through different teaching and learning pathways and is then transferred, recognized and accumulated for qualification. ECVET allows to validate and to recognize learning outcomes in different contexts, whether through a formal, informal or non-formal learning path taken in European countries. Learning outcomes can be transferred to the home context of the person concerned for accumulation and qualification. In this way, ECVET facilitates mobility across Europe.

ECVET becomes relevant because it values and reinforces the importance of the learning outcomes that are acquired outside formal education processes and/or outside the home country.

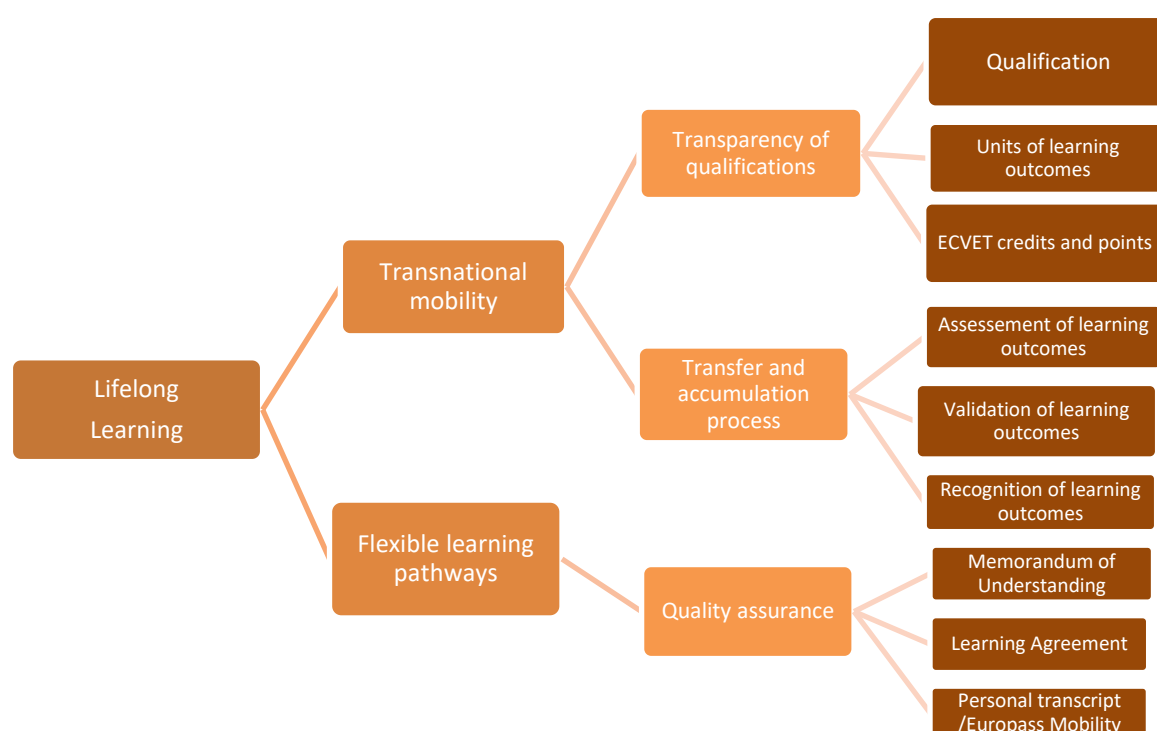


Figure 1 - Basic elements of ECVET (adapted from Cedefop, 2012)

ECVET uses a credit system, specifically a numerical representation for a unit of learning outcomes considering the overall number of units of learning outcomes and/or the overall

qualification. The relative weight of a unit is established using one or a combination of the following approaches:

- The relative importance of the learning outcomes which constitute the unit for labour market (e.g. units identified as core to the professional profile, must have a higher number of ECVET points).
- The complexity, scope and volume of learning outcomes in the unit.
- The effort necessary for a learner to acquire the knowledge, skills and competence required for a unit.

In ECVET the allocation of points usually has two phases: first, points are allocated to a qualification as a whole and then to its units. The convention used for the calculation of ECVET points is: 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

In DITRAMA the assignment of the ECVET points for each Learning Unit, needed time and credits, were defined on WP3, with the support of ECVET toolkit.

Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards:

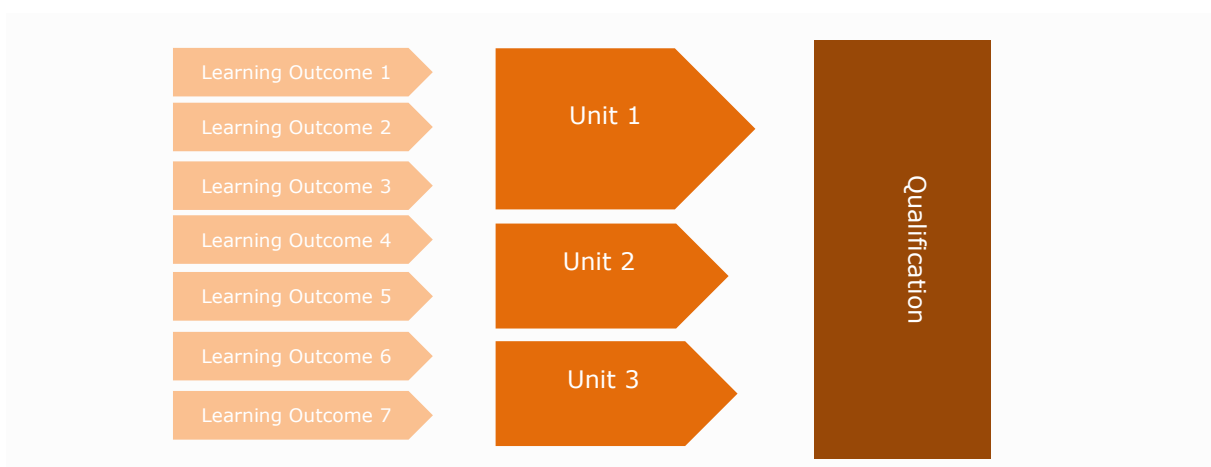


Figure 2 - Description of qualifications in terms of units of learning outcomes (source: <http://www.ecvet-toolkit.eu/ecvet-toolkit/identify-units-learning-outcomes>).

Assessment, validation and recognition processes must also be agreed, among all those participating, and should respect existing national, regional, sectorial or institutional practice⁷.

ECVET users are able to benefit from the use of common European documents, or templates, that promote quality in learning mobility, namely:

- Memorandum of Understanding (MoU): a voluntary agreement, between competent institutions, which sets out the framework for credit transfer and accumulation; the

⁷ ecvet-toolkit.eu/introduction/ecvet-principles-and-technical-components



MoU formalises the ECVET relationship through confirming mutual acceptance of the status of, and the procedures put in place by, competent institutions.

- *Learning Agreement (LA): a contract signed by all mobility parties, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.*

2.3 Learning outcomes approach

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. **Learning outcomes are defined in terms of knowledge, skills and competence⁸.**

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;
- **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in **terms of responsibility and autonomy**.

The learning outcomes in DITRAMA were defined considering the deliverables worked in WP3 – New Join Curriculum and in WP5 – Training Material. In WP5, 100 training pills were developed integrating specific knowledge and the respective learning outcomes, that is, what is expected a learner knows within the scope of that training pill. This way, there is a micro and detailed definition of the learning outcomes considering the sum of the knowledge included in those 100 training pills.

The training pills were properly aggregate and distribute by learning units (WP3), based upon the outcomes of the results of the WP2 – Fine tune skills and knowledge needs of the sector. Each learning unit represents a coherent part of the new join curriculum DTM. For each one of these learning units, learning outcomes are described in relation to specific knowledge, skills, responsibility and autonomy in order to guarantee that the joint curriculum matches competencies needs for the DTM. For the definition of the learning outcomes, are considered those specific learning outcomes identify in the training pills defined in WP5.

There are some **practical guidelines to define learning outcomes**. These were considered to identify and to describe all the learning outcomes, whether they are defined in the training pills or in the learning units.

⁸ Recommendation of the European Parliament and of the Council on the Establishment of a European Qualifications Framework for Lifelong Learning, 2008



A **unit of learning outcomes** is a component of a qualification consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. This presupposes that the units of learning outcomes are structured comprehensively and logically and that they can be examined. Units of learning outcomes can be specific to a single qualification or common to several qualifications and may also describe so-called additional qualifications which are not part of a formal qualification or curriculum.

Some **criteria** must be considered to support the definition of the units of learning outcomes:

- Units of learning outcomes should be designed in such a way that they can be completed as independently as possible of other units of learning outcomes.
- Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe professional competences, but also the necessary social and personal competences in this context.
- Units of learning outcomes should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- Units of learning outcomes should be assessable. Orienting units of learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria.

Learning outcomes should be **formulated** considering that it will be understandable and manageable for all those involved:

- Learning outcomes refer to vocational qualifications based on the learning achievements of an average learner. Learning outcomes are described from the perspective of the learner, not from the perspective of the teacher.
- General training plans, curricula or qualification profiles can form the basis for describing learning outcomes in transnational mobility.
- Learning outcomes should be verifiable and assessable. Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should, however, be formulated in such a way as to also enable the learners to judge whether the results have actually been achieved.
- The nature of the learning process and the learning method itself are not relevant for the description of learning outcomes.
- The question of whether learning outcomes in the form of knowledge, skills and competences within a unit of learning outcomes are described in detail or in a less complex form depends on the respective context. A general principle, there should neither be too many nor too few learning outcomes.



To **describe the learning outcomes**, some basic principles should be followed in order to make them more easily understood and more clear and objective.

- **Use of active verbs** - verbs should describe measurable or observable actions, e.g. "identify", "explain", "compare", "classify", "apply" (Table n. ° 2 action verbs for creating learning outcomes, based on Bloom's taxonomy). Writing precise learning outcomes requires that ambiguous verbs be avoided (such as "know", "understand" and "be aware of").
- **Specification and contextualization of the active verb** – it should be described what type of activity is involved. The learning outcome formulation should consist of a verb, an object and a context, e.g. "use information and communication technologies taking into account data protection requirements".
- **Clear, concise and precise language** – learning outcomes should be described briefly and precisely, complicated sentences and ambiguous words should be avoided.
- **Description of the minimum demands for validating a unit of learning of outcomes** – all learning outcomes which are necessary for fulfilling the tasks, the all activity, should be listed.
- **Comprehensive description of the qualification level** – in the formulation of the learning outcomes, verbs and adjectives should reflect the level of qualification (EQF), in terms of knowledge, skills and competence (responsibility and autonomy).

To write learning outcomes, it is common to use the Bloom taxonomy (Bloom, 1972, revised by Anderson and Krathwohl, 2001) which provides a hierarchy of complex processes and for each one proposes a list of active verbs that can be used to describe them:

LEVELS IN COGNITIVE DOMAIN	ACTION VERBS (examples)
1. Knowledge/Remembering Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Define, select, define, list, recognize.
2. Comprehension/Understanding Demonstrate understanding of facts and Ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Characterize, describe, explain, identify, locate, recognize, sort.
3. Application/Applying Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Choose, demonstrate, implement, perform.



4. Analyses/Analysing Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyse, categorize, compare, differentiate.
5. Evaluation/Evaluating Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Assess, critique, evaluate, rank, rate.
6. Synthesis/Creating Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Construct, design, formulate, organize, synthesize.

Table 3 - Revised Bloom's taxonomy – levels and action verbs.

There are some principles that support the presentation of learning outcomes to be done, in this project, in WP3. Their description, following the EQF system, can be presented as follows:

DESCRIBING LEARNING OUTCOMES FOLLOWING EQF SYSTEM		
Learning Unit	Title of the unit	
He/she is able to (summary description)		
Knowledge	Skills	Responsibility and autonomy
He/she is able to describe, to explain...	He/she is able to analyse data, develop a plan...	He/she is responsible for supervises, for problem solving...

Table 4 - Describing learning outcomes following EQF system.

The ECVET Recommendation⁹ suggests that the description of a unit should include the information presented below:

Unit 1	
Title of the unit	
Qualification title	

⁹ Defining, writing and applying learning outcomes, CEDEFOP, 2017.



EQF level	
Learning outcomes contained in the unit	By completion of this unit the learner should be able to: - - -
Procedures and criteria for assessment of these learning outcomes	
ECVET points associated with the unit	
Validity in time of the unit, when relevant	

Table 5 - Information needed to describe learning outcomes.

All these guidelines were considered to define the learning outcomes in training pills as well to describe, in a more complete and integrated way, the learning outcomes in WP3, where all the information will be available.

3 The Curriculum Recognition

3.1 The definition of the new join Curriculum DITRAMA

The creation and use of learning outcomes, following EQF principles, enables the procedure of assessing, validating and recognising learning outcomes that are acquiring by learners in different contexts (formal learning, non-formal learning and informal learning). In DITRAMA Project, only the assessment process will be implemented, being considered for that the knowledge acquired by learners and participants on the training course. It is not objective to arrive the official recognition of this new occupation profile.

The recognition of this new Curriculum means the *formal process of attesting officially* the achieved learning outcomes through the awarding of units or qualifications. This process belongs to specific national bodies that are responsible for managing the NQF.

The new Curriculum DITRAMA, described in WP3 and based upon the outcomes of the results of the WP2, integrate the EQF descriptors by defining the levels (4 and 5) and the learning domains (*knowledge, skills and autonomy and responsibility*), according the following phases:

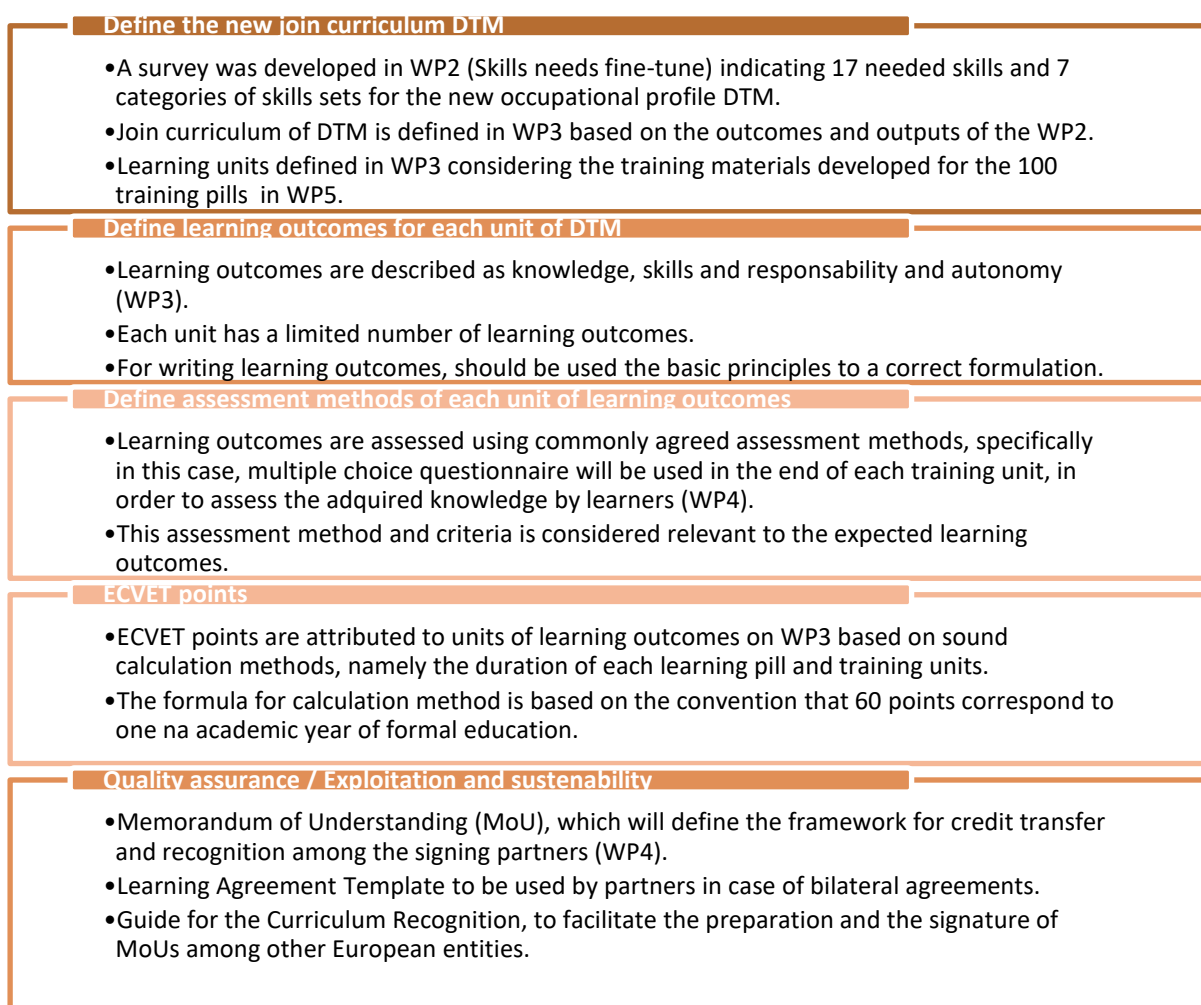


Figure 3 - Implementation steps for validation and recognition of learning outcomes.

3.2 Steps and measures for the formal recognition of DITRAMA Curriculum across Europe

Considering the foreseen objectives of this Alliance, partners agreed on specific assessment methods to confirm if learners have achieved the desired knowledge (described on D4.1). The units of learning outcomes were created in WP3, based on WP2 and developed in training material in WP5, based on EQF and ECVET methodologies and principles, considering the assumption that all forms of learning can be assessed in terms of learning outcomes.

It is a fact that DITRAMA deliverables (as the Curriculum, the Learning Units and the Training Materials) follow strict methodologies and processes which are verified and validated not only by the Consortium, but also by external experts. All the materials produced are compatible with the required principles defined in the EQF. After this, the question will be how to get a formal recognition of a New Curriculum? Which are the national bodies responsible for formal recognition? and finally, presenting the DITRAMA Curriculum as a possible contribute to update the NQF.

The Curriculum Recognition should be submitted in each European country respecting the formal requirements foreseen at the national level, as follows:

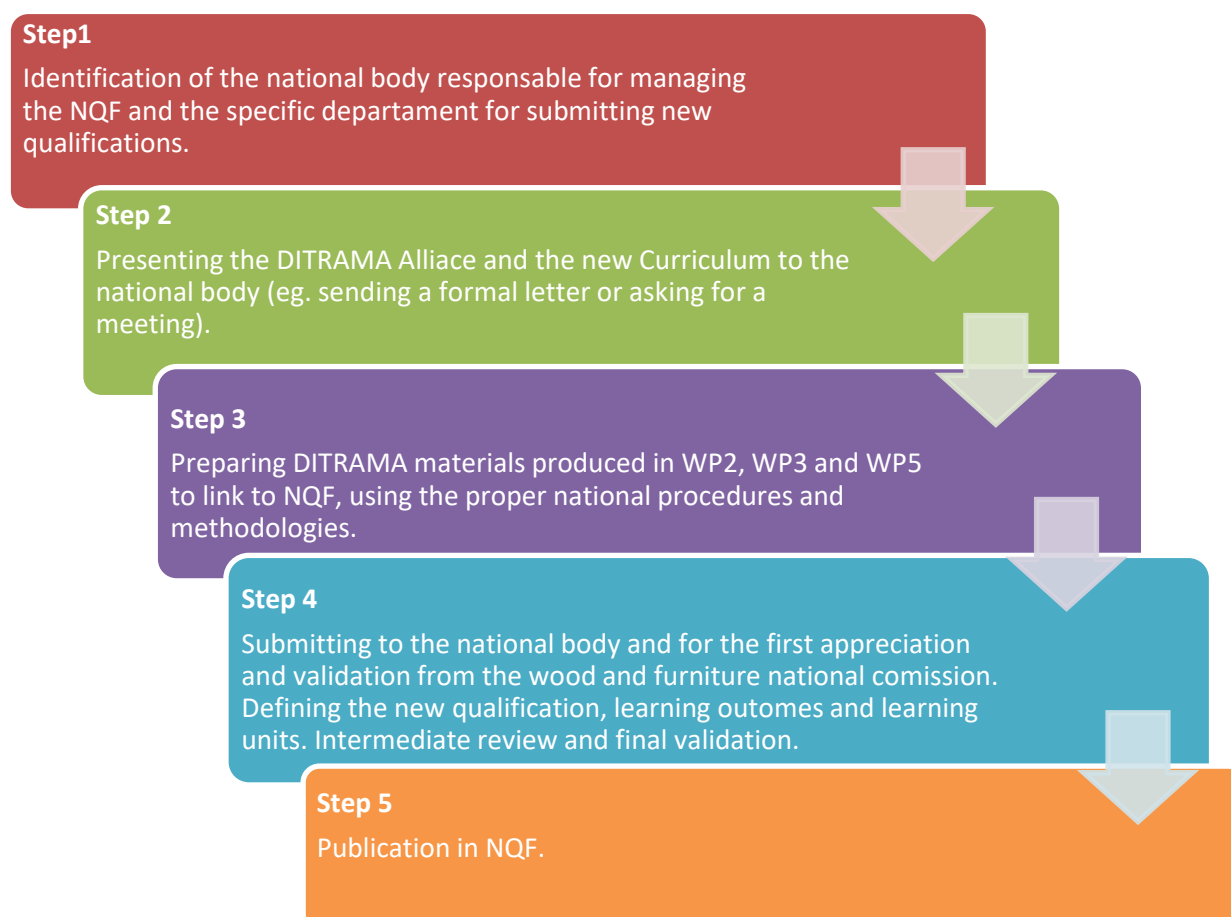


Figure 4 - Generic steps to follow for Curriculum Recognition.

3.2.1. The Curriculum Recognition in Portugal

Portugal has a comprehensive National Qualifications Framework (NQF) since 2011. This is a single reference tool to classify all the qualifications produced in the national educational and training system.

The NQF comprises 8 Qualification Levels, each one defined by a set of indicators that specify the learning outcomes corresponding to the qualifications at that level in terms of Knowledge, Skills and Attitudes.

The NQF adopts the qualification levels and respective descriptors of the European Qualifications Framework (EQF).

The EQF makes it possible to match the different national qualifications systems to a single reference framework, acting as a translation device and comparison of qualification levels in different countries.

The national body responsible for the National System of Qualifications is the National Agency for Qualification and Vocational Education and Training (ANQEP)¹⁰, a public body under the joint supervision of the Ministry of Education and Science and the Ministry of Solidarity, Employment and Social Security. As a central service involved in indirect State administration, ANQEP has administrative and financial autonomy and pedagogical independence to pursue its official activity.

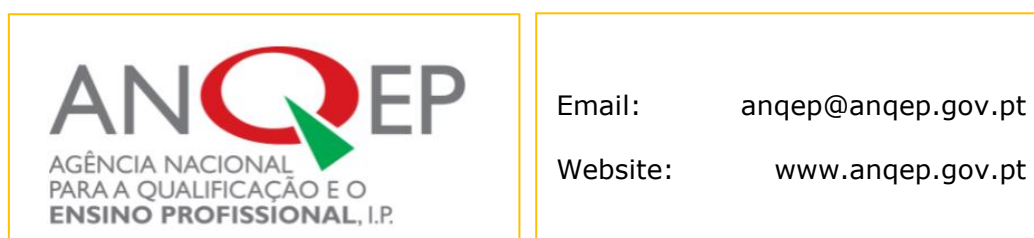


Figure 5 - National Agency for Qualification and Vocational Education and Training (ANQEP) - logo and contacts.

The mission of the National Agency for Qualification and Vocational Education and Training (ANQEP) is to coordinate the implementation of policies regarding the education and vocational training of young people and adults, as well as to ensure the development and management of the National System for the Recognition, Validation and Certification of Competences.

The Agency's main responsibilities are, among others, and concerning the aim of the DITRAMA Curriculum Recognition:

- To coordinate and promote the design of pathways, the curricula development, and the specific methods and materials of dual-certificated education and training provisions offered to young people and adults;
- To participate in exchange and cooperation dynamics at European level, including the issues of parity in what concerns the education and training systems for young people and adults;
- To promote the diagnosis, production and comparability of national and international qualifications that are considered essential to a modern, competitive economy, by

¹⁰ More information at www.anqep.gov.pt

means of the necessary structures and methods – particularly through the build-up and continual updating of the National Qualifications Catalogue –, combined with the encouragement of a more active role from the scientific community, the entrepreneurs, other public or private bodies involved in the education/training of young people and adults.

Considering DITRAMA Curriculum Recognition, CFPIMM, as well as all the other partners of this Consortium should guarantee a formal presentation of the DITRAMA Curriculum to the national body responsible for the NQF (according the annexed documents).

CFPIMM, has the only national Vocational Training Centre for Wood and Furniture Industries, have also, very briefly, the opportunity to use DITRAMA Curriculum and propose it for official recognition (totally or partially).

In 2022, there will be in Portugal a general review of the NQF and as an applicant to the public tender, CFPIMM will be responsible for developing the review of all the national qualifications for wood and furniture industries. So, this means that DITRAMA Curriculum will represent a strong input for the digitalization issues in industry. For this reason, should be a very important contribute to update the NFQ.

3.2.2. The Curriculum Recognition in Spain

Spain is currently developing a national qualification framework named MECU that will be structured in 8 levels as the EQF framework. The Spanish Qualifications Framework (MECU) will be an instrument to promote and improve everyone's access to lifelong learning and participation in it, as well as the recognition and use of qualifications at national and European level.

EQF	MECU
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

The National Coordination Point of Spain is MECU:



www.educacion.es/mecu

E-mail: mecu@educacion.es

Figure 6 - National Agency for Qualification (MECU)- logo and contacts.

The MECU includes all the qualifications of lifelong learning, that is, all the learning acquired by a person and that have improved their theoretical or practical knowledge, their skills and competence regardless of the learning contexts (formal, not formal and informal). Each qualification (title, certificate or diploma) will be recognized at an MECU level.

The coordinating point shall:

- *Link the levels of qualification foreseen in the national qualifications system with the levels foreseen in the European Qualifications Framework.*
- *Ensure that a transparent methodology is applied to establish correlations between national qualification levels and the European Qualifications Framework in order to facilitate comparisons between the two, on the one hand, and ensure that the resulting decisions are published on the other.*
- *Guide stakeholders and provide them with access to information on the correlations established between national qualifications and the European qualifications framework through national qualifications systems.*
- *Promote the participation of all affected stakeholders, including, in accordance with national law and practice, higher education and vocational education and training institutions, social partners, sectors and experts in the comparison and use of qualifications to European level.*

Since the Spanish National Qualification System is under development, DITRAMA curriculum can be used as a best practice for the recognition of skills for non-formal education programs developed following national and European frameworks.

For the official recognition of the DITRAMA occupational profile and curriculum within Spain, we can find two different levels: at regional level and at national level.

At regional level, the first step to be implemented is an analysis of the regional companies needs in relation to workers/employees' skills and knowledge in a specific field /area. In Catalonia, this analysis is done by the Catalan VET regulatory entity: the FPCAT agency (Catalan Agency for Vocational and Educational Training and Qualifications) <https://fp.gencat.cat/ca/inici/>.

Once that the FPCAT confirms that there are these specific skills and knowledge needs, it can decide to officially create a new Occupational Profile or, alternatively, it can propose to update one or more existing occupational profiles due to the new and specific emerged needs.

If it considered appropriate to create a new Occupational Profile, related to it, it can create an official curriculum and the related academic title (both at VET and labour level). These will clearly identify the curriculum (all topics taught), the training methodology and the duration, and the academic qualification delivered to the students that successfully complete the course. This new qualification would be valid and officially recognized only at Catalan level and it is called "Titulació propia" (=own qualification). In spite of this, the Spanish National Institute of Qualifications is always informed about the new qualifications and it can assess if it is worth to create them also at national level.



During last months, CENFIM and AMIC have developed different contacts with the competent VET regulatory entity and offices at regional level. On the one hand, CENFIM and AMIC contacted with the FPCAT to present the new developed curriculum and related course and the feedback have been very positive. They confirmed they need the positive opinion of the wood and furniture DGFP to start to implement the recognition process of the new DITRAMA occupational profile and the related qualification.

On the other hand, they contacted the Catalan General Directorate of VET (DGFP) and specifically the office responsible for the wood and furniture area (Mr. Luis Laborda) to inform about the development of the DITRAMA new occupational profile of the Digital Transformation Manager for the furniture sector and the related curriculum. CENFIM and AMIC asked as well if the DGFP for wood and furniture considers worth to require to the FPCAT the official creation of this new occupational profile. At this stage, not official answer has been provided about to start or not an analysis of the sector needs and the consequent process for the creation of the Official Occupational Profile at Catalan level. Anyway, the current feedback has been so positive that Mr. Laborda required to our two entities to organize a specific presentation of the new occupational profile and of the related qualification and course to all seven Catalan VET providers of the sector. The aim of the meeting will be verifying their opinion if it is worth to require the creation of a new professional qualification, update any existing qualification or course, or if they want to use the DITRAMA training materials in their own courses or for the teachers' own training.

The same path explained for the curriculum recognition at Catalan level can be followed as well at Spanish national level. The national VET regulatory entity is INCUAL <https://incual.educacion.gob.es/>. The recognition process follows the same path, meaning an analysis of new knowledge and skills needs related to a specific area and sector, the identification of a related occupational profile and curriculum, and the creation of a specific qualification. The whole process is implemented by the national entity based on invitations and information received by Spanish VET centres and/or educational entities. The decision to activate the national path depends on the response given to us at the regional level.

If the national Spanish VET regulatory entity officially recognizes the new curriculum, this will be automatically recognized across the whole country by all regional VET regulatory entities.

3.2.3. The Curriculum Recognition in Romania

The National Qualifications Authority (A.N.C.) acts as the National Coordination Point for the EQF, the Contact Point for the ESCO, the National Europass Center and the National Support Service for the EPALE

The National Qualifications Authority (ANC) is a public institution with legal personality, under the coordination of the Ministry of Education and Research (MEC). ANC elaborates, implements and updates the National Qualifications Framework and the National Register of Qualifications, based on the correlation with the European Qualifications Framework. ANC proposes to the Ministry of Education and Research (MEC) elements of national policies and strategies, normative acts regarding the national system of qualifications and the development of human resources.



Figure 7 - The National Authority for Qualifications (ANC) logo and contacts.

The mission undertaken by the A.N.C. is to ensure the general framework for the realization of continuous professional training and the development of qualifications necessary to support a competitive national human resource.

Following the EQF structure, the Romanian National Qualifications Framework for Higher Education (ROQF) sets the Romanian qualifications into the 8 levels, covering the full scale of qualifications, from basic (certificate of completion of compulsory education) to the most advanced ones (level 8, PhD diploma). Qualifications acquired both, in the formal, non-formal and informal learning system, are included in the framework.

The eight levels of the ROQF are described in terms of learning outcomes (knowledge, skills and competence), which are defined by what the learner knows, understands and is able to do upon completion of the learning process. The Romanian National Qualifications Framework (ROQF) is equivalent to the European Qualifications Framework (EQF).

The national referencing process represents a national process where national stakeholders and relevant authorities agree on the comparison between national qualifications levels and the EQF levels.

The ROQF and the Referencing Report are being developed under the responsibility of the National Qualifications Authority, coordinated by the Ministry of Education, with the participation of the representatives of the Ministry of Labour, the National Qualifications Authority, the National Centre for Technical and Vocational Education and Training Development (NCTVETD), National Centre for Equivalence and Recognition of Diplomas (NCERD), the Romanian Agency for Quality Assurance in Pre-university Education (RAQAPE), the Romanian National Agency for Quality Assurance in Higher Education (RAQAHE), World Bank – Romania, the National Institute of Statistics (NIS), the National Trade Union Block (NTUB), the Romanian National Association of Sectoral Committees (RNASC).

The National Group for Quality Assurance (NGQA) that is an informal structure, which functions as a National Reference Point for the assurance of quality of the education and vocational training, shall coordinate the harmonization of the system of quality assurance in education, the initial professional training and continuing professional training at national level with each other.

For assuring the quality of the programs for the levels 4 and 5 of the ROQF, pre-university education, it is necessary the 1 year provisional authorization of the training providers, followed by accreditation of the relevant institutions - the Romanian Agency for Quality Assurance in Pre-university Education - RAQAPE.



Certification of competences acquired in non-formal learning is accomplished by assessment centres for the programs/occupations corresponding to the levels 4 and 5 of the ROQF, and requires that minim 50% of competences are acquired in formal learning.

The professional training standards control and their registration with the National Register of Professional Qualifications in Education (RNCPE)-steps:

- *The professional training standards are approved by the National Qualifications Authority, towards insurance of their correlation with the occupational standards and the skills required by the labour market.*
- *The National Centre for Development of Technical and Professional Education and Training will send to the National Qualifications Authority the draft of professional training standard in view of conducting the control with respect to the necessity and opportunity for the proposed qualification from the point of view of its demand by the employers, as well as the correlation of the qualification with the labour market demands, from the point of view of the established professional skills and their correlation with the international ones.*
- *After the approval of the professional training standards by order of the minister of national education, the standards shall be submitted to the National Qualifications Authority, for registration with the National Register of Professional Qualifications in Education (RNCPE),*
- *RNCPE shall comprise all the professional qualifications obtained in the initial education system and ensures the transparency and unity of qualifications in education.*

3.2.4. The Curriculum Recognition in Italy

The National Qualifications Framework (Quadro Nazionale delle Qualifiche - QNQ) is the tool that describes all the qualifications issued under the national skills certification system. The QNQ reports national qualifications to the European Qualification Framework (EQF) in order to coordinate the national qualifications system with those of other countries. The QNQ therefore aims to coordinate all various systems that make up the entire public offer of lifelong learning and which issue qualifications.

The dimensions, descriptors and levels of the QNQ are developed in coherence and continuity with the European Qualifications Framework: each of the eight levels of the QNQ is matched to the homologous level of the European Qualifications Framework.

In Italy, the national framework of QNQ qualifications was established with the Interministerial Decree of 8 January 2018.



Figure 8 - National Agency for Qualification and Vocational Education and Training (ANPAL) - logo and contacts.

In Italy, the EQF National Coordination Point (Punto di Coordinamento Nazionale-PCN) has been operating since 2017 at ANPAL¹ and has the main task of implementing and promoting the National Qualifications Framework and promoting the implementation of EQF in Italy.

The other activities of the PCN EQF Italy are:

- supports citizens and institutions in understanding and implementing the European strategy for the transparency of qualifications;
- manages the referencing procedures to the QNQ / EQF for national qualifications;
- supports and collaborates with the public bodies holding the qualifications in the EQF / QNQ referencing process;
- participates in seminars, workshops and fairs dedicated to the theme of lifelong learning, orientation, training and work;
- participates in the European Advisory Group EQF control room for the international debate on the European strategy of transparency of qualifications;
- supports the development of the Unified Information System of Labor Policies and the implementation of the employee's electronic file.

¹ More information at www.anpal.gov.it or <https://skillon.anpal.gov.it/>

3.2.5. The Curriculum Recognition in Belgium

The Flemish Qualifications Framework classifies qualifications into 8 levels, from primary education to university.

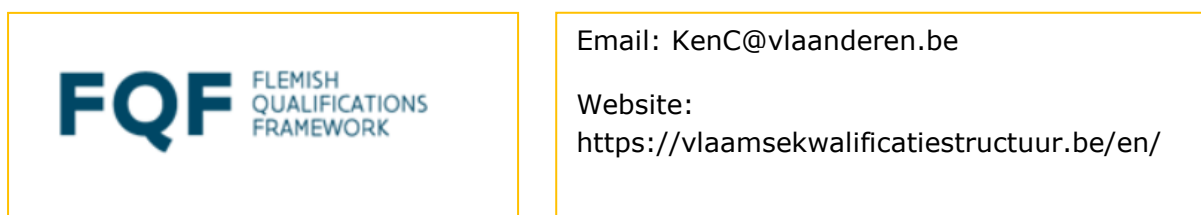


Figure 9 - Flemish Qualifications Framework - logo and contacts.

The Flemish Qualifications Framework collects all recognized qualifications and arranges them according to 8 levels.

a) Professional Qualifications

The knowledge and skills an individual needs to exercise a profession is described in a professional qualification. You can acquire a professional qualification through education, training or an EVC procedure.

- There are 5 steps towards recognition of a professional qualification:

Step 1

Creation of a professional qualification dossier - A professional qualification dossier is drawn up by defining a profession, determining the required competences and describing the context, autonomy and responsibility of the professional.

By whom? - Representatives of the labour market, supported by the AHOVOKS process managers.

Note: WOODWIZE is the designated representative of the labour market in wood and furniture industry.

Step 2

Validation of the professional qualification dossier - The validation committee inquires if the professional qualification dossier sufficiently describes which competences are needed and examines whether these competences are relevant both to society and labour market. These issues are examined during validation.

By whom? - The validation committee: representatives of the interprofessional social partners, VDAB, Vlaio and AHOVOKS. When it comes to professional qualifications for social roles, the validation committee is composed as follows: representatives from leisure and voluntary work and AHOVOKS.



Step 3

Classification of the professional qualification dossier - The professional qualification dossier is assigned a FQF level based on the Flemish classification method.

By whom? - The classification committee: representatives of SERV, Vlor, VDAB, Vlaio and AHOVOKS. When it comes to professional qualifications for social roles, the classification committee is composed as follows: representatives from leisure and voluntary work, Vlor, VDAB, Vlaio and AHOVOKS.

Step 4

Recognition of the professional qualification - A professional qualification is recognised after a positive validation, classification and quality assessment.

By whom? - The Government of Flanders

Step 5

Registration of the professional qualification - A recognized professional qualification is registered in the qualifications database.

By whom? - AHOVOKS

b) Educational qualifications

An educational qualification gives an overview of the knowledge and skills an individual needs to start further studies, to participate in society or to exercise a specific profession.

- Steps towards a recognized educational qualification (levels 1 to level 5):

Step 1

Development of an educational qualification dossier - A proposal of educational qualification consists of final objectives, specific final objectives or professional qualifications.

By whom? - AHOVOKS on its own initiative or at the request of any stakeholder

Step 2

Advice on a proposal of educational qualification - Based on previously agreed criteria, the Vlor (Flemish educational Council) delivers advice on the proposal of educational qualification.

By whom? - Vlor

Step 3

Recognition of the educational qualification - Educational qualifications are recognized based on the recognition advice.



By whom? - The Government of Flanders

Step 4

Registration of the educational qualification - A recognized educational qualification is registered in the qualifications database.

By whom? – AHOVOKS

- Steps towards a recognised educational qualification (level 5):

Step 1, 3 and 4 - Same as for levels 1 to 4

Step 2

Advice on a proposal of educational qualification - Based on previously agreed criteria, the competent authority delivers advice on the proposal of educational qualification.

By whom? - The Commission for Higher Education

- Steps towards a recognized educational qualification (levels 6 to 8):

Step 1

Description - Subject-specific learning outcomes must be described for each degree program. The validated descriptions of the subject-specific learning outcomes will automatically be recognized as qualifications on level 6, 7 or 8.

By whom? - Institutions of higher education, coordinated by VLIR and VLHORA

Step 2

Recognition - After a correctly performed procedure and a check of the level based on the FQF, the subject-specific learning outcomes will automatically be recognized as qualifications on level 6, 7 or 8.

By whom? - NVAO, the Dutch-Flemish organization for accreditation.

Step 3

Registration - Educational qualifications are recognized based on the recognition advice.

By whom? - AHOVOKS

Source: <https://vlaamsekwalificatiestructuur.be/en/>

3.2.6. The Curriculum Recognition in Poland

The Polish Qualifications Framework (PQF) is a reference system for qualifications awarded in Poland. There are 8 levels in the PQF. Each of them is described by means of the general characteristics of the scope and complexity of knowledge, skills and social competence required from persons with a given level of qualifications. In the PQF, the typical characteristics of qualifications given in general, vocational and higher education are considered. The Polish Qualifications Framework makes it possible to refer Polish qualifications to the levels of the European Qualifications Framework (EQF) and through the EQF to the levels of qualifications in individual EU countries.



Figure 10 - Polish Qualifications Framework - logo and contacts.

Next to the Polish Qualifications Framework (PQF), sectoral qualifications frameworks (SQF) may be established, which are an area development of descriptors typical for vocational education and training qualifications.

Sectoral qualifications frameworks translate the assumptions of the Integrated Qualification System (IQS) into an industry/sector reality, highlighting their specificity and development directions.

The Integrated Qualifications Register (IQR) is a public register that collects information about all the qualifications included in the Integrated Qualifications System independently of other registers and catalogues created in Poland for the use of government departments, industry sectors, social groups and institutions. The Register was established based on the Act of 22 December 2015 on the Integrated Qualifications System and is one of the main components of the system. The IQR provides information on the specific requirements that should be met in order to obtain a qualification, and what institutions have the authority to award them. The register includes so-called full qualifications, i.e. those which are awarded exclusively in the general and higher education systems, as well as partial qualifications, comprising vocational education qualifications awarded on graduation, regulated, market and market qualifications in crafts. The IQR also serves as a liaison for institutions that cooperate within the framework of the IQS.

Under the Act on the Integrated Qualification System, the submission of all applications is done electronically, with the use of a qualified certificate or trusted profile in the Electronic Platform of Public Administration Services (ePUAP). In order to submit an appropriate application, it is necessary to create an account. During the process of registering an account as well as while submitting the appropriate application one is advised to use appropriate instructions.

The Integrated Qualifications Registry is maintained by the Education Research Institute.

Source: <https://kwalifikacje.gov.pl/en/>

3.2.7. The Curriculum Recognition in Denmark

The Danish Qualifications Framework for Lifelong Learning is a comprehensive, systematic layered classification of publicly recognized qualifications that can be acquired within the Danish education system – from primary and lower secondary to university level and within the area of adult and continuing education and training.

The Qualifications Framework also includes some non-publicly recognised qualifications and qualifications belonging to public authorities outside the three education ministries (Ministry of Higher Education and Science, Ministry of Children and Education and Ministry of Culture).

The Qualifications Framework has eight levels. Degrees and certificates are placed at one of these eight levels on the basis of learning outcomes. The level descriptors express the learning outcomes in terms of knowledge, skills and competence.

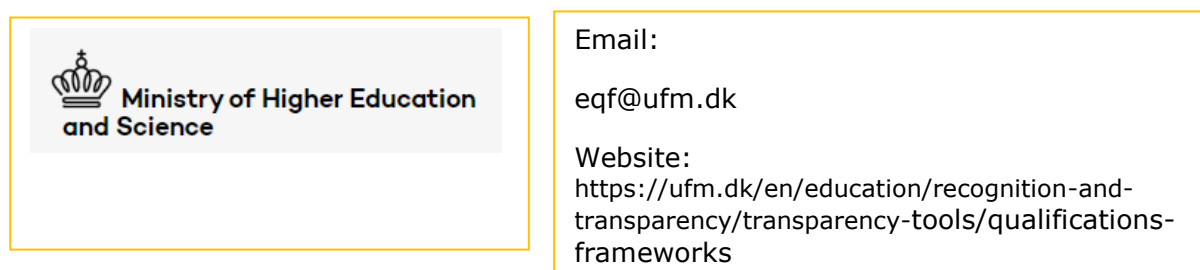


Figure 11 - Danish Qualifications Framework - logo and contacts.

Each certificate and degree are placed at one of the eight levels in the Qualifications Framework for Lifelong Learning. When this is carried out, the individual certificate or degree is compared with a descriptor for a level. The level descriptors are defined by knowledge, skills and competence which together describe the learning outcome of a given level.

Certificates and certificates for supplementary qualifications

The certificates for the Leaving Examination of the Primary and Lower Secondary School, upper secondary qualification certificates, vocational education and training certificates, certificates for certain maritime qualifications, certificates for preparatory adult education, certificates for general adult education and certificates for Adult Vocational Training and single subject courses are placed at levels 1-5 in the Qualifications Framework for lifelong learning.



Degrees

Within higher education, the following degrees are awarded: Academy Profession degree, Bachelor's degree, Professional Bachelor's degree, Master's degree, PhD degree and degrees within adult/continuing higher education: Academy Profession degree, Diploma degree and Master degree. The degrees are placed at levels 5 to 8 in the Qualifications Framework for Lifelong Learning via the Qualifications Framework for the Higher Education. The descriptors for levels 6 to 8 correspond to the level descriptors in the framework for higher education.

Assignment of levels

The inclusion of certificates and degrees into the Qualifications Framework follows certain principles and procedures:

The assessment is to be based on one of the two following principles:

- **Full fit** - The learning outcomes must completely correspond to the level descriptor for a given level in terms of knowledge, skills and competence. This principle is applied when placing degrees and certificates at levels 6-8 in the Qualifications Framework and when placing degrees in the higher education system at level 5 (the Academy Profession degree and VVU degree).
- **Best fit** - The learning outcomes must in general, in terms of knowledge, skills and competence, fit better with the level descriptor for a given level than for other levels. This principle is applied when placing certificates and certificates for supplementary qualifications at levels 1-5 in the Qualifications Framework.

The procedures for including certificates and degrees in the Qualifications Framework for Lifelong Learning are linked with the procedures applying to the accreditation and/or approval of new qualifications in the individual areas.

Source: <https://ufm.dk/en/education/recognition-and-transparency/transparency-tools/qualifications-frameworks>

3.2.8. The Curriculum Recognition in Czech Republic

The Czech Republic referenced its education and qualifications systems to the EQF. The existing classification system for qualifications awarded in initial education, the KKOV (Classification of Educational Qualification Types) and the levels in the NSK (National Register of Qualifications) permit a referencing to the EQF. This is possible because the curricula and legal framework for initial education, like the level descriptors and qualifications standards of the NSK, are based on the principle of learning outcomes. The referencing procedure chosen simplified the initial phase of the process and permitted a rapid and transparent description and referencing of Czech qualifications. The results of the referencing process are considered by all participants as a starting point for further

discussion on the need for a comprehensive national qualifications framework which would use common descriptors to describe the levels of all qualifications awarded.



Figure 12 - Czech Republic Qualifications Framework - logo and contacts.

The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems

The Ministry of Education, Youth and Sports (MŠMT) is responsible for the referencing process. The ministry established the National Coordination Point (NCP CZ), which has responsibility for is the coordination of the referencing process.

The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent.

The inclusion of qualifications in the register of vocational qualifications (NSK) follows guidelines set out in its procedural manual. Qualifications standards in the NSK must 11 be approved by the Ministry of Education, which guarantees their consistency with educational programmes in initial education and the appropriateness of the level assigned to them.

The quality assurance system for education and training is anchored in the laws and regulations governing primary and secondary education, tertiary education, and validation of the results of further education and this quality assurance system forms an integral part of the process of awarding qualifications.

Source: <http://www.nuv.cz/eqf/kontakty-a-odkazy>



4 Conclusion

Concerning the Curriculum Recognition, it was demonstrated on this Guide the entire alignment of DITRAMA Curriculum and training materials with the EQF principles.

The Curriculum Recognition of DITRAMA is possible and feasible not only in the different countries of this Consortium, but also in other countries outside the EU context.

Each Consortium partner informed the qualification national bodies about the work developed in DITRAMA Alliance. Depending on each national situation and context, DITRAMA outputs are relevant contributes to update all the NQF.

The Recognition of this Curriculum will certain bring new and updated skills, digital and transversal, for the furniture sector, point out as a critical factor for industrial development, across Europe, and only poorly available in the EU VET provision market.



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Project starting date	01/01/2019
Project end date	31/12/2021
Project duration	36 months

PROJECT CONSORTIUM

CENFIM
Home & Contract furnishings
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AARHUS UNIVERSITY

WOODWIZE
nooit op eigen houtje

CETEM

UEA


AMIC


CFPIMM

FLA
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IZBA
GOSPODARCZA
PRODUCENTÓW
MEBLI


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