



XXI TRAINER

O2 - XXI Trainer Curriculum

December 2016



Contents

1. Introduction	2
2. XXI Trainer Competence matrix	4
3. Comparative analysis of EQF and NQF	12
4. EU TOOLKIT	18



1. Introduction

The XXI Trainer Curriculum is an Intellectual Output (O2) of XXI Trainer Erasmus+ Project, implemented between December 2015 and November 2017. The project is being conducted by a consortium of six European organisations, all partners with expertise to achieve the project objectives and significant experience in participating and management of national and European projects:

1. Center for Flexible Learning (CFL), Sweden
2. Instituto de Soldadura e Qualidade (ISQ), Portugal
3. Spektrum Educational Center Foundation (SEC), Romania
4. Innovation Training Center (ITC), Spain
5. CIEP, Belgium
6. Hellenic American Union (HAE), Greece

The overall aim of the XXI TRAINER project is to increase at EU level the modernization and quality in VET with special focus on Trainers and VET staff professional development through the exchange of good practices developed in Partners Countries related with the Pedagogical Training for Trainers Methodology to VET teachers, trainers, training managers and other individual that want acquire competences as trainers with other partners/EU countries by establishing an operational framework to develop an EQF and ECVET model for Pedagogical Training for Trainers and test these methodologies in partner countries. This will allow partners also to create a network of high-performing trainers where members share their leanings and experiences and discuss concrete issues related to European Strategy 2020.

In the first period of the project a research analysis was made to obtain a clearer understanding of the current training needs of VET trainers.

The results obtained in the research analysis (for detailed reading please consult XXI Trainer O1 - XXI Trainer Profile), based on responses from 242 trainers/teachers and desk research from six countries, allowed XXI Trainer partners to identify those competencies of VET trainers which need to be developed in order to meet the needs of an increasingly competitive VET market. Based on the competencies identified the XXI Trainer competence matrix and the Learning Units for the XXI Trainer Curriculum have been developed as shown in the first chapter below.

An EU Toolkit has been similarly introduced and adapted with the following templates: Memorandum of understanding, Learning Agreement, Personal Transcript. These are presented in the last chapter of this document.

The XXI Trainer Curriculum in fact serves as basis for the XXI Trainer Toolbox (O3), containing innovative pedagogical approaches and training materials, developed by the XXI Trainer project consortium for testing and implementation of capacity building sessions with VET trainers from all partner countries.


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2. XXI Trainer Competence matrix

The XXI Trainer Curriculum (Competence Matrix and Units of Learning Outcomes) has been developed based on the results of O1 document "XXI Trainer profile", a research study on VET trainers' competencies development need. It mirrors its main conclusions and recommendations for the development of the XXI Trainer Curriculum.

The XXI Trainer Profile was designed for EQF level 5, taking into consideration the complexity and level of learning outcomes expected from trainees. In this sense, it is a requirement that staff using the Profile have fundamental knowledge and specialized skills to be able to manage and supervise activities, in a responsible and autonomous way.

The profile has allocated 150 learning hours in total; organized into three units of learning outcomes, corresponding to 6 ECVET points. These hours encompass contact and learning hours.

	Knowledge	Skills	Competence
Level 5	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.

The XXI Trainer Competence matrix covers competences of highest importance required nowadays in order to be a competent VET trainer.

Title of the Qualification	XXI Trainer VET					
Total ECVET points						
EQF level	Level 5					
NQF Level	BE	ES	GR	PT	RO	SE
	5	5	-	5	5	5
					Total learning hours	ECVET points
Units	U1	Organisation, management and self development			25	1
	U2	Training facilitation			25	1
	U3	Applying innovative training methods and techniques			25	1
	U4	Monitoring and evaluation			25	1
	U5	Digital competences			25	1



	U6	Transversal competences including green attitudes	25	1
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UNIT 1:

Title of the Qualification	XXI Trainer VET	U1	
EQF Level	Level 5		
Total learning hours	25 h (12-16 contact hours and 10 learning hours)		
Generic title of the unit	Organisation, management and self-development		
Objectives: <ul style="list-style-type: none"> ● Plan training programmes relevant to labour market ● Organize the training programme and training phases using EU tools (EQF and ECVET) ● Evaluate improve and assure the quality assurance of the training ● Apply entrepreneurial attitudes to management of the Lifelong Learning dynamics (develop knowledge and skills related to both vocational subjects and pedagogy), relevant to labour market ● Participate in networks, associations, communities 			
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> ● Fundamental knowledge of technical and organisational changes occurring in the labour market. ● Fundamental knowledge of EU tools – EQF and ECVET. ● Fundamental knowledge of the European, national and regional or local legislation, which regulates Vocational Education and Training. ● Comprehensive knowledge on how to develop a training program and the steps involved. ● Comprehensive knowledge on main characteristics of different training methods and techniques. ● Fundamental knowledge of the main factors and conditions of the Lifelong Learning process. ● Basic knowledge of the importance of networks, associations and communities related with VET. 	<ul style="list-style-type: none"> ● Identify competences to a specific professional profile. ● Associate EU tools – EQF and ECVET - with a variety of training programmes and training steps. ● Choose adequate tools and methodologies related to both vocational subjects and pedagogy. ● Design a training programme and the training steps. ● Apply a critical, creative and entrepreneurial attitude. ● Identify the relevance and potential impact of enhancing entrepreneurial spirit in its own practice. ● Use networks, associations and communities in order to develop a collaborative learning solution. 	<ul style="list-style-type: none"> ● Manage training needs from a specific professional profile. ● Match training needs from a specific professional profile to a specific training program. ● Match a training programme and training steps with similar programmes in other EU member states or with the professional profiles or required competences. ● Deliver a training programme and the training steps. ● Apply innovative practices to the training context relevant to labour market. ● Prepare, develop, improve and evaluate training sessions. ● Adapt tools and methodologies to trainees’ characteristics. ● Guarantee motivating learning paths for learners. ● Manage the training process in order to develop entrepreneurial skills to trainees. ● Join and mediate networks, associations and communities related with VET. 	



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|--|---|--|
| | <ul style="list-style-type: none">• Network in order to exchange and potentiate knowledge. | |
|--|---|--|

UNIT 2



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Title of the Qualification	XXI Trainer VET	U2
EQF Level	Level 5 (NQF level 5 in Sweden: SeQF)	
Total learning hours	25 h	
Title of the unit	Training facilitation	
<p>Objectives:</p> <ul style="list-style-type: none"> ● Create opportunities for all trainees to learn and develop (motivation and support) ● Manage group dynamics ● Use learner centred methods ● Identify learners skills ● Stimulate a multicultural and intercultural learning environment respecting diversity ● Stimulate active participation of learners and collaborative learning ● Apply mentoring and coaching techniques (to encourage personal reflection and self-training) 		
Knowledge	Skills	Competences
<ul style="list-style-type: none"> ● Basic knowledge about how to stimulate problem solving and creativity. ● Fundamental knowledge of group processes. ● Fundamental knowledge of different methods ● Fundamental knowledge of skills important for the learning process. ● Fundamental knowledge of language development and the importance of differences as a source for knowledge. Knowledge of the importance of tasks that calls for different abilities and competences. ● Fundamental knowledge of methods for collaborative learning. ● Fundamental knowledge of the importance of open questions and curious thinking. Fundamental knowledge of the importance of creating tasks that gives room for creativity. Avoid tasks with only one solution. 	<ul style="list-style-type: none"> ● Assign groups. Let the group solve problems. ● Identify critical situations. ● Bring flexibility in the classroom considering unexpected changes in the group. ● Use learner centred methods in classes. ● Recognize the student's different skills and what skills they need to develop. ● Make it clear to the group that everyone in the group is important. ● Introduce challenging topics for collaborative learning. ● Stimulate an environment where people feel "safe" and group members are confident with each other. ● Use questions that stimulates broader thinking for the students to identify and solve their own problems/challenges. 	<ul style="list-style-type: none"> ● Make students accountable. ● Create a constructive group where students themselves lead the way forward and take responsibility for the group. ● Trust the students ability to be responsible for their own learning process. ● Cooperate with the teacher team to get increased knowledge of the student's background and skills. ● Update personal development. Be able to understand one's own preconceptions, strengths and weaknesses. ● Identify critical situations and stimulate positive situations. ● Support and encourage curiosity and open-mindedness of students towards problem solving and self-training.

UNIT 3


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Title of the Qualification	XXI Trainer VET	U3	
EQF Level	Level 5		
Total learning hours	25 h (15 contact hours and 10 learning hours)		
Generic title of the unit	Applying innovative training methods and techniques		
Objectives: <ul style="list-style-type: none"> Promote creativity and out of the box thinking Use a variety of art and storytelling to come up with creative solutions Select and apply tools for effective and entertaining learning (incl. technology tools, learning platforms, collaborative learning, and social medias) 			
Knowledge		Skills	
<ul style="list-style-type: none"> Fundamental knowledge about main concepts, theories, training methods that support development of creativity Deep knowledge of current theories of using art for learning Deep knowledge and understanding of current theories of applying storytelling in learning Comprehensive knowledge of the use of tools such as technology tools, learning platforms, collaborative learning, and social media that can make learning effective and entertaining Comprehensive knowledge of the types of tools (technology tools, learning platforms, collaborative learning, and social medias) that make learning effective and entertaining and adapt to specific learning situations 		<ul style="list-style-type: none"> Apply appropriate training methods that enhance creativity and out of the box thinking of trainees Use art to enhance learning (integrating new information with current information and cognitive structures) Use stories for assimilation (integrating new information with current information and cognitive structures) Adapt and use technology tools, learning platforms, collaborative learning and social media in specific learning situations 	
		Competences	
		<ul style="list-style-type: none"> Create and reflect on training strategies to support trainees in recognizing and developing their own creativity Design appropriate learning strategies by using a variety of art Design appropriate learning strategies by using storytelling Select and apply tools such as technology tools, learning platforms, collaborative learning, and social media, in order to ensure effective and entertaining learning 	

UNIT 4

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Title of the Qualification		XXI Trainer VET	U4
EQF Level		Level 5	
Total learning hours		25 h (15 contact hours and 10 learning hours)	
Title of the unit		Monitoring and Evaluation	
Objectives: <ul style="list-style-type: none"> ● Make assessments based on relevant scientific, social and ethical aspects ● Design and implement the most suitable evaluation tools to evaluate the learning outcomes ● Providing useful feedback in the monitoring process 			
Knowledge		Skills	Competences
<ul style="list-style-type: none"> ● Basic knowledge about the design and implementation of a 360-degree evaluation and monitoring process in the framework of a full flesh training program ● Fundamental knowledge of the different assessment frameworks and methodologies ● Comprehensive knowledge about performance indicators and their use 		<ul style="list-style-type: none"> ● Develop assessment tools (conventional and online) ● Develop and design assessment frameworks and methodologies and link personal performance indicators with these frameworks and methodologies ● Identify the sources of data, collect, manage, analyze and interpret data ● Assess and maintain quality of data ● Identify, develop and evaluate quality and performance indicators ● Identify evaluation designs and conduct a 360-degree evaluation ● Write reports, communicate & disseminate information using all possible modalities ● Appraise a training system in a critical way ● Identify appropriate principles and guidelines to ensure ethical conduct during training & evaluation ● Cater to cultural challenges ● Develop and implement a written Evaluation & Monitoring Plan 	<p>Monitor and evaluate participant opinion, supervisor observations and workplace improvements</p> <p>Measure four distinct levels of evaluation:</p> <p><i>a) Reaction</i></p> <p><i>b) Knowledge/Skills/Abilities (KSA)</i></p> <p><i>c) Applications of KSA, and</i></p> <p><i>d) Results</i></p>

UNIT 5:

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Title of the Qualification	XXI Trainer VET	U5
EQF Level	Level 5	
Total learning hours	25 h (15 contact hours and 10 learning hours)	
Title of the unit	Digital competences (ITC)	
Objectives: <ul style="list-style-type: none"> ● Explore multimedia resources and managing collaborative platforms ● Promote online cooperation, use of social networks ● Use digital tools safely and critically ● Use different media in educational activities (responsible use of the internet, copyrights, etc.). 		
Knowledge	Skills	Competences
<ul style="list-style-type: none"> ● Fundamental knowledge about what are multimedia resources for training ● Fundamental knowledge to design and manage collaborative platforms for learning ● Fundamental knowledge about about the principles of online cooperation ● Basic knowledge about educational copyright ● Fundamental knowledge about social networks 	<ul style="list-style-type: none"> ● Observe and supervise the most common technologies available for learning ● Creatively apply multimedia resources to learning including responsible use of the internet and respect to copyright ● Use collaborative platforms for learning ● Develop principles of online cooperation for learning ● Introduce the use of social networks in the classroom for learning purposes 	<ul style="list-style-type: none"> ● Classify multimedia resources ● Manage collaborative platforms ● Design plans for online cooperation ● Manage the use of social networks for learning ● Safely and critically apply digital tools and different media in educational activities (responsible use of the internet, copyrights, etc.)

UNIT 6:

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Title of the qualification	XXI Trainer VET	U6	
EQF Level	Level 5		
Total learning hours	18 h (12 contact hours and 6 learning hours)		
Title of the unit	Transversal competences including green attitudes		
<p>Objectives: Upon completion of the Learning Unit6, trainees will be able to:</p> <ul style="list-style-type: none"> ● Promote a responsible use of resources and awareness of sustainability initiatives ● Adopt entrepreneurial and creative thinking ● Develop social and interpersonal competences ● Resolve conflicts and problems ● Manage time ● Adopt leadership ● enhance critical thinking skills and self-reflection ● Stimulate teamwork 			
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> ● Comprehensive knowledge about using resources responsibly ● Fundamental knowledge and understanding about entrepreneurial and creative thinking ● Comprehensive knowledge of main concepts and theories that support conflict management and problem solving ● Comprehensive knowledge about social and interpersonal competences ● Fundamental knowledge 	<ul style="list-style-type: none"> ● Use resources responsibly and be aware of sustainable initiatives ● Apply appropriate strategies that enhance entrepreneurial and creative thinking ● Apply appropriate training methods to resolve conflict and problems ● Collaborate according to adequate communication and cooperation modes ● Implement time management techniques ● Apply time management tools ● Diagnose one's own needs in terms of competences ● Lead an organizational analysis of the 	<ul style="list-style-type: none"> ● Promote a responsible use of resources ● Promote awareness of sustainability initiatives ● Adopt entrepreneurial and creative thinking and support trainees to adopt it ● Design tools for conflict management and problem solving ● Develop social and interpersonal competences ● Confront different ideas ● Design tools for time management ● Enhance critical thinking skills and Self-reflection for improvement ● Select and apply tools to maximize teamwork ● Implement a framework supporting open communication and trust 	



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<p>about main concepts and theories that support time management</p> <ul style="list-style-type: none">● Comprehensive knowledge about own needs in relation to those of the institution● Fundamental knowledge about the missions and role of each actor <p>Fundamental knowledge about various techniques and theories for use to manage people</p> <p>Fundamental knowledge about the principals of communication</p> <ul style="list-style-type: none">●	<p>institution</p> <ul style="list-style-type: none">● Implement teamwork methods● Lead change● Lead people● Build coalitions● Communicate with others	
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3. Comparative analysis of EQF and NQF

In order to set the EU framework for the XXI TRAINER ECVET Toolkit, partners have conducted a comparative analysis between their National qualification frameworks and the European qualification framework, on a desk research basis, finding the current state of art of NQF implementation, correspondence between NQF and EQF levels.

Belgium (French speaking Community)

The National Qualification Framework in French speaking language in Belgium (Brussels & Wallonia), Cadre Francophone de Certification (**CFC**), adopted in 2013 is divided into 8 qualification levels as the European Qualifications Framework inspired in EQF. It embeds primary, secondary and higher education, vocational training and processes of recognition, validation and certification of competences acquired either through non-formal, formal and informal education. The framework is designed as comprehensive framework; will include all levels and types of qualifications from formal education and training and from the professional qualifications system. The Framework is characterized in terms of 2 domains for the definition of learning outcomes: knowledge/skills and Context in terms of responsibility & autonomy.

Source:

Accord de coopération entre la Communauté française, la Région wallonne et la Commission communautaire française concernant la création et la gestion d'un Cadre francophone des certifications, en abrégé « C.F.C. »

http://www.etaamb.be/fr/accord-de-cooperation-du-26-fevrier-2015_n2015202342.html

Greece

The HQF Development

The Hellenic Qualifications Framework (HQF) has undergone a somewhat lengthy and laborious process of development.

1st Phase: (2009- 2010)

Design, Public Consultation and Legal Establishment

2nd Phase (2010-2013)

Developing and referencing process of the HQF to the EQF

3rd Phase (2014-2015)


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 Classification of qualifications awarded by
 the Greek informal educational system in

the levels of the HQF.

The active technical development of the Hellenic Qualifications Framework and its referencing to the European Qualifications Framework has taken place in 2013, in accordance with the provisions of Law 4115/2013 “*Organisation and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions*”. The main objective was the classification of qualifications within the formal educational system of the country (academic education at all levels provided by public schools and universities, and initial vocational training provided by schools inspected directly by the Ministry of Education or EOPPEP). **At a later stage, a classification system of qualifications acquired through non-formal education (meaning lifelong learning provided by private institutions, associations, etc) and informal learning will be developed.**

Table : Correspondence of HQF levels and EQF levels

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

Comparing the structures of the HQF and the EQF

A general comparison of the HQF and the EQF establishes that there are clear similarities between the levels of the two qualifications frameworks:

- HQF is a structure of eight levels, defined by level descriptors.
- HQF is a comprehensive and integrated framework, designed to relate to qualifications awarded for


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- all learning, whether acquired through formal, non-formal or informal processes, or through learning
- in general education, VET or higher education programmes.
- In the HQF, the statements that define the levels are completely neutral in terms of fields of learning.
- In the HQF the level descriptors are designed to be read across all strands of learning outcomes, and aspects of each strand are sometimes elaborated or clarified in other strands; also, the outcomes for a given level build on and subsume the outcomes of the levels beneath.
- In the HQF, key words or phrases are introduced as 'threshold' or distinguishing factors in the description of learning outcomes at each level.

Taking all of the above into account, it can be concluded that the HQF and the EQF share core design criteria and this indicates that a direct comparison of the levels in the two frameworks is feasible.

Cross-referencing of the descriptor statements for levels in the HQF and in the EQF

The following table provides an alignment of the HQF and EQF descriptors in sets of statements for the factors of knowledge, skills and competence. This enables cross-referencing of the statements in the two frameworks.

HQF descriptors A learner achieving a qualification at a particular level	Level		EQF descriptors The learning outcomes relevant to each level are
<ul style="list-style-type: none"> • Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths • Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills. • Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured context. 	1	1	<ul style="list-style-type: none"> basic general knowledge basic skills required to carry out simple tasks work or study under direct supervision in a structured context
<ul style="list-style-type: none"> • Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions • Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills. 	2	2	<ul style="list-style-type: none"> 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



<ul style="list-style-type: none"> • Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context. 			
<ul style="list-style-type: none"> • Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions. • Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information. • Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behavior depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control. 	3	3	<p>knowledge of facts, principles, processes and general concepts, in a field of work or study.</p> <p>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</p> <p>take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems</p>
<ul style="list-style-type: none"> • Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context. • Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study. • May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability 	4	4	<p>factual and theoretical knowledge in broad contexts within a field of work or study</p> <p>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</p> <p>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</p>


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<p>to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competences that can serve as the basis for studying higher education.</p>			
<ul style="list-style-type: none"> • Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge. • Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems. • Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and that of others. 	5	5	<p>comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</p> <p>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p> <p>exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</p>
<ul style="list-style-type: none"> • Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles. • Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study. • Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups. 	6	6	<p>advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</p> <p>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study</p> <p>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</p>
<ul style="list-style-type: none"> • Has highly specialized knowledge, some of which is 			<p>highly specialized knowledge, some of which is at the</p>



<p>cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields.</p> <ul style="list-style-type: none"> • Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. • Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups. 	<p>7</p>	<p>7</p>	<p>forefront of knowledge in a field of work or study, as the basis for original thinking; critical awareness of knowledge issues in a field and at the interface between different fields</p> <p>specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p> <p>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</p>
<ul style="list-style-type: none"> • Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields. • Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing 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. 	<p>8</p>	<p>8</p>	<p>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p> <p>the most advanced and specialized 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</p> <p>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</p>

Source: EQF Reference Report, January 2014, EOPPEP (National Organization for the Certification of Qualifications & Vocational Guidance)



Portugal

A comprehensive Portuguese qualifications framework (*Quadro Nacional de Qualificações*) (QNQ) has been in place since October 2010 as a single reference for classifying all qualifications awarded by the Portuguese education and training system. Established by Decree Law No 396/2007 (*Decreto-Lei* No 396/2007), the framework (including eight levels and level descriptors of learning outcomes) was published in July 2009 (Portaria No 782/2009). Higher education qualifications were included in the more detailed framework for higher education qualifications (FHEQ-Portugal), which is part of the comprehensive national qualifications framework (NQF). It was linked to the European qualifications framework (EQF) in 2011 and has been gradually implemented.

Referencing to the EQF

Portugal referenced its national qualifications levels to the EQF and self-certified to the qualifications frameworks in the European higher education area in June 2011:

QNQ	EQF
Level 8	Level 8
Level 7	Level 7
Level 6	Level 6
Level 5	Level 5
Level 4	Level 4
Level 3	Level 3
Level 2	Level 2
Level 1	Level 1

Level correspondence established between the Portuguese qualifications framework (QNQ) and the EQF -Source: ANQ, 2011.

Adapted from: <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf>

Romania



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Romania has adopted a learning outcomes-based national qualifications framework (NQF) for lifelong learning; the Romanian

national qualifications framework (ROQF) by government Decision No 918/2013¹. This aims to bring together nationally-recognised qualifications from both initial and continuing vocational education and training (CVET), apprenticeship, general and higher education, and helps integrate validation of non-formal learning into the national qualifications system.

The framework builds on reforms in vocational education and training (VET) and development of competence-based qualifications since the 1990s. The National Council for Adult Training was established with responsibility for coordinating the national register of (vocational) qualifications and for putting the validation system into practice (authorising validation centres, certifying individual assessors, issuing formal competence certificates, etc.). Parallel work was carried out in higher education, steered by the Agency for Qualifications in Higher Education and has been taken forward in a partnership between universities and representatives of the social and economic environment. A qualifications framework for higher education, in line with the Bologna process and the European qualifications framework (EQF), has been implemented. Self-certification was completed in 2011.

One of the main challenges in recent years was to link these two development processes, structures and stakeholders from VET, higher education and the labour market in a more comprehensive framework. An important step was taken in June 2011 when the National Council for Adult Training and the Agency for Qualifications in Higher Education were merged into one single body – the National Authority for Qualifications (Autoritatea Nationala pentru Calificari) (ANC) – responsible for developing and implementing a comprehensive NQF. Reform of the Romanian education system is underpinned by legislation, mainly the National Education Law (Law No 1/2011)², with subsequent amendments, aiming to open up and upgrade the education system. Promoting a broad, lifelong learning perspective, the law also emphasises importance of validation.

Referencing to the EQF

The first referencing report was presented to the EQF in June 2014. It focuses on describing the national education and training system and how the ROQF and associated development processes and responsibilities meet the 10 referencing criteria.

¹ Government Decision No 918/2013 regarding approval of the NQF. https://isj.educv.ro/sites/default/files/H.G.918_2013.pdf [accessed 15.10.2014].

² National Education Law No 1/2011. <http://www.edu.ro/index.php/legaldocs/14847> [accessed 15.10.2014].



ROQF	EQF
Level 8	Level 8
Level 7	Level 7
Level 6	Level 6
Level 5	Level 5
Level 4	Level 4
Level 3	Level 3
Level 2	Level 2
Level 1	Level 1

Source: Romanian Ministry of Education and ANC, 2014.

Level correspondence established between the Romanian qualifications framework (ROQF) and the EQF -Source: Romanian Ministry of Education and ANC, 2014.

Adapted from: <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf>.

Spain

The National Qualification Framework in Spain, Marco Español de Cualificaciones (MECU), adopted in 2011 is divided into 8 qualification levels as the European Qualifications Framework inspired in EQF but adapted to the ES national context. It embeds primary, secondary and higher education, vocational training and processes of recognition, validation and certification of competences acquired either through non-formal, formal and informal education. It is also characterized in terms of 3 domains for the definition of learning outcomes: knowledge, skills and competences also like EQF. The National Qualification framework in Spain, MECU is the sum up of the Spanish National Catalogue of Professional Qualifications (Catálogo Nacional de Cualificaciones Profesionales-CNCP) and the Spanish Framework for Higher Education (Marco Español de Cualificaciones para la Educación Superior -MECES).

Referencing to the EQF

Spain referenced its national qualifications levels to the EQF in 2011 but has gradually implemented its correlation to EQF:



EQF	MECU	MECES	QF - EHEA
8	8	Level 4	Cycle 3
7	7	Level 3	Cycle 2
6	6	Level 2	Cycle 1
5	5	Level 1	
4	4	-	
3	3	-	
2	2	-	
1	1	-	

Source: Ministry of Education, 2014

Adapted from:

http://www.ahk.es/fileadmin/ahk_spanien/AHK_Spanien_neu/07_Beruf_und_Weiterbildung/00_Beruf_und_Weiterbildung/Nachrichten_Formacion_y_Empleo/Presentacion_Marcos_Cualificaciones_21.05.2014.pdf

MECES correlation: Real Decreto 22/2015 sobre Expedición Suplemento Europeo y niveles MECES

Sweden

A formal decision of the Swedish government adopting a comprehensive Swedish national qualifications framework (SEQF) was made in spring 2015 in the form of a decree. A report on referencing the SEQF to the European qualifications framework (EQF) was presented to the EQF advisory group in autumn 2015. While the overall technical design of the framework was finalised by 2012, preparation of the national qualifications framework (NQF)-decree has proved time-consuming, involving formal consultation with all stakeholders. The final stage of this consultation – in the form of a referral memorandum (*remisspromemoriam*) – was finalised in October 2014. The delays were related to the decision to open up the NQF to qualifications awarded outside the public sector, for example by private organisations and companies. Successful adoption of the NQF-decree in spring 2015 allowed the SEQF to move into early operation, building on the extensive technical work carried out since 2009. Separate self-certification of Swedish higher education to the European higher education area has been carried out.

Referencing to the EQF



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Assuming adoption of the SEQF by spring
2015, referencing to the EQF will take place

in autumn 2015. The eight SEQF levels mirror the eight levels of the EQF. The Ministry has made the following proposal for placing qualifications within the SEQF (March 2014).

Table 1 - Source: <https://www.seqf.se/sv/Sa-funkar-det/Ramverken/NQF-LLL/> [accessed 31.10.2014].

SEQF	EQF
Level 8	Level 8
Level 7	Level 7
Level 6	Level 6
Level 5	Level 5
Level 4	Level 4
Level 3	Level 3
Level 2	Level 2

Based on partner organisation's desk research about the current state of art of the National Qualification Framework (NQF) implementation and CEDEFOP's latest publication focused on the development of NQF among European Countries: *National qualifications framework developments in Europe - Anniversary Edition (2015)*, we can state that currently, except in Greece, where the NQF has not yet be formally settled, all partner countries formally adopted a NQF but they are still working on its operationalization, which is the case of Belgium, Romania, Spain and Sweden, while in Portugal it is already fully operational.

Nevertheless, it is possible at the time being to establish a comparative analysis by presenting each national current qualification level and it's comparison with EQF, thus establish a correspondence level among XXI Trainer Curriculum EQF level and each Partner Country NQF level, as shown in the table below:



EQF Level	BE NQF	PT NQF	RO NQF	ES NQF	SE NQF
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8


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4. EU TOOLKIT

MEMORANDUM OF UNDERSTANDING

(MOU) - TEMPLATE

1. Objective of the MoU

This Memorandum of Understanding (MoU) forms the framework for cooperation between the partners. In this Memorandum of Understanding partner organizations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

2. Organisations signing the Memorandum of Understanding

Organisation 1	
Country	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	Name:
	Position:
Telephone/fax	
E-mail	



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Short description of the organisation	
---------------------------------------	--

Organisation 2	
Country	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	Name:
	Position:
Telephone/fax	
E-mail	
Short description of the organisation	

3. Qualification covered by this Memorandum of Understanding



Qualification						
Title of qualification	XXI VET Trainer					
EQF level (if appropriate)	5					
Countries	BE	ES	GR	PT	RO	SE
NQF level (if appropriate)	5	5		5	5	5
ECVET credit points						

4. Period of eligibility

The period of eligibility of this agreement is from dd/mm/yyyy to dd/mm/yyyy.

5. General agreement on the units of learning outcomes that can be considered under the present MoU

EQF level	5					
Countries	BE	ES	GR	PT	RO	SE
NQF level (if appropriate)	5	5		5	5	5
Unit(s) of learning outcomes						
	Unit of learning outcome	NQF level	EQF level	Learning hours	EVET points	



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6. Responsibilities

Responsibility for	Sending organisation	Hosting organisation
Signing the learning agreement		
Sending information pack		
Assessment of learning outcomes		
Accompanying tutorship		
Recognition of learning outcomes		

7. Quality Assurance

- The hosting organisation provides a safe training environment for the learner
- The hosting organisation takes into consideration the level of competence and development of the learner (the years of training/work experience);



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- The hosting organisation provides a detailed plan including an induction programme for their institution, undertaking interviews with the learner to discuss the progress of the placement (if applicable), and the final assessment of the learner;
- The hosting organisation cooperates with the sending institution and makes the appropriate training agreements as described in the Learning Agreement;
- The learner shall attend the required training sessions/modules in relation to the units selected for the present MoU, and fulfils other tasks that are part of the agreed plan;
- The learner follows the training hours, and respects the rules and legal provisions concerning professional confidentiality.

● The hosting organisation allows enough time, conditions and resources for the training of the learner;

8. Conditions for the establishment of the Learning Agreement

This MoU is subject to a valid Learning Agreement signed between the above partners, and the learner, prior to the mobility and includes the following points:

- Identification of the units considered in the MoU;
- Assessment methods/tools used by the hosting institution;
- Production of a Personal Transcript template in which the number of ECVET points allocated to each unit in each of the partner institutions are specified;
- Validation and recognition from the sending institution of the learning outcomes acquired at the hosting institution.

9. Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding, we accept each partner's status as competent organisations, as well as each partner's quality assurance, assessment, validation, recognition criteria and procedures as appropriate for the purpose of transferring credits at the end of the training/learning period abroad.

10. Signatures

Organisation / country	Organisation / country
Name, role	Name, role



Place, date	Place, date


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LEARNING AGREEMENT (TEMPLATE)

If the MoU settles the framework between partners from different institutions and/or countries, the Learning Agreement (LA) focuses on the most important part within the whole process: the learners. In this sense, a LA is completed by the two competent institutions involved in the training and validation process and the learner, in the framework of a MoU.

1. Learner information

Name			
Date of birth	DD /MM /YYYY	Country and city of birth	
Nationality			
Address			
		Post code	
Mobile phone		E- mai l	

2. Information about the partners

Organisation 1	
Country	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	



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Contact person	Name:
	Position:
Telephone/fax	
E-mail	
Short description of the organisation	

Organisation 2

Country	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	Name:
	Position:
Telephone/fax	


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E-mail	
Short description of the organisation	

3. Framework of the mobility

Name of the curriculum				
Learning unit		Learning hours		ECVET points
Learning unit		Learning hours		ECVET points
.....				

4. Mobility period

The present Learning Agreement is valid from mm/yyyy to mm/yyyy.

5. Signatures

Learner	Sending Organisation / country	Hosting Organisation / country
Name	Name	Name



Place, date	Place, date	Place, date

6. Annexes

- I. Units of learning outcomes
- II. Assessment procedures
- III. Personal transcript
- IV. Administrative and legal rules and procedures

PERSONAL TRANSCRIPT (TEMPLATE)

The Personal Transcript consists of a document where the hosting institution states the learner's assessed learning outcomes. Its purpose is to detail the learner's assessed learning outcomes, units and ECVET points awarded.

Learner information

Name			
Date of birth	DD /MM /YYYY	Country and city of birth	
Nationality			
Address			
		Post code	
Mobile phone		E-mail	

Information regarding the Curriculum



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Name of the qualification in the Sending organisation			Name of the qualification in the Host organisation		
Unit		ECVET points	Unit		ECVET points
			ASSESSMENT RESULT		
Unit		ECVET points	Unit		ECVET points
			ASSESSMENT RESULT		

Note: Insert or delete rows according to the number of units contained in the Learning Agreement

Signature

Representative of the Host organisation
Place, date