

Including Non-formal Sector Qualifications in National Qualifications Frameworks

– The Experiences and Solutions of Seven European Countries

Volume II: Annexes



Title:

Including Non-formal Sector Qualifications in National Qualifications Frameworks

Volume 1: Country Reports

Volume 2: Annexes

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Foreword

This publication was prepared as part of the NQF-in Project *Developing Organisational and Financial Models for Including Non-Formal Sector Qualifications in National Qualifications Frameworks* financed by the European Union within the framework of the Erasmus+ Programme. It consists of two volumes: Volume I – Country Reports, Volume II – Annexes to the Country Reports, both published in electronic format.

The aim of the NQF-in Project is to provide evidence-based support to national governments, EU agencies and key stakeholders in developing policies for including qualifications in national qualifications frameworks, with a particular focus on qualifications awarded outside the formal education system (non-formal sector qualifications). This aim is achieved by conducting two sets of activities in the project: (1) providing systematised knowledge about the organisational and financial solutions applied in seven EU countries for including non-formal sector qualifications in their NQF-based systems, and (2) developing organisational and financial models for the inclusion of non-formal sector qualifications in NQF-based systems.

The NQF-in Project is part of the policy learning and policy transfer initiatives advocated in the EU, which focus on the exchange of ideas, policies and policy instruments among different national qualifications systems. The main rationale for this approach is the assumption that knowledge about policies in one national system may be used for the benefit of developing policies in another system (Dolowitz, Marsch 2000, Chakroun 2010).

Within the NQF-in Project, we collected the experiences of seven European countries that are at different stages of NQF implementation: France, Ireland and Scotland have many years of experience in operating a qualifications system based on a national qualifications framework; Croatia, the Czech Republic, Hungary and Poland are in various initial phases of this process. These experiences are presented in reports prepared by each NQF-in Project partner. An analysis of the national solutions presented here enabled the NQF-in Project to then develop organisational and financial models for including non-formal sector qualifications in NQF-based systems.

Even though the experiences of each country are quite different, the reports refer to the same set of themes in a comparable way by using the same structure, as follows:

Chapter 1. Historical Context

Chapter 2. National Qualifications Framework – Basic Premises

Chapter 3. Institutional Setting

Chapter 4. Types and Legal Status of Qualifications Included in the NQF

Chapter 5. Procedures of the Inclusion of Qualifications in the NQF

Chapter 6. Quality Assurance of Qualifications Included in the NQF

Chapter 7. Costs of Including Qualifications in the NQF

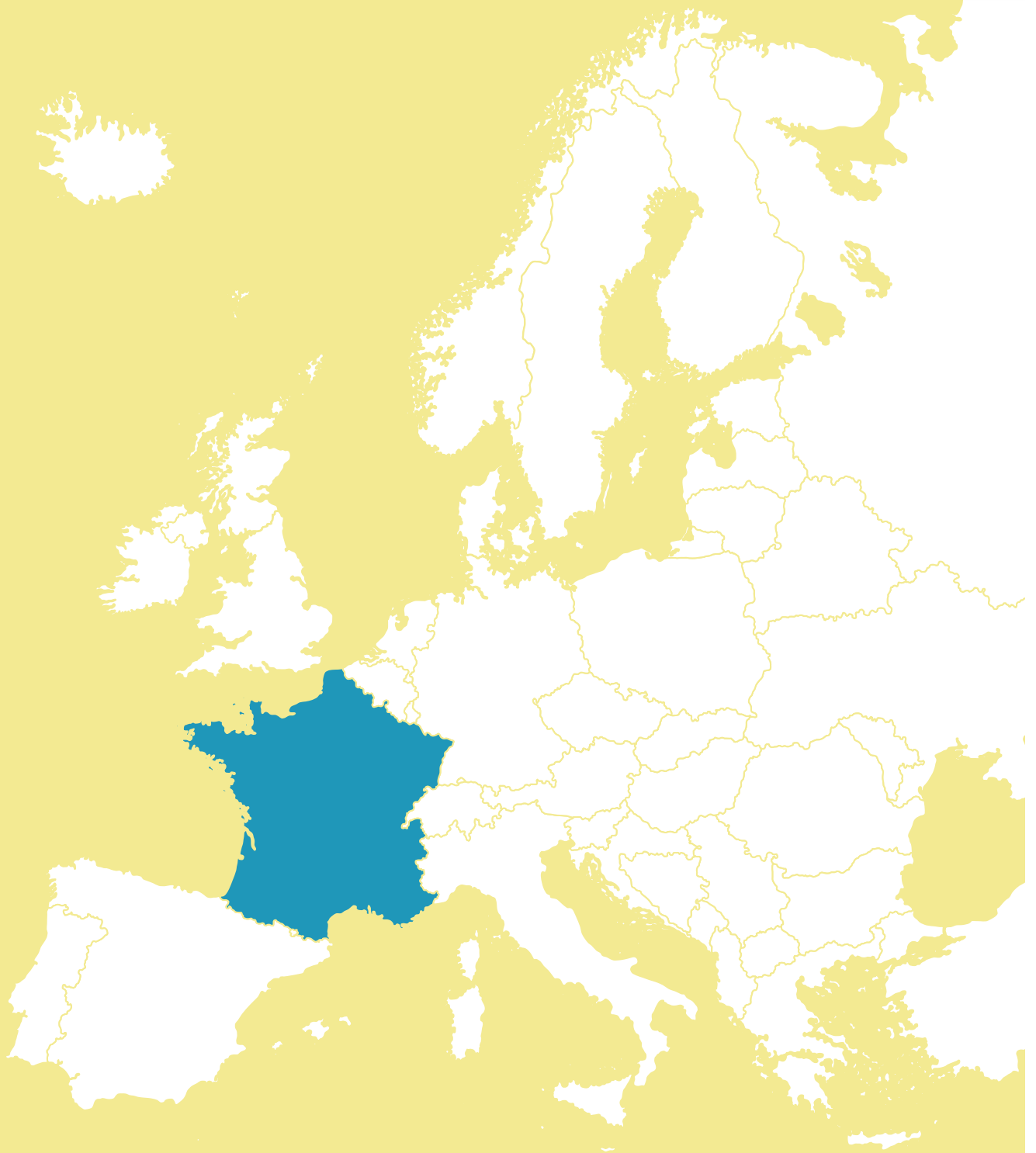
Chapter 8. Current Debates on Further NQF Developments.

More information about the NQF-in Project, the report on the models and other publications can be found at the project's website www.nqf-in.eu.

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Poland

1. France



Annex 1.1.a. Inclusion by Request



SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 1 PRÉSENTATION DE LA DEMANDE

Première demande

Libellé de la certification :
Niveau :
Code(s) NSF :
Personne(s) morale(s) délivrant la certification :
Autre démarche de reconnaissance en cours (le cas échéant) :
Date de transmission de la demande à l'autorité de saisine :

Renouvellement

Historique de la certification enregistrée au RNCP

Libellé de la certification :
Niveau :
Code(s) NSF :
Date de parution au Journal Officiel :
N° du précédent dossier :
N° de la fiche RNCP :

Demande actuelle

Nouveau libellé de la certification (si modification) :
Niveau :
Code(s) NSF :
Personne(s) morale(s) délivrant la certification :
Autre démarche de reconnaissance en cours (le cas échéant) :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance de la certification :

Interlocuteur (trice) unique en charge du dossier

Prénom :
Nom :
Fonction :
Courriel :
Téléphone :
Mobile :
Adresse postale :



SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 2 IDENTIFICATION DE(S) L' AUTORITÉ(S) DELIVRANT LA CERTIFICATION

1) Statut juridique et dénomination complète

Nom de la personne morale délivrant la certification :

Adresse :

Téléphone :

Mobile :

Courriel :

Site Internet :

Statut juridique :

Joindre obligatoirement une copie du document attestant officiellement la personnalité morale de l'autorité responsable de la délivrance de la certification au moment de la saisine.

N° SIRET :

N° de déclaration d'activité de formation professionnelle continue :
(Articles L6351-1 et 6313-1 du Code du travail)

N° d'Unité Administrative Immatriculée (UAI) pour la formation initiale :
(Etablissement d'enseignement public ou privé sous contrôle d'un rectorat)

2) Représentée légalement par

Prénom :

Nom :

Fonction :

Courriel :

Téléphone :

Mobile :

3) Activités de la personne morale délivrant la certification

Activité principale :

Autres activités :

4) Autres certifications octroyées par l'autorité délivrant la certification

Enregistrées au RNCP :

Autres :



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FICHE 3 RÉSEAU(X) DE CO-CERTIFICATEURS

Cette fiche doit être complétée par chaque personne morale délivrant la certification.

1) Les membres du (des) réseau(x)

Personnalité morale des co-certificateur(s) :

Adresse :

Site Internet :

Statut juridique :

N° SIRET :

N° de déclaration d'activité de formation professionnelle continue :

(Articles L6351-1 et 6313-1 du Code du travail)

N° d'Unité Administrative Immatriculée (UAI) pour la formation initiale :

(Etablissement d'enseignement public ou privé sous contrôle d'un rectorat)

Joindre une copie complète de(s) la convention(s) comportant les signatures des parties au moment de la saisine.

2) Cadre conventionnel

A) Nature des liens

B) Organisation du partenariat

3) Quelles sont les conditions prévues en cas de rupture de convention et/ou de défaillance d'un membre du réseau ?

4) Modalités de communication sur la certification



SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 4 ORGANISME(S) PRÉPARANT À LA CERTIFICATION

1) Organismes préparant la certification (identité juridique)

Nom de(s) la personne(s) morale(s) préparant à la certification :

Adresse :

Site Internet :

Statut juridique :

N° SIRET :

2) Sites géographiques des organismes préparant à la certification (identité commerciale)

Indiquez les lieux de préparation à la certification pour l'ensemble des partenaires :

Noms de(s) l'établissement(s) :

Adresse :

 Joindre une copie complète de(s) la convention(s) comportant les signatures des parties au moment de la saisine.

3) Cadre conventionnel

A) Nature des liens

B) Organisation du partenariat

4) Quelles sont les conditions prévues en cas de rupture de convention et/ou de défaillance d'un organisme préparant à la certification ?

5) Modalités de communication sur la certification



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FICHE 5 MÉTIER(S), FONCTIONS ET ACTIVITÉS VISÉES

1) Désignation du métier et des fonctions

2) Description des activités

3) Fiche(s) ROME la ou les plus proches

4) Cadres d'exercice les plus fréquents

A. Secteur d'activité et taille des entreprises ou services employeurs

B. Responsabilité et autonomie caractérisant les postes ciblés

5) Réglementation d'activités (le cas échéant)



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FICHE 6 LIENS ENTRE LA CONSTRUCTION DE LA CERTIFICATION ET LE CHAMP PROFESSIONNEL VISÉ

1) Quelles sont les raisons de la création de la certification ?

2) Cette certification est-elle pertinente aujourd'hui au vu du champ professionnel ?

A. Evolutions de la certification jusqu'à sa forme actuelle

B. Préciser de quelle manière l'organisme a pris en compte les recommandations notifiées par la CNCPC lors du dernier enregistrement

3) Pré-requis pour accéder au dispositif de certification (hors VAE)

4) Système de veille mis en place par l'autorité délivrant la certification pour l'ajuster aux évolutions du métier et des fonctions et des activités visé(es)

A. Description du dispositif

B) Présentation du conseil de perfectionnement (ou équivalent)

- ❖ Composition (nom et qualité des personnes)
- ❖ Attributions statutaires
- ❖ Fréquence des consultations



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FICHE 7
INGÉNIERIE :
RÉFÉRENTIEL D'ACTIVITÉS, RÉFÉRENTIEL DE CERTIFICATION ET BLOCS DE COMPÉTENCES

1) Présentation et articulation des référentiels

RÉFÉRENTIEL D'ACTIVITÉS		RÉFÉRENTIEL DE CERTIFICATION	
ACTIVITÉS ET TÂCHES	COMPÉTENCES ASSOCIÉES AUX ACTIVITÉS ET TÂCHES	COMPÉTENCES ÉVALUÉES	MODALITÉS D'ÉVALUATION

Date de modification :

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2) Identification des blocs de compétences de la certification

Si votre certification est déclinée en blocs de compétences, merci de préciser pour chaque bloc l'intitulé, un descriptif des compétences attestées ainsi que les modalités d'évaluation et de certification de chacun des blocs.

Intitulé	Descriptif et modalités d'évaluation et de certification
Bloc 1 :	
Bloc 2 :	
Bloc 3 :	
...	

Vous devez préciser l'articulation entre les blocs de compétences acquis et l'obtention de la totalité de la certification. Il est recommandé aux organismes de veiller à l'articulation du découpage en blocs de compétences et des modalités d'obtention de la VAE.

📁 Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.



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FICHE 8 CERTIFICATIONS COMPARABLES ET ÉQUIVALENCE(S) INSTITUÉE(S)

1) Identification des certifications comparables existant au même niveau

A. En France

B. A l'étranger

2) Équivalence instituée totale ou partielle avec d'autres certifications

A. En France

B. A l'étranger

3) Accès à la certification



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FICHE 9 VALIDATION DES ACQUIS DE L'EXPÉRIENCE (VAE)

1) Description de la procédure de VAE

2) Préciser les conditions de recevabilité de la demande des candidats

3) Donner quelques exemples de preuves sur lesquelles se base le jury, au regard des compétences décrites (fiche 7)

4) En cas de validation partielle

- A. Indiquer les composantes de la certification
- B. Préconisations que donnera le jury pour l'obtention de la certification dans sa totalité
- C. Durée de la validation partielle

📁 Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.



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FICHE 10 COMPOSITION DU JURY DÉLIVRANT LA CERTIFICATION

1) Règles de constitution et composition du jury

Qualité du (de la) président(e) du jury :

Mode de désignation :

Voie d'accès :

Nombre de personnes composant le jury :

Pourcentage de membres extérieurs à l'autorité délivrant la certification :

Précisez la répartition des représentants des salariés et des employeurs en pourcentage :

2) Tableau récapitulatif

VOIES D'ACCES	OUI	NON	COMPOSITION DU JURY
Après un parcours de formation initiale (sous statut d'élève ou d'étudiant)			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
En candidature libre (Hors parcours)			
Par VAE <i>Date de mise en place :</i>			



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3) Conditions de rattrapage et voies de recours

4) Document remis aux lauréats

- Joindre une copie du document remis aux lauréats(tes) jusqu'à ce jour au moment de la saisine.
- Joindre également un projet du document qui serait remis aux lauréats(tes) en cas d'enregistrement de la certification au RNCP au moment de la saisine.
- Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.

FICHE 11
PARCOURS INDIVIDUEL DES TITULAIRES DE LA CERTIFICATION

Informations mises à jour à la date du :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :

Date d'entrée : jj/mm/aaaa Date de sortie : jj/mm/aaaa

[illegible]

Ne mentionner que les personnes ayant obtenu la certification.

Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.

Indiquer par un * les personnes ayant obtenu la certification par VAE.

Date de modification :

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2ème Promotion :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Informations mises à jour à la date du :

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :

Date d'entrée :	jj/mm/aaaa	Date de sortie :	jj/mm/aaaa
<p>  </p>			

[illegible][illegible]

Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.

Indiquer par un * les personnes ayant obtenu la certification par VAE

3^{ème} Promotion :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Informations mises à jour à la date du :

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :

Date d'entrée : jj/mm/aaaa Date de sortie : jj/mm/aaaa

[illegible]

Ne mentionner que les personnes ayant obtenu la certification.

Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.

Indiquer par un * les personnes ayant obtenu la certification par VAE.



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FICHE 12 DISPOSITIF DE SUIVI ET PARCOURS DES TITULAIRES DE LA CERTIFICATION

Lorsque plusieurs autorités délivrent la certification, la fiche 12 doit être établie pour chacune d'entre elles.

1) Dispositif de suivi des titulaires de la certification

2) Utilisation de ce dispositif

A. Évolution du placement des titulaires de la certification sur les trois dernières promotions au moins

B. Analyse globale des placements

Promotion	Nombre total de titulaires de la certification	Nombre de titulaires exerçant les activités visées	Rémunération brute annuelle moyenne des titulaires exerçant les activités visées
1 ^{ère}			
2 ^{ème}			
3 ^{ème}			

C. Commentaire

3) Répartition des titulaires de la certification selon la voie d'accès

Promotion	Formation Initiale		Formation Continue		VAE	Candidature libre (Hors parcours)	Nombre Total de titres
	Statut d'élève ou d'étudiant(e)	En contrat d'apprentissage	Statut de stagiaire de la formation professionnelle	En contrat de professionnalisation			



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FICHE 13 **RÉSUMÉ DESCRIPTIF DE LA CERTIFICATION (FICHE RÉPERTOIRE)**

Dans le cadre d'une demande de renouvellement, merci d'actualiser l'onglet relatif à la fiche Répertoire temporaire sur le site de la CNCP.

Personne(s) Morale(s) responsable(s) de la certification (cadre 1)	Représentant(s) légal(aux) signataire(s) de la certification (cadre 2)

Intitulé de la certification (cadre 3)

Niveau - Nomenclature 1969 (cadre 4)	Niveau - Nomenclature européenne (cadre 5)

Domaine d'activité (cadre 6)
Code(s) NSF (3 au maximum) :

Résumé du référentiel d'emploi ou éléments de compétences acquis (cadre 7)

Présentation du (des) métier(s)

Liste des activités visées par le diplôme, le titre ou le certificat

Compétences attestées
Le (la) titulaire est capable de :

Blocs de Compétences
Indiquer les blocs de compétences constituant la certification en complétant les tableaux suivants. Vous pouvez ajouter autant de blocs que nécessaire.

Bloc 1
Intitulé :
Descriptif et modalités d'évaluation :

Bloc 2
Intitulé :
Descriptif et modalités d'évaluation :



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Secteurs d'activité ou types d'emplois accessibles par le (la) détenteur (trice) de ce diplôme, ce titre ou ce certificat (cadre 8)

Secteurs d'activités

Mot(s) clef(s) secteurs d'activités

Types d'emplois accessibles

Mot(s) clef(s) types d'emplois accessibles

Codes ROME les plus proches (5 au maximum) :

Réglementation(s) d'activités

Modalités d'accès à cette certification (cadre 9)

Descriptif des composantes de la certification :

Le bénéfice des composantes acquises peut être gardé X ans (hors VAE)

Conditions d'inscription à la certification	Oui	Non	Indiquer la composition du (des) jury(s)
Après un parcours de formation sous statut d'élève ou d'étudiant			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
En candidature libre (Hors parcours)			
Par expérience			
<i>Date de mise en place :</i>			
Enregistré au Cadre Néo Calédonien			
Accessible en Polynésie Française			

Base légale (cadre 10)


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Référence arrêté création (date du 1^{er} arrêté d'enregistrement) :

Références au Journal Officiel (date de la parution au J.O.)

Références autres :

Site(s) (cadre 11)

Localisation géographique du (des) centre(s) préparant à la certification

Nom de la personne morale Gestionnaire	Nom commercial de(s) l'établissement (s)	Adresse	Département - Région

Liens avec d'autres certifications (cadre 12)
Accords européens ou internationaux (cadre 13)

--	--

Pour plus d'information (cadre 14)

Statistiques :

Sources d'informations :

Adresse du (des) lieu(x) de certification :

Lieu(x) de préparation à la certification déclaré(s) par l'organisme certificateur :

Historique :

Ancienne certification

N° fiche RNCP	Intitulé certification

Liste des liens sources (cadre 15)

Site Internet de l'autorité délivrant la certification

Site Internet des organismes partenaires



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 1 PRÉSENTATION DE LA DEMANDE

Première demande

Libellé du CQP :
Code(s) NSF :
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Autorité délivrant le CQP :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance du CQP :

Renouvellement

Historique du CQP enregistré au RNCP

Libellé du CQP :
Code(s) NSF :
N° et libellé de la ou des CCN de référence :
Date du Journal Officiel :
N° du précédent dossier :
N° de la fiche RNCP :

Demande actuelle

Nouveau libellé du CQP (si modification) :
Code(s) NSF :
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Autorité délivrant le CQP :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance du CQP :

Interlocuteur en charge du dossier

Madame ou Monsieur
Nom :
Prénom :
Courriel :
Fonction :
Téléphone :
Télécopie :
Adresse postale :

Numéro de dossier attribué par la CNCP :

Dossier n° :
Date :

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Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 2 IDENTIFICATION DE L'AUTORITÉ DÉLIVRANT LE CQP

1) Dénomination juridique complète de l'autorité délivrant le CQP (statut)

Nom de l'autorité délivrant le CQP (par délégation de la CPNE) :

Sigle utilisé :

Adresse :

Téléphone :

Télécopie :

Courriel :

Site Internet (le cas échéant) :

2) Représentée par

Madame ou Monsieur

Nom :

Prénom :

Courriel :

Fonction :

Téléphone :

Télécopie :

3) Si besoin, désignation de la structure chargée, au sein de l'instance, de ce CQP (et sigle utilisé)

4) Autres certifications octroyées par l'autorité délivrant le CQP

Dossier n° :
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FICHE 3 PRÉSENTATION DU DISPOSITIF DE BRANCHE

1) Accords ou textes conventionnels définissant le dispositif de branche

2) Date de création du CQP et éventuellement texte de référence

3) Descriptif du dispositif de construction des CQP mis en œuvre dans la branche professionnelle

Joindre une copie des documents cités en référence.

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FICHE 4 MÉTIER, FONCTIONS ET ACTIVITÉS VISÉ(ES) PAR LA QUALIFICATION

1) Désignation du métier ou des fonctions en lien avec la qualification

2) Description de la qualification

3) Fiche(s) ROME la ou les plus proches

4) Cadres d'exercice les plus fréquents

A. Secteur d'activité et taille des entreprises ou services employeurs

B. Responsabilité et autonomie caractérisant les types d'emploi ciblés

5) Réglementation d'activités (le cas échéant)

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**FICHE 5
INGÉNIERIE :
RÉFÉRENTIEL D'ACTIVITÉS
ET RÉFÉRENTIEL DE CERTIFICATION**

Compléter la fiche 5 en choisissant l'une des deux formules suivantes :

1) Référentiel d'activités et référentiel de certification dans un tableau unique

REFERENTIEL D'ACTIVITES		REFERENTIEL DE CERTIFICATION	
ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES ASSOCIEES AUX ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES OU CAPACITES QUI SERONT EVALUEES	MODALITES D'EVALUATION

Documents à tenir à disposition de la CNCP
Grilles d'évaluation, procès verbaux, feuilles d'émargement, comptes-rendus des délibérations des jurys...

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2) Référentiel d'activités et référentiel de certification dans deux tableaux

REFERENTIEL D'ACTIVITES	
ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES ASSOCIEES AUX ACTIVITES VISEES PAR LA QUALIFICATION

REFERENTIEL DE CERTIFICATION		
COMPETENCES OU CAPACITES QUI SERONT EVALUEES	MODALITES D'EVALUATION	CRITERES D'EVALUATION

Dossier n° :
Date :



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 6 ACCÈS A LA CERTIFICATION

1) Voies d'accès

VOIES D'ACCES	OUI	NON
Après un parcours de formation continue		
En contrat de professionnalisation		
Par candidature individuelle		
Par expérience		
Date de mise en place :		

Attention, les CQP ne sont pas accessibles par la voie de la formation initiale ou du contrat d'apprentissage.

2) Existe-t-il un dispositif d'agrément établi par la branche professionnelle pour préparer au CQP ?

3) Conditions particulières éventuelles d'accès à la certification



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 7 VALIDATION DES ACQUIS DE L'EXPÉRIENCE (VAE)

1) Préciser les conditions spécifiques de recevabilité de la demande des candidats

2) Description de la procédure de VAE

3) Au regard des compétences décrites (fiche 5), donner quelques exemples de preuves sur lesquelles se base le jury.

4) En cas de validation partielle



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 8 COMPOSITION DU JURY DÉLIVRANT LE CQP

Remarque : informer la CNCP pour toute modification intervenant dans la composition des jurys indiqués

1) Règles de constitution du jury (à préciser selon la voie d'accès)

Qualité du président du jury et mode de désignation

Nombre de personnes composant le jury

Pourcentage du nombre de personnes extérieures au dispositif conduisant au CQP

Précisez la répartition des représentants des salariés et des employeurs en pourcentage

2) Document remis aux lauréats

Joindre une copie du document remis aux lauréats



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 9 SYSTÈME DE VEILLE ET LIENS AVEC D'AUTRES CERTIFICATIONS

1) Existe-t-il un dispositif de veille permettant de suivre les évolutions des métiers et des qualifications de la branche professionnelle ?

A. Description du système de veille (observatoire, contrats d'études prospectives...)

B. Indication d'instances de concertation pour la construction ou le développement des CQP

C. Existe-t-il un dispositif de suivi des titulaires de CQP ?

2) Dans le cas où ce CQP a déjà été mis en œuvre...

A. Préciser les évolutions du CQP depuis sa création jusqu'à sa forme actuelle

B. Quelle est la répartition des titulaires selon les voies d'accès ?

Effectifs	Formation continue dont contrat de professionnalisation	Candidature individuelle	VAE	Nombre total de titres
Cumulés depuis le...				
Lors de la dernière année d'attribution				
Année :				
Moyenne annuelle				

C. Analyse globale

3) Comment les conseils préconisés par la CNCP lors du dernier enregistrement ont-ils été pris en compte ?

4) Identification des certifications comparables existant

5) Équivalence instituée totale ou partielle avec d'autres certifications



Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 10 RÉSUMÉ DESCRIPTIF DE LA CERTIFICATION (FICHE RÉPERTOIRE)

Intitulé (cadre 1)

--

(cadre 2) Autorité responsable de la certification

Qualité du(es) signataire(s) de la certification (cadre 3)

--	--

Niveau et/ou domaine d'activité (cadre 4)

Niveau :

Code NSF :

--

Résumé du référentiel d'emploi ou éléments de compétences acquis (cadre 5)

Liste des activités visées par le diplôme, le titre ou le certificat

--

Compétences ou capacités évaluées

--

Secteurs d'activité ou types d'emplois accessibles par le détenteur de ce diplôme, ce titre ou ce certificat (cadre 6)

Secteurs d'activités

Types d'emplois accessibles

Codes des fiches ROME les plus proches (5 au maximum) :

Réglementation d'activités

--

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Modalités d'accès à cette certification (cadre 7)

Descriptif des composantes de la certification :

Le bénéfice des composantes acquises peut être gardé ans.

Conditions d'inscription à la certification	Oui	Non	Indiquer la composition des jurys
Après un parcours de formation sous statut d'élève ou d'étudiant			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
Par candidature libre			
Par expérience			
Date de mise en place :			

Liens avec d'autres certifications (cadre 8)

Accords européens ou internationaux (cadre 9)

Base légale (cadre 10)

Référence arrêté création (ou date 1er arrêté enregistrement) :

Références autres :

Pour plus d'information (cadre 11)

Statistiques :

Autres sources d'informations :

Lieu(x) de certification :

Lieu(x) de préparation à la certification déclaré(s) par l'organisme certificateur :

Historique :

Liste des liens sources (cadre 12)

Site Internet de l'autorité délivrant la certification

Annex 1.1.b. Inclusion by Entitlement

AVIS PUBLIC D'OPPORTUNITÉ DE LA CNCP SUR LA CRÉATION DES CERTIFICATIONS RELEVANT DE L'ENREGISTREMENT DE DROIT

Intitulé de la certification proposée

N° d'enregistrement CNCP *(ne sera pas publié, à usage interne de la CNCP)*

Enregistrement CNCP : jj, mm, aaaa

Passage devant la commission plénière jj,mm,aaaa

Ministère(s) de tutelle ou de rattachement / autre

Autorité certificatrice:

Coordonnées du certificateur :

Adresse.....

Adresse
électronique.....

.....
CERTIFICATION

1) Description de la nature de la certification, de son niveau et du secteur concerné :

2) Contexte et enjeux de la création :

3) Principales activités repérées :

4) Inscription dans le panorama des certifications existantes :

Date de la commission plénière

Avis de la CNCP :
Avis favorable sans observation ;
Avis favorable avec observation (s) :
Avis défavorable : motifs


AVIS D'OPPORTUNITÉ DE LA CNCP SUR LA CRÉATION D'UN DIPLOME D'INGÉNIEUR

Cette fiche est à retourner à la CNCP à brigitte-veronique.bouquet@emploi.gouv.fr

FICHE POUR L'AVIS D'OPPORTUNITÉ DE LA CNCP SUR LA CRÉATION DU DIPLOME D'INGÉNIEUR DE

<NOM DE L'ÉCOLE>, <NOM DE LA CERTIFICATION> 3 PAGES MAXIMUM

Enregistrement CNCP

Ministère(s) de tutelle ou de rattachement.....

ÉCOLE D'INGÉNIEURS (développement, sigle, marque)

.....

Établissement (ayant la personnalité morale)...

Adresse postale de l'école

.....

Téléphone de l'école :..... Fax:

1) Intitulé, nature du titre et domaines des formations d'ingénieurs
Spécialités/disciplines scientifiques et techniques

Secteur économique concerné :

Secteur ou domaine des industries et services :

Métiers ou fonctions visées :

2) Contexte et enjeux de la création (bref historique du secteur, origine de la demande, évolutions du secteur, prise en compte d'évolutions réglementaires, cibles des publics, y compris par la VAE)

3) Objectifs de la certification
4) Cibles du projet de certification
4-1 OBSERVATION DES MÉTIERS :

Prospective en matière d'emploi :

4-2 COMPÉTENCES ATTENDUES

Définition des capacités et compétences des titulaires de la certification :

Modalités d'évaluation des compétences :

5 Inscription du titre dans le panorama des certifications existantes :
5-1 OFFRE EXISTANTE

Relation avec les ministères :

Partenariat avec d'autres établissements d'enseignement supérieur, réseaux actifs :

Positionnement de l'établissement dans le dispositif national de formation d'ingénieur :

Certifications conjointes éventuelles :



AVIS D'OPPORTUNITÉ DE LA CNCP SUR LA CRÉATION D'UN DIPLOME D'INGÉNIEUR

5-2 ANCRAGE LOCAL ET RÉGIONAL

Participation aux programmes de développement économique régionaux et locaux :

Positionnement dans le panorama de certification régionale (titres d'ingénieurs ou autres) :

6) Evaluation, qualité :

6-1 ÉVALUATION DE LA FORMATION ET DE SES RÉSULTATS

Évaluation régulière (rythme) et systématique des enseignements (notamment appréciation par les élèves), actions d'amélioration, résultats :

Compte rendu de la qualité de la formation et promotion des résultats :

6-2 DÉMARCHE QUALITÉ ENVISAGÉE

Annex 1.2. Legal Acts

Act n° 200-73 of 17 January 2002 on social modernization (see the chapter on the development of vocational training) setting up the National Register of Vocational Qualifications (RNCP - Registre national de la certification professionnelle) and the National Committee for Professional Qualifications (Commission nationale de la certification professionnelle)

https://www.legifrance.gouv.fr/jo_pdf.do?id=JORFTEXT000000408905

Articles R 335-12 to R 335-14 of the Education Code set out the objectives and main features of the RNCP

<https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEX T000006071191&idArticle=LEGIARTI000006526717&dateTexte=>

<https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEX T000006071191&idArticle=LEGIARTI000006526718&dateTexte=>

Article R 335-24 of the Education Code determines the current composition of the CNCP

<https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEX T000006071191&idArticle=LEGIARTI000006526731&dateTexte=>

Article R 335-25 to R 335-28 of the Education Code set out the committee operating and deliberation procedures

<https://www.juritravail.com/codes/code-education/article/R335-25.html>

<https://www.juritravail.com/codes/code-education/article/R335-26.html>

<https://www.juritravail.com/codes/code-education/article/R335-27.html>

<https://www.juritravail.com/codes/code-education/article/R335-28.html>

Article L 335-6 of the Education Code describes the role and duties of the CNCP

https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=3603A5A405428204237E1504D7C88242.tplgfr43s_1?idArticle=LEGIARTI000028699392&cidTexte=LEGITEX T000006071191&dateTexte=20180718

Article L 613-1 of the Education Code on the monopoly of the State in issuing national higher education degrees

<https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEX T000006071191&idArticle=LEGIARTI000006525191&dateTexte=20090511>

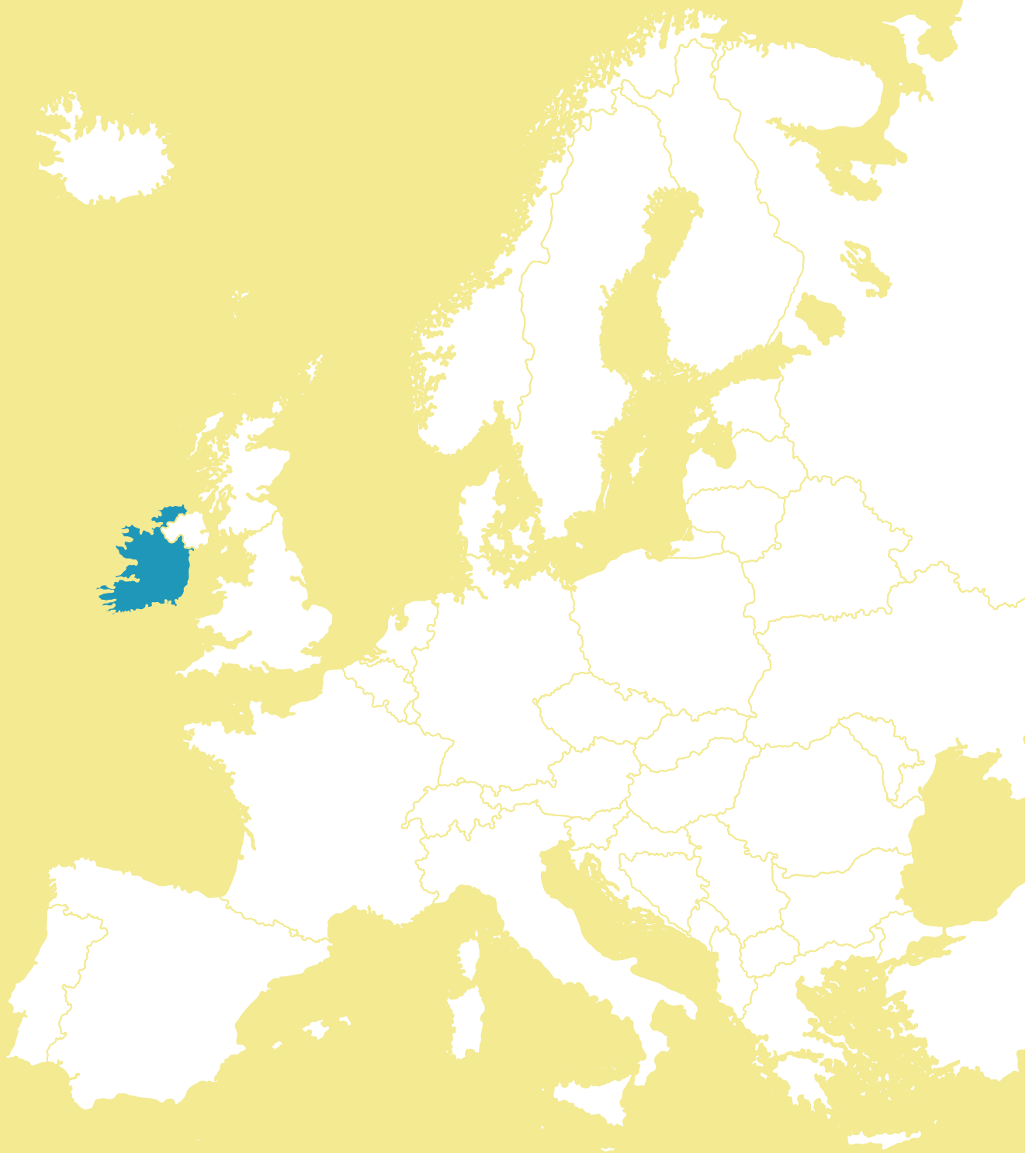
Act no. 2009-1437 of 24 November 2009 relating to guidance and lifelong vocational training requires the CNCP to identify “qualifications and accreditations that correspond to the cross-cutting competencies used in the workplace”

https://www.legifrance.gouv.fr/jo_pdf.do?id=JORFTEXT000021312490

Order of 31 December 2014 (Ministry of Labour) defines the procedures for recording in the inventory those qualifications and accreditations mentioned in article L 335-6 of the Education Code

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030073475>

2. Ireland



Annex 2.1. Legal Acts

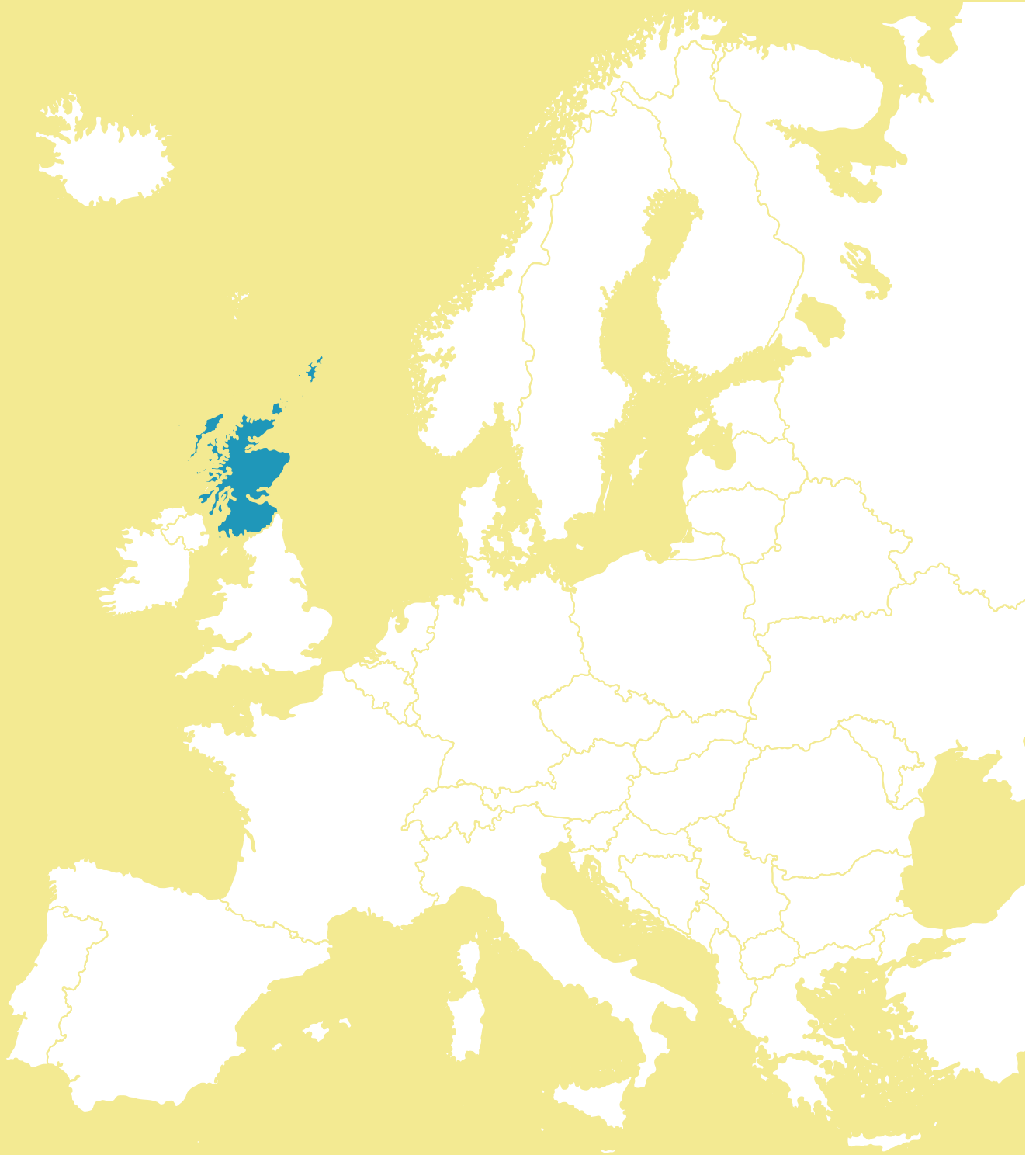
Qualifications (Education and Training) Act, 1999

<http://www.irishstatutebook.ie/eli/1999/act/26/enacted/en/print.html>

Qualifications (Education and Training) Act, 2012

<http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/print.html>

3. Scotland



Annex 3.1. The SCQF Partnership

The SCQF Partnership has ultimate responsibility for the Framework and was set up in 2006 as a company limited by guarantee. This means that it has corporate status and can contract for services in relation to the development and maintenance of the SCQF. The SCQF Partnership is also a charity, which gives it certain legal rights and obligations. It is not a government agency or a public body of the Scottish Government.

Although the Scottish Government has no direct role in the functioning of the SCQF, much of the funding for the Partnership's activities comes from the Scottish Government. A proportion of funding also comes from the Scottish Funding Council and the Partnership will regularly report on progress towards objectives to them.

The work of the SCQF Partnership includes maintaining linkage with the European Qualifications Framework (EQF) and other national frameworks, commissioning developmental and research projects, disseminating information about the Framework and supporting individuals and organisations to use the Framework and the associated SCQF level descriptors. The overall aim of the Partnership is to ensure that, as far as possible, all assessed qualifications and learning programmes in use in Scotland are included on the Framework.

The SCQF Partnership's status as a company places it under a number of legal obligations, under the Companies Act. The Partnership must, for example practice clear and credible company decision-making processes; provide good quality and timely information about the Partnership's work and about the SCQF; ensure that appropriate lines of communication are maintained between the company and its stakeholders; and take due account of any strategies, policies or recommendations emerging from these communications.

The SCQF Partners

The College Development Network

The College Development Network is an independent company and a registered charity. Its mission is to support Scottish colleges to deliver good practice. It provides advice, guidance and support, learning materials and professional development events on curriculum, learning, teaching and assessment, leadership, organisational development and governance.

The Quality Assurance Agency for Higher Education in Scotland (QAA Scotland)

QAA Scotland is part of the UK-wide Quality Assurance Agency for Higher Education (QAA), the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education. QAA is a company limited by guarantee and a registered charity. QAA Scotland has devolved responsibilities for the work of QAA in Scotland. Much of its work relates to the Scottish Quality Enhancement Framework (QEF) which has been developed since 2003 under the guidance of the Universities' Quality Working Group. QAA Scotland undertakes a broad range of review and enhancement activity aimed at supporting the quality assurance and enhancement of higher education in Scotland. QAA Scotland is a member of the European Quality Audit Network.

The Scottish Qualifications Authority (SQA)

SQA is an executive non-departmental public body of the Scottish Government, responsible for the development, accreditation, assessment and certification of qualifications other than degrees. SQA Accreditation is a distinct, autonomous arm of the SQA. The SQA's functions and responsibilities are laid out in the Education (Scotland) Act (1996) as amended by the Scottish Qualifications Authority Act (2002).

Universities Scotland

Universities Scotland is an unincorporated membership body and a registered charity. It is the representative body of Scotland's higher education institutions. Its mission is to develop policy on behalf of the university sector and campaign on higher education issues.

SCQF Structures

The EQF National Co-ordination Point for Scotland

The SCQF Partnership is the EQF National Co-ordination Point for Scotland. It works closely with the Co-ordination Points in the UK, which are The Office of Qualifications and Examinations Regulation for England (Ofqual), the accreditation division of The Council for the Curriculum Examinations and Assessment for Northern Ireland (CCEA), and Colleague Cymric/Colleges for Wales.

SCQF Quality Committee

The SCQF Partnership Board established the SCQF Partnership Quality Committee to provide it with recommendations on all issues concerning the ongoing maintenance and quality assurance of the Framework and its relationship to other Frameworks. The Quality Committee comprises around 15 experts in the

development and quality assurance of credit, qualifications and frameworks from a range of sectors, awarding and quality assurance bodies associated with the SCQF. Its Chair is nominated by the Board.

The Committee meets four times a year. It reports to the SCQF Board on applications for recognition as an SCQF credit-rating body and manages the monitoring and review of organisations which are approved by the SCQF Partnership to act as Credit Rating Bodies.

SCQF Forum

The SCQF Partnership has also established a Forum to advise the Partnership on the continuing development and maintenance of the SCQF. The Forum is a national committee of key organisations with responsibility for providing or supporting education and training in Scotland. Its members are senior representatives from 24 organisations representing the main providers, users and funders of qualifications in Scotland and it is chaired by the Chief Executive officer of the SCQF Partnership.

The Forum enables key organisations, and the sectors they represent, to work together to make full use of the SCQF in meeting needs for access and participation in lifelong learning and to engage in wider debate about the use of the SCQF as a tool which underpins, supports and influences Scottish lifelong learning policies. The Forum meets twice a year and advises the SCQF Partnership on the continuing development and maintenance of the SCQF.

Annex 3.2. Credit Rating Bodies in Scotland

List of Credit Rating Bodies as of April 2018.

Argyll College	Abertay University	SQA Accreditation
Ayrshire College	Edinburgh Napier University	SQA Awarding Body
Borders College	Glasgow Caledonian University	SQA Credit Rating Service
City of Glasgow College	Herriot-Watt University	City and Guilds
Dumfries and Galloway	Queen Margaret University	The Institute of Chartered Accountants of Scotland
Dundee and Angus	Robert Gordon University	Institute of Counselling
Edinburgh College	The Open University in Scotland	Scottish Police College
Fife College	University of Aberdeen	The Chartered Institute of Bankers in Scotland
Forth Valley College	University of Dundee	Scottish Fire and Rescue Service
Glasgow Clyde College	University of Edinburgh	Scottish Prison Service College
Glasgow Kelvin College	University of Glasgow	
Inverness College (UHI)	University of St Andrews	
Laws Castle College (UHI)	University of Stirling	
Moray College (UHI)	University of Strathclyde	
New battle Abbey College	University of the Highlands and Islands	
New College Lanarkshire		
North East Scotland College	University of the West of Scotland	
North Highland College (UHI)	Glasgow School of Art	
Orkney College (UHI)	Royal Conservatoire of Scotland	
Perth College (UHI)		
Sabhal Mor College (UHI)		
Scotland's Rural College		
Shetland College (UHI)		
South Lanarkshire College		
West College Scotland		
West Highland College (UHI)		
West Lothian College		

Annex 3.3. SCQF Principles

SCQF principles	Details
1	Credit Rating Bodies (CRBs) and the SCQF Partnership have equal responsibility for ensuring the quality and integrity of the Scottish Credit and Qualifications Framework.

Principles related to Learning Arrangements and Credit Rating

SCQF principles	Details
2	All qualifications/learning programmes credit rated on to the Scottish Credit and Qualifications Framework must meet the 4 criteria for credit rating.
3	A qualification/learning programme must be capable of being allocated an SCQF level and SCQF credit points in order that it can be included on the Scottish Credit and Qualifications Framework.
4	A qualification/learning programme must have at least 10 notional learning hours (1 SCQF credit point) before it can be credit rated and considered for inclusion on the Scottish Credit and Qualifications Framework. Only full SCQF credit points are awarded – fractions of SCQF credit points (e.g. 0.5) are not allowed.
5	Qualification/learning programme designers must determine the Notional Learning Hours required by a typical learner to complete all learning activities within the qualification/programme.
6	The number of SCQF credit points allocated to a unit or module of learning is determined independently of the perceived importance or centrality of that unit/module within a broader programme of learning.
7	The number of SCQF credit points allocated to a unit/module of learning is independent of the standard at which the outcomes are achieved (e.g. grading).
8	Credit Rating Bodies must ensure that within the process of credit rating, and in processes for Recognition of Prior Learning (RPL), they take due cognisance of the SCQF Level Descriptors and any other relevant reference points.
9	Credit Rating Bodies must establish rigorous and appropriate systems for credit rating, including systems of internal and external quality assurance and arrangements for the retention of evidence confirming decisions on level and credit.

SCQF principles	Details
10	Where assessment leads to the award of SCQF credit points then the certificates issued to learners must include the following information: the title of the qualification/learning programme; the total number of SCQF credit points awarded on completion; the SCQF level of the qualification/learning programme achieved; the SCQF logo; the name of the CRB.
11	Credit Rating Bodies are responsible for uploading the details of all credit rated qualifications/learning programmes to the SCQF database.

Additional Principles when working with a Third Party submission

SCQF principles	Details
12	Credit Rating Bodies must assure themselves, as far as is practically possible, of the good standing and credibility of the Third Party organisation prior to any submission for credit rating.
13	Credit Rating Bodies must establish rigorous and appropriate systems for credit rating Third Party submissions.
14	Credit Rating Bodies must ensure that Third Party organisations submit information, and documented evidence of, their assessment processes, including arrangements relating to the internal and external quality assurance of assessment decisions.
15	The Credit Rating Body must ensure that the Third Party provides details of auditing/ quality assurance of their systems including appropriate externality.
16	Credit Rating Bodies must ensure that the Third Party organisation submits regular (e.g. annual) reports of progress in the delivery of any credit rated qualifications/ learning programmes and is aware that they must inform the CRB if any significant changes to these are made which may affect the SCQF level or credit points.
17	Credit Rating Bodies must agree an appropriate review date for the credit rated qualification(s)/learning programme(s) with the Third Party organisation.
18	Credit Rating Bodies are responsible for uploading the details of all Third Party qualifications/learning programmes which they have credit rated to the SCQF Database.
19	Credit Rating Bodies are responsible for issuing the SCQF logo to the Third Party organisation and ensuring that they are aware of the requirements for certification as outlined in Principle 10.

Principles relating to Credit Transfer and the Recognition of Prior Learning

SCQF principles	Details
20	The design and development of qualifications and learning programmes for the Scottish Credit and Qualifications Framework should facilitate and promote credit recognition for prior informal and non-formal learning and credit transfer.
21	Recognition of Prior Learning (RPL) is given for learning, not for experience alone.
22	SCQF Credit Points awarded as a result of RPL for informal or non-formal learning are of the same value as credit gained through formal learning.
23	RPL for the award of SCQF Credit Points must involve a formal assessment or acceptance of evidence of learning which is quality assured.
24	The assessment procedures for RPL including Credit Transfer should be consistent with the normal assessment and general quality assurance of the organisation.
25	The process of monitoring and reviewing the operation of RPL procedures, including those for Credit Transfer, should be clearly defined and integrated within the existing quality assurance and enhancement mechanisms of the organisation.

Annex 3.4. Indicative Evidence for the Criteria for Becoming a Credit Rating Body

Criterion 1: A Body of Good Standing

The organisation is a body of good standing, demonstrating a commitment to and a successful track record in the design and delivery of learning provision for Scotland. The organisation must:

- 1.1. Provide a formal constitution which describes its identity, functions, aims and structures.
- 1.2. Demonstrate that it is a secure, stable and viable organisation.
- 1.3. Demonstrate a knowledge and understanding of education and training.
- 1.4. Provide evidence of a successful track record of and a commitment by senior personnel to operating in Scotland or for the Scottish market.
- 1.5. Provide evidence of a successful track record in devising quality assured learning provision in Scotland or for the Scottish market in relation to specific subjects/industries/sectors and levels.
- 1.6. Provide evidence confirming that its diversity and equality strategy meets the requirements of current legislation.
- 1.7. Provide an effective staff development policy and be able to demonstrate this policy in action.

Examples of Evidence:

- Strategic plans; formal constitutions; business plans; audited accounts;
- Organisational chart showing the key functions carried out by the organisation;
- Documentation showing the organisation's history; information about partners and stakeholders in Scotland.
- Customer service statement setting out standards of service users can expect, performance measures against which provision will be judged, focusing particularly on manageability, responsiveness and value for money.
- Details of partner education and training providers.
- Testimonies from these partners as well as others such as employers and stakeholders in Scotland.
- Documentation showing how the organisation has implemented its diversity and equality strategy and ensures course accessibility in terms of content and delivery.
- Documentation showing: the staff development policy and IIP registration.

Criterion 2: Robust Quality Assurance System

The organisation already has in place a documented quality assurance system for programme design, approval, validation, accreditation, assessment or other related activities and has evidence, through internal and external review, that this quality assurance system is valid and reliable. The organisation must:

- 2.1. Operate a robust quality assurance system for programme design, approval, validation, accreditation or other related activities and demonstrate that the separate processes which make up the quality assurance system:
 - are operated by individuals who are experienced in the relevant process and have subject expertise where this is required;
 - are supported by appropriate management structures and have externality in decision making;
 - are benchmarked against other equivalent processes; and
 - are subject to regular review to ensure that they continue to meet the needs of users.
- 2.2. Demonstrate that it regularly reviews and strives to improve and enhance its quality assurance system by carrying out internal reviews on all aspects of the quality assurance system and taking action on the outcome of such internal reviews.
- 2.3. Ensure that its quality assurance system is subject to regular external review and provide evidence of the outcome of these external reviews and actions taken as a result of these external reviews.

Examples of Evidence:

- Procedures and policies for the quality assurance of programme design, approval, validation, accreditation, assessment or other related activities;
- roles and responsibilities of staff and/or committees involved in managing and operating both the quality assurance system and the individual processes within it;
- evidence of system review and action taken as a result;
- evidence of benchmarking activities and consideration of issues arising from these;
- evidence of process reviews and actions taken as a result.
- Internal review reports; details of actions taken on the findings of these reports; details of action taken in relation to any quality assurance activity.
- External review reports from quality assurance bodies such as QAA, SQA, HMLe; external review reports of other external quality assurance schemes; details of actions taken on the findings of these reports

Criterion 3: Capacity and Commitment

The organisation has the capacity and commitment to operate as an SCQF credit rating body and ensures that its credit rating processes and procedures link to and function within its existing quality assurance system as already defined under Criterion 2. The organisation must:

- 3.1. Document a robust procedure for credit rating which sits within the existing quality assurance system and complies with the requirements of the SCQF Handbook, Section 1 – SCQF Credit Rating Guidelines.
- 3.2. Define the scope of credit rating authority being applied for in terms of levels, sectors and types of programmes or qualifications.
- 3.3. Document a robust procedure for the internal review of the proposed credit rating process showing how it sits within the existing quality assurance system.

Examples of Evidence:

- Proposed credit rating procedure along with commentary showing how the procedure meets the criteria, links to other quality assurance processes operated by the organisation and complies with the requirements of the SCQF Handbook Business plan on proposed credit rating activity.

Covering the following areas:

- Aims and objectives;
- The qualifications, occupational sectors and levels of expertise in which it proposes to credit rate;
- Organisational chart illustrating the key functions of staff and level of expertise in occupational sectors relating to design, delivery and assessment of qualifications;
- Examples of record keeping;
- Communication strategy for the credit rating process; and identification of key dates to evaluate and review the effectiveness of the business plan.
- Internal review procedure and explanation of how this links to other quality assurance processes operated by the organisation.
- Arrangements for identifying and actioning any corrective and preventative measures arising out of internal review.

- 3.4. Demonstrate the ability to make valid and reliable decisions on credit rating, drawing on appropriate sector/subject/industry and level expertise and relating activities to the existing quality assurance system.

- 3.5. Document a robust procedure to:

- record the outcomes of the credit rating process;
- communicate these outcomes to users and other stakeholders;
- keep the SCQF database up to date by way of the SCQF portal; and

- describe the way in which the SCQF logo will be used.
- 3.6. Document a procedure for developing an annual self-assessment report on credit rating activity for the SCQF Partnership.
- 3.7. Show how the credit rating function and its associated quality assurance are supported by staff development, continuing professional development and/or professional development planning.

Examples of Evidence:

- Organisational chart illustrating the key functions of staff and level of expertise in occupational sectors relating to design, delivery and assessment of qualifications.
- Details of staff experience in credit rating activity undertaken in another capacity – eg submitting programmes for credit rating by a third party
- Arrangement for implementing the credit rating procedure. Explanation of how this procedure links to other quality assurance processes operated by the organisation.
- Arrangements for confirming the effectiveness of induction and training for individuals in the credit rating process.
- Examples of the organisation's certificates demonstrating how SCQF level and credit and logo will be shown on certificates.
- Examples of record keeping.
- Documentation showing how the organisation will inform its stakeholders about the SCQF
- Documentation showing how the organisation will update the SCQF database.
- Description of the way in which the organisation will use the SCQF logo.
- Arrangements for the provision of an annual self-assessment report.
- Description of how this process links to other quality assurance processes operated by the organisation.
- For individuals undertaking the credit rating process, examples of the organisation's training programme for credit rating; training needs analysis; continuous professional development and/or personal development programme; and induction training.

Criterion 4: Providing a Credit Rating Service for Third Parties

The organisation has the capacity and commitment to operate as an SCQF third party Credit Rating Body and has the structures and systems in place to carry out this function. It ensures that its systems link to and operate within its existing credit rating processes and procedures link to and function within its existing quality assurance system as already defined under Criterion 2, and that they comply with the requirements of the SCQF Handbook. The organisation must:

4.1. Define the scope of third party credit rating authority being applied for in terms of levels, sectors, subjects and types of programme or qualification and provide information on how this extension of its credit rating authority will broaden, deepen and extend the Framework.

Types of evidence:

- Business plan on proposed third party credit rating activity covering: aims and objectives; the qualifications, occupational sectors, and levels of expertise it proposes to credit rate; organisational chart illustrating the key functions of staff and level of expertise in occupational sectors relating to design, delivery and assessment of qualifications; examples of record keeping; marketing strategy for the credit rating process; and identification of target dates to evaluate and review effectiveness of the business plan.

4.2. Provide robust, direct evidence of its ability to make valid and reliable decisions on credit rating in its own right, drawing on appropriate sector/ subject/ industry and level expertise and relating activities to the existing quality assurance system.

Types of evidence:

- Reports from the body's annual monitoring of its own credit rating process; details of the experience of existing staff in credit rating own programmes; organisational chart illustrating key functions of the credit rating service; details of how individuals with the required level of expertise in occupational sectors relating to design, delivery and assessment of qualifications will be accessed and deployed; arrangements for implementing the credit rating procedures; explanation of how this procedure links to other quality assurance processes operated by the organisation.

4.3. Document a robust system for providing a quality-assured third party credit rating service, which sits within the existing quality assurance system, and covers procedures for ensuring that the SCQF Guidelines for third party credit rating are complied with fully.

Types of evidence:

- Proposed procedure for third party credit rating along with commentary showing how the procedure: meets the criteria; builds on the body's existing credit rating experience; links to other quality assurance processes operated by the organisation; and complies with the requirements of the SCQF Handbook.
- This includes the proposed procedures for: the decision making function in relation to third party credit rating, the administration of the credit rating service and the support function; ensuring that the submitting body's assessments are subject to external review and monitoring; the submitting body to report to the Credit Rating Body.
- The proposed guidance for submitting bodies on certificates and the way in which these should show SCQF level and credit and logo; examples of record keeping.

- Documentation showing how the organisation will inform its learners and other stakeholders about the SCQF, arrangements for the provision of an annual self-assessment report; description of how this process links to other quality assurance processes operated by the organisation.

4.4. Document a robust procedure for the internal review of the proposed third party credit rating service showing how this procedure sits within the existing quality assurance system.

Types of evidence:

- Documentation showing internal review procedures and an explanation of how this links to the existing quality assurance processes operated by the organisation. Arrangements for identifying and actioning any corrective and preventative measures arising out of internal reviews.

4.5. Document a procedure for making an annual self-assessment of its third party credit rating activity.

Types of evidence:

- Proposed procedure and documentation of the annual self-assessment of third party credit rating activity.

4.6. Show how the third party credit rating function and its associated quality assurance are supported by staff development, continuing professional development and/or professional development planning.

Types of evidence:

- For individuals undertaking credit rating processes for third party provision, examples of the organisations: training programme for credit rating; continuous professional development and/or personal development programme; and induction training.

Annex 3.5. SCQFP Approved Credit Rating Body

Annual Monitoring Review: Self-Assessment Form and Guidance notes

Annual Monitoring Self-Assessment Form Guidance Notes

PLEASE READ THESE NOTES BEFORE COMPLETING THE ANNUAL MONITORING FORM

Introduction

This self-assessment form requires to be completed as part of the Annual Monitoring Review process for SCQF Partnership approved Credit Rating Bodies (CRBs). The annual monitoring review process involves completion of this form and (where applicable) an annual monitoring visit to the CRB.

All information provided for the annual monitoring review will be treated in the strictest confidence.

The Form comprises of 7 sections relating to:

1. General information about the CRB
2. Criterion 1 – A Body of Good Standing
3. Criterion 2 – Robust Quality Assurance System
4. Criterion 3 – Capacity and Commitment
5. Criterion 4 – Providing a Credit Rating Service for Third Parties
6. Additional information required from collaborative partnerships
7. Checklist

All CRBs must complete information for Sections 1 – 4. You only need to complete Sections 5 and/or 6 if those sections are relevant to your organisation.

Evidence to be submitted

In addition to completing the form you are asked to supply, as a minimum, the evidence listed below:

- The most recent set of audited annual accounts for the CRB;
- An anonymised copy of a learner's certificate issued in the previous 12 months (and transcript where applicable);
- An up-to-date copy of all SCQF credit rating processes and procedures as operated by the CRB over the last 12 months;

- A copy of the report(s) from (a) the most recent internal review of the general quality assurance system and (b) the most recent internal review of the CRB's credit rating system currently in operation including third party credit rating if applicable;
- A copy of the report from the most recent external review of the CRB's credit rating processes and system
- A copy of the report from the most recent external review of the CRB (i.e. other than by the SCQF Partnership);
- A complete listing of the CRB's current SCQF credit rated provision carried out under their authority as a SCQFP Approved CRB;
- Details of the number of certificates including which have been issued over the last 12 months to candidates for each credit rated programme
- Examples of marketing material promoting the CRB's SCQF credit rated provision and SCQF generally;
- For CRBs carrying out third party credit rating the following should be provided for activity within the last 12 months:
 - A list of all programmes and third party organisations
 - An example of any guidance material sent to third parties through the credit rating process
 - An example of a letter confirming credit rating decisions to a third party
 - A sample of the ongoing annual monitoring of third parties
 - A copy of the internal review of the third party credit rating process (this may be included in the overall internal review of credit rating processes)
- For collaborative partnerships, minutes of any meetings between the partners reviewing the partnership and/or the credit rating activities;
- For collaborative partnerships, a copy of any new or amended contract between the partners.

In addition you should also supply any other documentation that you consider relevant for providing evidence that your CRB is continuing to meet the criteria for being an SCQF approved CRB. This may be documents relating to:

- the credit rating process;
- the organisational structure and constitution;
- quality assurance systems – particularly where these illustrate changes that have taken place over the last 12 months;
- staff training
- information about future credit rating activities and plans

You should indicate clearly the pieces of evidence you are submitting to support your statements within each of the responses to the questions in the sections of the self-assessment form.

Where the evidence is part of a larger document, you should consider carefully whether the review team needs the whole document and if the whole document is not deemed necessary include either an extract or clearly highlight the relevant section(s).

All pieces of evidence should be given a reference number either on the document or in the title of the electronic file and this number should be used in the evidence listing in Section G of the self-assessment form.

Completing the self-assessment form

The self-assessment form should be used to provide evidence that your CRB continues to meet the criteria for being a Credit Rating Body for the SCQF. It should provide the SCQF Partnership with up-to-date information about your SCQF credit rating activities over the last 12 months and your plans for the future. It is therefore very important that you refer to the Quality Criteria documented within the **SCQF Quality Assurance Model** to ensure you are providing the relevant evidence and information.

You should take care to document any changes that may have been made to your systems and processes highlighting any areas where these have been the result of internal and external reviews.

As well as the Quality Criteria you should also bear in mind the risk factors as outlined in the Quality Assurance Model which are that the CRB:

- Continues to be secure, stable and viable
- Has robust processes
- Is subject to review by an external quality assurance body
- Employs staff experienced in SCQF credit rating
- Provides training and CPD in credit rating
- Has a good credit rating track record within SCQF
- Takes action in response to reports and reviews – both internal and external
- Has changed the volume of its credit rating activity – up or down
- Has changed the scope of its SCQF credit rating – wider or narrower
- Has had changes in personnel with responsibility for SCQF credit rating
- Has had no activity since the last self-assessment report
- Has taken action on complaints made to the SCQF Credit Rating Body and/or the SCQF Partnership

These will be considered within the body of the final report by the annual monitoring team.

You should also ensure that you take into consideration the 25 principles as outlined within the SCQF Handbook which all CRBs must adhere to when formulating your responses.

Returning the self-assessment form

Please return your completed self-assessment form, along with the evidence requested, by the deadline agreed to reviews@scqf.org.uk.

Where possible the form and the evidence should be sent in electronic format. Where this is not possible, hard copy will be accepted however the CRB should provide 3 sets of the form and all evidence.

If you have any questions about completing this self-assessment form, providing relevant information or about the annual monitoring process itself, please contact the SCQFP Office on Tel: 0141 225 2924 or at the email address above).

What happens next?

As part of the annual monitoring review process you will have been advised whether or not your CRB will undergo a visit in the current year. Please note that for the first 3 years after approval a visit is mandatory. Following a successful Periodic (4-yearly) Review it is at the discretion of the SCQF Partnership Board whether or not a visit will take place.

Where a visit is required:

- I. On return of the completed report, officers of the SCQF Partnership will review the evidence provided against the criteria for being an SCQF approved CRB. They will draw up a further set of questions / topics to be discussed at the visit which are designed to clarify any points in the self-assessment report. The CRB will be given advance notice of the questions / topics. In addition, the information provided will be cross checked with the SCQFP database.

The visit will be arranged for a mutually suitable date and the team will consist of two members of the SCQFP Executive Team. The visit should normally last no more than one day.

After the visit, a report is compiled by the SCQFP Officers and shared with the CRB for checking on factual accuracy before being submitted to the SCQF Quality Committee. The Committee will then make a decision relating to the ongoing status of the CRB. On receipt of the report, the CRB will be expected to respond to any conditions and recommendations in the form of an action plan.

Where a visit is not required:

- II. The information and evidence in the self-assessment form will be reviewed by officers of the SCQF Partnership against the criteria for being an SCQF approved CRB to ensure that the CRB continues to meet the requirements for credit rating for the SCQF. Additional evidence may be requested if required and the Executive

Team may contact the CRB on points of clarification.

A report, compiled by the SCQFP Officers, will be shared with the CRB for comments on factual accuracy before being submitted to the SCQF Quality Committee. The Committee will then make a decision relating to the ongoing status of the CRB. On receipt of the report, the CRB will be expected to respond to any conditions and recommendations in the form of an action plan.

What happens if the CRB fails to meet all criteria?

It is possible that issues will sometimes arise from the information provided to the SCQF Partnership. These will be noted in the report that goes to Quality Committee. Quality Committee members will make any conditions and recommendations and may advise the Board on these issues and any actions that have been taken as a result. The Committee may also seek advice from the SCQF Board on any matters which may arise.

In all cases, the CRB will be supported by the SCQF Partnership to address the issues. However, in the event that an issue is deemed particularly serious, the SCQF Partnership reserves the right to instruct the CRB to suspend its credit rating activities for the SCQF on a temporary basis.

Where the issue(s) are not resolved satisfactorily the SCQF Partnership reserves the right to ultimately withdraw the right to credit right completely. This option will only be adopted in exceptional circumstances and the approved CRB will be supported in every way before such an option is taken.

Annual Monitoring Self-Assessment Form

Please read the Annual Monitoring Self-Assessment Form Guidance Notes before completing this form. You should complete the form as fully as possible taking care to indicate the evidence to support your statements in each of the responses.

Section A – Credit Rating Body Details
A1 Name of Credit Rating Body
A2 Key contact details for the self-assessment form (if different from the current SCQF Key Contact)
A3 Please detail the process that has been followed to produce this self-assessment and in particular which key senior personnel and key committees have been involved or consulted
A4 Date of Submission:

Section B – Criterion 1 – a body of good standing

B1 Please detail any changes to the constitution, structure and governance of the CRB in the last 12 months. Please detail any impact these changes have had on the credit rating processes within the CRB.

B2 Please detail any changes to the staff development policy of the CRB or any other changes to training and development processes in the last 12 months

B3 Please detail any changes that have been made to the CRB's diversity and equality policy (or equivalent policies) in the last 12 months

B4 Please detail any new partnerships with education and training providers in the last 12 months in terms of delivering quality assured learning in Scotland or for the Scottish market

B5 Please give details of the CRB's current strategy and/or business plan in relation to the delivery of learning in Scotland or for the Scottish market.

Section B cont'd

B6 Please add any supporting statements you would like to make that you consider are relevant to this section

Section C – Criterion 2 – Robust Quality Assurance System

C1 Please detail any changes to the CRB's quality assurance policy and procedures in the last 12 months. Please also detail what prompted these changes and what impact (if any) these changes have had or are expected to have.

C2 Please detail any changes to the management of the systems of quality assurance in the last 12 months (eg changes to job roles, responsibilities, personnel etc)

C3 Please detail any changes that have been made to the processes of programme design, approval, validation, accreditation, assessment or other related activities in the last 12 months

Section C cont'd

C4 Please detail the key findings and actions arising from the latest internal review of the CRB's quality assurance arrangements.

You should also indicate here who carried out this review, what the scope of the review was and when it was carried out

C5 Please detail the key findings and actions taken as a result of the most recent external review of the CRB's quality assurance systems and processes

You should also indicate here who carried out this external review, what the scope of the review was and when the review was carried out

(Please note that this does not include any review activity by the SCQFP)

C6 Please indicate the date and scope of the next external review to take place and who will be carrying this out

(Please note this does not include any review activity by the SCQFP).

C7 Please add any supporting statements you would like to make that you consider are relevant to this section

Section D – Criterion 3 – capacity and commitment

D1 Please detail any changes to the credit rating processes and procedures used by the CRB in the last 12 months.

You should indicate why these changes were made and what impact they have had or are expected to have

D2 Please give details of any difficulties or issues you have encountered in the last 12 months in relation to the operating of your credit rating processes. Please indicate how these were resolved.

D3 Please detail what programmes you plan to credit rate onto the SCQF over the next 12 months

D4 Please detail the CRB's strategy for ensuring that the correct staff receive the most appropriate training on SCQF and SCQF credit rating.

Section D cont'd

D5 If the CRB uses its own SCQF training materials any changes made to the content of that training since the previous SCQFP monitoring review should be detailed here
Revised training materials should be also included in the evidence submitted

Please detail how, as a CRB, you promote the use of the SCQF to your staff and to your learners.

Please detail how you promote the SCQF levels and credits allocated to programmes through your credit rating processes to staff within your organisation and to delivery centres (if appropriate)

Please detail the process you undertake to internally review your credit rating system and the decisions that you have taken as a CRB

Please add any supporting statements you would like to make that you consider are relevant to this section

Section E – Criterion 4 – Third Party Credit Rating Only

Please detail any changes you have made to your credit rating systems and procedures which particularly impact on your work with third party organisations.

Please give details of your current strategy or business plan in relation to your credit rating work with third party organisations.

You should include here any specific plans you may have for the promotion of this service, any organisations you plan to work with over the next 12 months or any plans you have to expand or contract your third party credit rating

Do you give staff involved in third party credit rating any additional training to that detailed in Section D? If yes, please give brief details here

Please indicate if there have been any issues encountered within your credit rating activities with third party organisations

In particular, please include here details of any appeals or complaints and any issues of a quality assurance nature

Section E cont'd

Please outline how as a CRB you communicate to third party organisations their responsibilities once they have a programme credit rated

Give a brief outline of the outcomes of your annual monitoring reviews of third party organisations, any issues which have arisen and how these have been dealt with

Please add any supporting statements you would like to make that you consider are relevant to this section

Section F – Collaborative Partnerships Only

Please detail any changes to the collaborative partnership arrangements that have not already been communicated to the SCQFP

You should include here any changes to roles, responsibilities and procedures relating to that contractual arrangement

What is the current strategy for the future of the collaborative partnership

Please detail if there have been any issues relating to your collaborative partnership and how these have been resolved

Please briefly summarise if there have been any issues regarding your credit rating activities which have impacted on your collaborative partnership

Please add any supporting statements you would like to make that you consider are relevant to this section

Section G – Evidence List

Please use this section to indicate all documents accompanying this self-assessment as evidence. You should give each document a number and clearly indicate this on the document or within the title of the file.

You should then complete the table below using this number placing a X in the relevant section box. If you have cited the document as evidence in more than one section then you should put a cross in all of those relevant.

Document Number	Page 1 list	Section A	Section B	Section C	Section D	Section E	Section F

Annex 3.6. Example of a Certificate Issued by an SCQF Approved CRB for Non-formal Learning



This is to certify that

Name

of

SCOTTISH FIRE & RESCUE SERVICE

Completed

FIRE SAFETY OFFICERS COURSE

WEEKS 3 - 8

and has been awarded XX credit points

at SCQF Level X

Credit rated by the Scottish Police College - Tulliallan

Date



Annex 3.7. Example of the Credit Rating Process by an SCQF Partnership Approved Credit Rating Body

“XXXXXX” Application for Credit Rating Service

1 Introduction

The following describes the credit rating process undertaken within XXXXXX in the credit rating of programmes of learning. It also details the requirements of the Credit Rating Team (CRT) and the Decision Making Group (DMG).

This process is detailed in the accompanying flow chart which gives step-by-step guidance on what happens when, by whom and what documentation is to be used for that part of the process.

Note: For the purposes of this document the term “Submitting Body” will refer to either a department within the organisation or any other internal or external organisation submitting a programme for credit rating.

2 Development of programmes

Once a training need has been identified and approval for delivery has been gained through the appropriate governance structure, the relevant submitting body will liaise with the Quality Assurance Unit (QAU) to ensure Quality Assurance processes are being adhered to.

3 Submitting Body

The submitting body will make initial contact with the Training Quality Assurance Co-ordinator (TQAC) within the QAU. All programme design will follow the guidance and principles laid down in the National Framework for Quality Assurance in Training and Education, available on the organisations intranet.

During this process initial guidance, consultancy and support are offered by the TQAC. After the initial guidance, consultancy and support, a member of the QAU will be allocated to the programme for the duration of the consultancy period ensuring that a comprehensive programme design specification document is produced. This document forms the basis for any credit rating activities that may follow and covers areas such as;

- background and rationale for the programme,
- entry criteria, course aim and outcomes,
- structure and timings,

- learning, teaching and assessment methodologies,
- student support and resources,
- quality assurance processes and procedures.

All programme design specification documents follow the same standardised format to allow for consistency and familiarity for programme designers.

After the consultancy period and once the design specification and any accompanying training materials have been quality checked, approved and signed off by the Quality Assurance representative, the programme may then be submitted for credit rating to the Quality Assurance Manager (QAM).

The submitting body is required to submit the following;

- form CR 1 (internal application for credit rating)
- programme design specification document
- a component grid with a breakdown of notional learning hours
- all training materials including any manuals and training aids.

Programme designers are required to make themselves available to answer any questions/queries posed by the credit rating team, at the credit rating event.

A documentation pack will be made available during the initial consultancy meeting.

4 Credit Rating Team – CRT

The programme is then allocated to a credit rating team with a team leader appointed by either the QAM or the TQAC. The team will be made up of suitably trained staff that have undergone the initial credit rating workshop training and have observed a live CRT, in at least 2 credit rating events using the QA credit rating forms, and having been mentored by an experienced credit rater. The credit rating team will be made up of at least three staff. It would be preferable that at least one member of the credit rating team will have proven occupational expertise within the area. If this is not the case the course designer must be available to liaise with the team throughout the credit rating event.

All documentation, including the initial programme design specification checklist will be provided to the team at least two weeks prior to the event, in order that any questions can be highlighted to the CRT team leader. Prior to the event the CRT team leader and the TQAC will meet to discuss any questions arising from the team.

Pen pictures are held for all credit raters detailing their areas of expertise, their current roles and their training experience.

Form CR 2

Form CR 2 is used to obtain supplementary information, where required, by the CRT team leader.

Form CR 2A

Where necessary the CR 2A form can be used to obtain further information from the submitting body.

Form CR 3

The CRT are asked to look individually at each learning outcome and then to come together to agree a moderated decision on the level of each outcome.

Once this process has been completed, and agreed, the CRT forward their decision to the Decision Making Group (DMG) using form CR 3. This includes the rationale and justification for their decisions along with a component grid breakdown of learning hours.

5 Decision Making Group - DMG

The role of the Decision Making Group is to ratify the decision of the CRT. The DMG are not required to carry out a further rating of the programme but will look at the decisions and justifications of the CRT and allocate the appropriate decision for a rating and level for the programmes. There are 3 possible outcomes from the DMG:

- A. Approved (without condition)
- B. Approved with conditions/recommendations
- C. Not Approved.

Form CR 4

Both the CRT and submitting body are informed of the decision of the DMG using the form CR 4. This will include rationale of the DMG for the decisions made.

Remedial work

If the programme requires any remedial work to be carried out, (from decisions B or C above) whether recommendations or conditions, the TQAC will liaise with the submitting body to arrange a suitable time to review the credit rating decision.

Once this work has been completed the submitting body will either provide evidence that the conditions/recommendations have been actioned (decision B) or will re-submit the programme to the TQAC for the process to be completed (decision C)

6 Formal Notification - (CR 5)

On completion of the above, the submitting body is then informed officially of the SCQF Level and credit points allocated to the programme and informed that any certificates issued should contain these details. Further to this the certificate will be approved to use joint badging of XXXXXX College and SCQF and any agreed Third Party logos, where appropriate.

Details of the decision will then be presented to TQRC for consideration and discussion. The particulars of all credit rated programmes are held on a central database at the College and uploaded onto the SCQF database.

7 Appeals

Submitting bodies have the right to appeal the decision of the credit rating process and request clarification as to the outcome. This initial contact should be on an informal basis and be directed to the TQAC to seek guidance and clarification as to the outcome. If this does not satisfy the submitting body a formal appeal is to be sent to the QAM within 7 days of the receipt of the formal notification and must detail the nature of the appeal and the area of clarification. The DMG will be reconvened to review the appeal and a final decision made. This decision will be notified to the submitting body within 14 days of the receipt of the formal appeal.

8 Associated Forms

XXXXXX College Credit Rating Service Associated Forms

CR 1	Credit Rating Submission Document
CR 2	Initial Request for information
CR 2A	Additional request for information
CR 4	Credit Rating Decision
CR 5	Letter of Notification
CR 6	Annual Report

Form CR 1 Training

Credit Rating Submission Document

Section 1 – Programme Summary Information	
1.1 Programme Details: Insert programme title here.	
Submitting Body:	
Point of Contact - Nominated divisional rep.	
Aim of the programme: <i>The specific aims of the programme should be entered here.</i>	
Programme rationale: <i>Please specify the overall rationale for the programme and its background.</i>	
Programme details: <i>Give a brief description of the planned delivery of the programme.</i>	
Suggested SCQF Level & Rating	
Signature of Submitting Body lead staff	
Date submitted for CR	
Date submitted to DMG	

1.2 Planned volume of students / frequency of programme

Please provide details of the proposed number of learners per year and how often programme will be delivered.

1.3 Entry requirements: *(prior knowledge, experience or qualifications)*

Enter minimum entry standards for the programme i.e. Completed pre-reads, courses attended or levels of experience.

1.4 Learning Outcomes:

*There should be a clear set of **higher** level outcomes detailed here for the programme.*

1.5 Method of Assessment:

Give a brief insight into the assessment instruments to be used in this programme.

Section 2 – Specific programme information

Please refer to the submission guidance document when completing this section

2.1 Please answer the following questions by double clicking and placing a check mark in the appropriate box.

Yes No

Does the learning programme have clearly identified learning outcomes?

☐ ☐

If yes, are the outcomes formally assessed?

☐ ☐

Is the learning programme externally quality assured?

☐ ☐

Does the learning programme have a notional credit rating of more than one credit (i.e. 10 notional learning hours)?

☐ ☐

IF YOU HAVE ANSWERED NO TO ANY OF THE ABOVE QUESTIONS, PLEASE CONTACT THE TQAC FOR FURTHER ADVICE

2.2 Please indicate how the quality assurance of the learning programme is resourced.

2.3 Has this learning programme been delivered to learners?

Yes No

(If yes, please provide details)

☐ ☐

2.4 Has this learning programme been recognised by an Awarding Body or professional body?

Yes No

(If yes, please refer to the Guide for submitting programmes and provide details)

☐ ☐

Section 3 – SCQF Component Grid

3.1 Notional Learning Hours Breakdown

Component breakdown (if relevant) (e.g. topics/ sections from the component)	Formal input (e.g. contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional Activities (e.g. developing practice, reflection, research/study time) (hrs)	Assessment (e.g. planning, completion of assessment tasks) (hrs)	Total time
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Total hours				
			Credit value (hrs/10)	

Notes on Approach

In this section you should give details of how the breakdown of the above activities was arrived at and how they enhance/support the learning activities.

Form SPC CR 2**Initial Request for Information**

This form should be completed by the Credit Rating Team Leader (CRTL). If no comment is made against a section, please indicate this.

Please complete in black ink or typescript.

GENERAL INFORMATION

Name of Credit Rating Team Leader:

Contact Details of CRTL:

Submitting Body:

Title of learning programme submitted:

Submitting Body Nominated Representative:

Contact Details of Submitting Body Nominated Representative:

CR 2 (Learning Programme Information) Comments/Queries	
Section	1: General Information 1.1: Programme Details
CRTL Comments	
Submitting Body Comments	
Section	1: General Information 1.2: Volume of Students
CRTL Comments	
Submitting Body Comments	
Section	1: General Information 1.3: Entry Requirements
CRTL Comments	
Submitting Body Comments	
Section	1: General Information 1.4: Learning Outcomes
CRTL Comments	
Submitting Body Comments	
Section	1: General Information 1.5: Method of Assessment
CRTL Comments	
Submitting Body Comments	
Section	2: Specific Programme Information 2.1 SCQF Criteria
CRTL Comments	
Submitting Body Comments	

CR 2 (Learning Programme Information) Comments/Queries	
Section	2: Specific Programme Information 2.2 How is the Quality Assurance of the programme resourced?
CRTL Comments	
Submitting Body Comments	
Section	2: Specific Programme Information 2.3 Has this learning programme been delivered to learners?
CRTL Comments	
Submitting Body Comments	
Section	2: Specific Programme Information 2.4 Has this learning programme been recognised by an Awarding Body or professional body?
CRTL Comments	
Submitting Body Comments	
Section	3. SCQF Component Grid 3.1: Notional Learning Hours breakdown
CRTL Comments	
Submitting Body Comments	
Section	Design Specification 4.1: Programme Structure and Timings
CRTL Comments	
Submitting Body Comments	
Section	Design Specification 5.1: Achievement of Aims
CRTL Comments	
Submitting Body Comments	

CR 2 (Learning Programme Information) Comments/Queries	
Section	Design Specification 6.1: Learning, Teaching and Assessment methods
CRTL Comments	
Submitting Body Comments	
Section	Design Specification 7.1: Student Support
CRTL Comments	
Submitting Body Comments	
Section	Design Specification 8.1: Resources
CRTL Comments	
Submitting Body Comments	
Section	Design Specification 9.1: Regulations
CRTL Comments	
Submitting Body Comments	
Section	Any other questions
CRTL Comments	
Submitting Body Comments	

Form CR 2A**Additional Request for Information**

This form should be completed by the Credit Rating Team Leader (CRTL).	
Please complete in black ink or typescript.	
GENERAL INFORMATION	
Name of Credit Rating Team Leader:	
Submitting Body Nominated Representative:	
Title of learning programme submitted:	
Date of submission by CRTL:	
Date received from Submitting Body Nominated Representative:	
Additional Documents supplied:	

CR 2A (Learning Programme Information) Additional Comments/Questions	
CRTL Comments/Questions	
Submitting Body Comments/Answers	
CRTL Comments/Questions	
Submitting Body Comments/Answers	
CRTL Comments/Questions	
Submitting Body Comments/Answers	

Form CR 4**XXXXXX College****Credit Rating Decision Making****Credit Rating Reference:**

Programme Title:	
Submitting Body:	
Decision Summary:	
SCQF Level:	Core Outcomes: Level
	Electives: Level
	Overall Level: Level
SCQF Credit Points:	Core Outcomes:
	Electives:
	Total Credit Points:

XXXXXX College**Decision Making Group – Recommendations**

Programme Details:			
Submitting Body			
	Comment on Justification & Rationale		
Outcome 1 :			
Outcome 2 :			
Outcome 3 :			
Outcome 4 :			
DMG Membership			
Decision:	Approved without conditions	Approved with conditions	Not Approved
Confirmation of Rating & Level	Level:	Points:	
Conditions & Recommendations			
Signed by Chair of DMG		Date:	

Form CR 5 Letter of Notification

Insert Name

Address of Submitting Body

Reference:

Date:

Dear

Course and Course Number

Name of Submitting Body recently submitted the above course for formal credit rating. The recommendations from the Credit Rating Team have been closely considered by the nominated Decision Making Group (DMG) who can now confirm the following:

SCQF Level Allocated: Level SCQF Points Allocated:

Period of Credit Rating: X years – from – to with a suggested re-validation / review period starting in.

A full outline of decisions with recommendations can be seen within the CR4 document and will be communicated to the ----- Unit for their perusal.

Details of this credit rating can now be confirmed to each student successfully completing the course **and** all associated assessments, and can now be included on formal course certificates for courses starting from this date on.

May I take this opportunity to remind you that credit rating of training courses remains subject to appropriate internal and external quality assurance measures being adhered to, and the completion and submission of an annual report submitted to QA Training and Educational Standards.

Training and Educational Standards will provide the necessary assistance and guidance in regard to any Quality Assurance and Design Specification requirements and review.

It is also essential that details of any future changes in course content or structure are submitted to Training and Educational Standards at the earliest opportunity to allow for assessment on any impact this may have on the credit rating status of this programme.

Yours Sincerely

XXXXXXXXXXXXXXXXX (as Chair of Decision Making Group)

Quality Assurance Manager

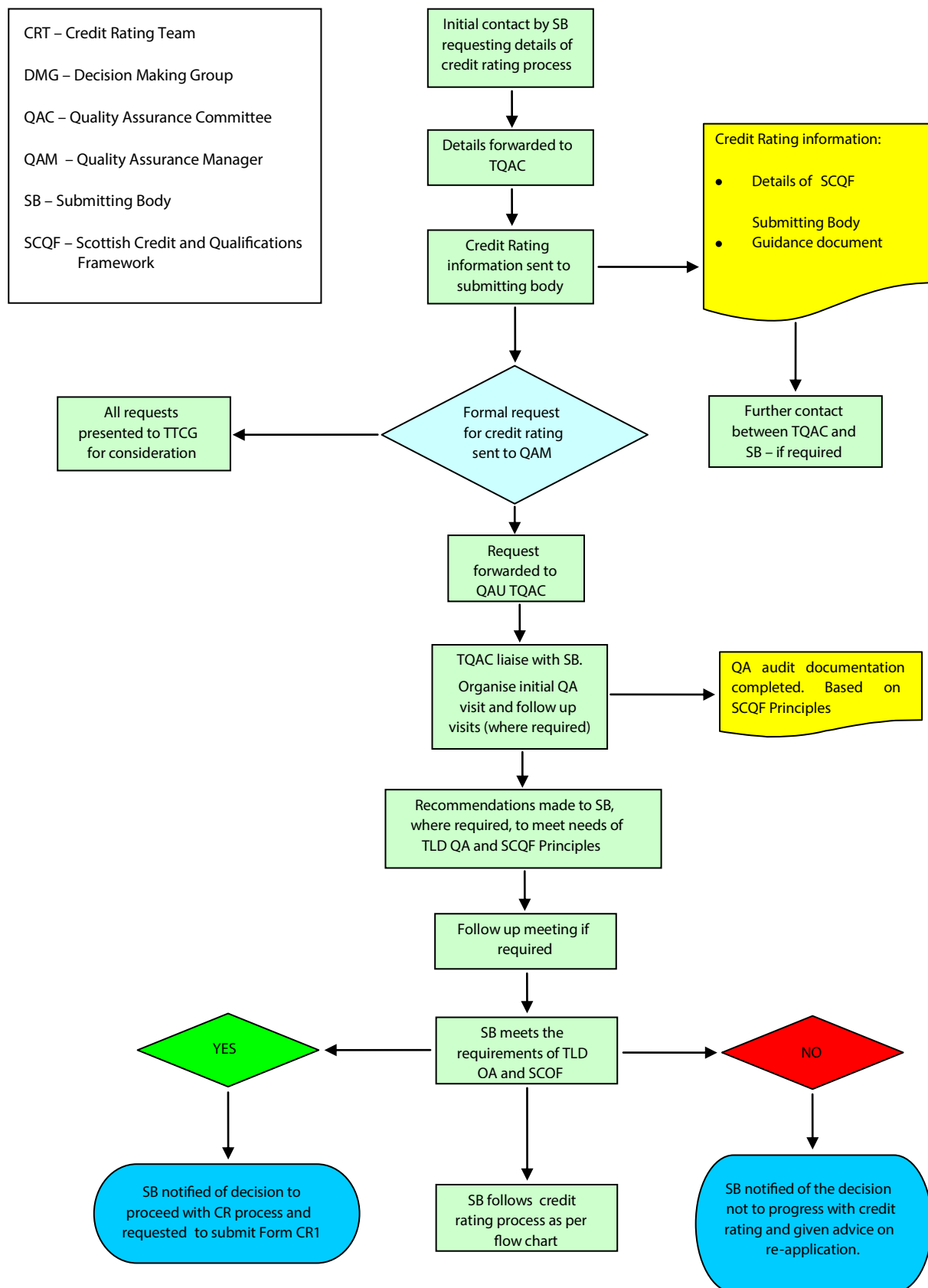
Form CR 6 Annual Report

QUALITY ASSURANCE ANNUAL REPORT		
This form should be completed by submitting bodies on an annual basis who have had qualification(s) /learning programmes accredited		
SECTION 1: GENERAL INFORMATION		
Name of submitting body		
Name of main contact		
Telephone number		
Email address		
Qualification(s)/Learning Programme(s) previously SCQF Credit Rated by CRB		
SECTION 2: QUALIFICATION(S)/LEARNING PROGRAMME(S)		
Have there been any amendments or changes to the outcomes within your qualification/learning programme? <i>If yes, please provide comment and supporting evidence of these changes.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please provide copies of all Quality Control reports produced in the last 12 months including Internal Audit and External Verification reports which are relevant to the qualification/ learning programme listed above. Please highlight any key issues identified in these reports and any action taken to address these.	Enclosed <input type="checkbox"/>	

SECTION 3: CANDIDATES AND CERTIFICATION		
Have candidate numbers exceeded expectations? Please provide details	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has gaining SCQF credit rating impacted on the number of candidates undertaking the qualification/learning programme? Please provide details	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many candidates have been certificated in the last 12 months?		
How many candidates have been withdrawn from the qualification/learning programme in the last 12 months?		
Please provide a blank copy of the candidate certificate	Enclosed <input type="checkbox"/>	
SECTION 4: SCQF CREDIT RATING		
What added value has the SCQF credit rating of this qualification/learning programme brought to your Organisation /Department?		
How have you publicised the SCQF credit rating of your qualification/learning programme in the last 12 months?		
Do you have any other qualifications/learning programmes which you are considering for credit rating? If yes please give details below including any timelines for submission?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

SECTION 5: ANY OTHER RELEVANT INFORMATION		
Do you have any other comments you wish to make in support of this annual report or the SPC Credit Rating Service?		
SECTION 6: ENCLOSURE CHECKLIST		
Documents:	Yes	No
External Quality Assurance Report	<input type="checkbox"/>	<input type="checkbox"/>
Sample Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Any other relevant documentation – please list below	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 7: DECLARATION		
I declare all information in this form to be accurate		
Signature:	Date:	
Name (please print):		
Position (please print):		
Please provide copies of all Quality Control reports produced in the last 12 months including Internal Audit and External Verification reports which are relevant to the qualification/learning programme listed above. Please highlight any key issues identified in these reports and any action taken to address these.		Enclosed <input type="checkbox"/>

XXXXXX College – Application/Request for Credit Rating



XXXXXX College – Credit Rating Process

CRT – Credit Rating Team

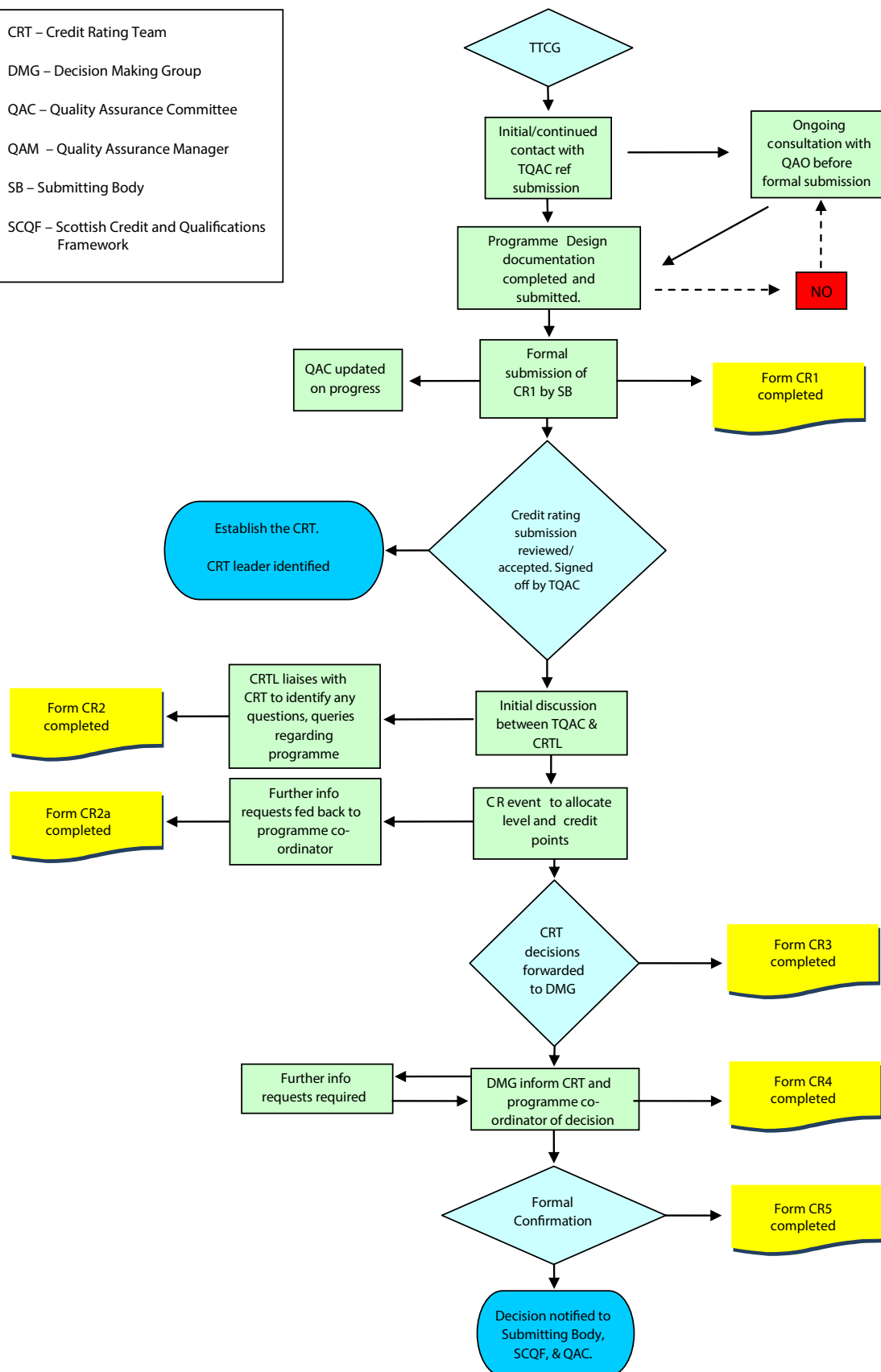
DMG – Decision Making Group

QAC – Quality Assurance Committee

QAM – Quality Assurance Manager

SB – Submitting Body

SCQF – Scottish Credit and Qualifications Framework



Annex 3.8. Case Study Examples of Non-formal and Informal Learning Programmes and Qualifications on the SCQF

Case Study 4: Microsoft

Background

Microsoft is known across the globe as a household name in IT and nearly all of us will have had some experience of their products or services, even if we are not aware of it. It is a technology leader that creates innovative software to help individuals and organisations realise their full potential. The company has spent many years in Scotland working closely with the education sector to make Microsoft certification and training affordable and adaptable to delivery within standard qualifications such as degrees and Higher Nationals.

Rationale

Microsoft has had a long term interest in how it could best help Scotland's economy and the skills of its people. It was among the first companies to become interested in the SCQF to further the skills work it has been doing in Scotland during the last ten years. A recent survey amongst colleges highlighted the need to move forward and to obtain credit rating so that Microsoft certifications could be used as credit towards SQA qualifications and other purposes.

The Process

The SCQF Partnership advised Microsoft as to where the Framework could be most effective to their business and the routes to having their programmes recognised on the SCQF. The programmes which have been credit rated to date cover a range of skills – providing for the needs of those who look after desktops in a variety of sizes of organisations and the backroom technicians who look after the server.

Benefits

The SCQF was developed to help both employers and employees understand and compare the range of qualifications available in Scotland. Mainstream qualifications, such as those offered in schools, are included in the Framework and Microsoft is one of the private sector companies that has stepped up to the mark to place its industry-standard certifications on the SCQF.

Specialists recognise the value of the Microsoft programmes. Having them on the SCQF means they can be used within college programmes ensuring that graduates can develop the latest skills and gain credit for what they achieve. The collaborative work between the public and the private sectors enables young people to have the right skills at the right time while driving Scotland's economy forward. The credit rated programmes range from SCQF Level 7 to SCQF Level 9 with a value of 9 to 40 SCQF Credit Points. They were credit rated by the University of the West of Scotland.

The Director of Microsoft Scotland, commented, *“Working with the SCQF has enabled Microsoft to bring a formal recognition of its own certification system in terms of credit and level. This is valuable in that it brings together qualifications from the worlds of industry and academia, thus establishing a mutual parity to support the Scottish Government's skills strategy. In practical terms, those responsible for hiring IT professionals for industry vacancies now have, for the first time, a method of comparing different qualifications on applicants' CVs. This will bring benefit to Microsoft, its tens of thousands of solution partners and hundreds of thousands of customers.”*

Case Study 5: **Children 1st.**

Background

The vision of CHILDREN 1ST is for a happy, healthy, safe and secure childhood for every child and young person in Scotland. For over 125 years, CHILDREN 1ST has been working to build a brighter future for Scotland's vulnerable children and families. We work to safeguard children and young people, to support them within their families and to help them recover from abuse, neglect and violence. We speak out for children's rights and campaign to change attitudes. CHILDREN 1ST has a long tradition of involving volunteers and highly value the unique contribution that volunteers make to the charity. The energy, enthusiasm, skills and experience which volunteers bring, enrich the work of paid staff and help them to provide high quality services for vulnerable children, young people and their families. The organisation has around 270 staff and 900 volunteers in 27 locations across Scotland.

Rationale

With funding available by the Scottish Government, the SCQF Partnership established a project to support learning programmes using a community learning and development approach, by having them credit rated on to the SCQF. 2012-13 was the first of a three-year project aimed at supporting the credit rating of up to 30 programmes.

Challenge

Volunteers come to CHILDREN 1ST with a wide range of skills, abilities and motivations. Some of their motivations are simply to "help a child", while others are looking to develop skills for personal development or professional reasons. CHILDREN 1ST believed that SCQF credit rating would be attractive to volunteers who have few or no qualifications in this field and that they could be used for progression in their personal or professional life.

The Process

CHILDREN 1ST originally got involved in the credit rating process through its involvement in the Community Learning and Development (CLD) Council for Scotland's CLD approval process. The CLD approval panel recommended that CHILDREN 1ST would apply for the Scottish Government and SCQF project in order to have the programme credit rated. Following an initial information workshop, the first step was to complete a work plan of tasks. CHILDREN 1ST had an existing volunteer training programme which was amended and adapted to the needs of the credit rating process. Many of the learning outcomes were amended through the process. A consultant who was working with SCQF supported the organisation. The consultant liaised with CHILDREN 1ST and the credit rating body – Edinburgh's Napier University. CHILDREN 1ST was successful in the credit rating process and now has an SCQF 5 credit rated programme for our volunteers titled, "Supporting Children Young People and Families: Volunteer Training and Assessment Programme".

Benefits

Having its programmes credit rated and assigned a level is extremely important for the organisation as it provides the opportunity for its volunteers to get recognition for their learning in the workplace. It also helps their understanding of courses and programmes that lead to qualifications.

Case Study 6: **The National Navigation Award Scheme (NNAS)**

Background

The National Navigation Award Scheme (NNAS) was launched at the Royal Institute of Navigation in 1994. The Scheme is a personal performance, non-competitive, incentive scheme for all ages to learn navigation skills and gain confidence to get out and enjoy the countryside. The NNAS is recognised by many outdoor and outdoor training related organisations as a sound and encouraging training system to learn the skills of land based navigation and gain confidence in planning your own outdoor journeys.

Rationale

West Highland College (UHI) were keen to credit rate some outdoor programmes and had a budget to make this happen. They approached the NNAS and the decision was taken by the Board to credit rate their Bronze Award. In many ways the decision was an easy one and came along at the right time for the Board.

The Process

The focus of the Young Navigator Star Awards is to encourage exploration and journeying in local areas using simple maps such as street maps, pictorial park maps and orienteering maps. There is a gradual learning progression via One Star (bronze), Two Star (silver) and Three Star (gold) levels with certificates and badges available for achieving candidates. The Young Navigator Star courses are fantastic for youngsters to actively learn outside the classroom, and the Gold level is often used as a lead-in for the Duke of Edinburgh Bronze award.

Given that the Bronze Award was the introductory programme and more people take part in this award – some 3,000 to 5,000 a year – this was considered the best choice for a first attempt at the credit rating process.

The Bronze NNAS Award involves navigation in the countryside using paths, tracks and other linear features, basic map interpretation and compass work. It was credit rated at SCQF Level 4 with 2 credit points. In the five months after a successful credit rating around 1500 people have participated and been certificated in the Bronze Award.

Benefits

The credit rated programme and its success in a relatively short time has invigorated the Board and given it a huge impetus to move forward with a number of other necessary changes. The Board's new motivation has led to changes in their Quality systems and processes which are now more comparable to other similar organisations. They are about to launch a new digital online system which will impact on those who engage with the NNAS. In a business sense the new credit rated programme has made selling the Bronze Award much easier to Headteachers and parents. The Award is now seen as having added value with a new badge, new qualification and both recognition and improved credibility.

The experience of the last few months has had a very significant effect on the Board which clearly sees the benefits of credit rating and the SCQF. The credibility of the new Bronze Award has allowed penetration into Northern England with uptake based on the credit rated added value of the programme.

Case Study 7: The Royal Yachting Association Scotland (RYA Scotland)

Background

The Royal Yachting Association Scotland (RYA Scotland) has two distinct roles. Firstly, it is a membership organisation charged with looking after the interests of individuals, clubs, training centres and affiliates of the RYA in Scotland. Secondly it is a recognised governing body for sailing in all of its forms in Scotland. The first of these roles is directly supported by the membership of the RYA and the second is supported by Sport Scotland, the national agency for sport. RYA Scotland has five full-time employees, 5 part-time employees and it is also currently working with an Intern position. In addition it has ten people who deliver activity on a contractual basis.

Rationale

With funding made available by the Scottish Funding Council, the SCQF Partnership established a programme of work to initiate and support a range of employer engagement projects. 2012-13 was the second of this three-year project aimed at raising levels of awareness of the SCQF and helping to bring together employers, colleges and universities to utilise the SCQF. This projects highlights how the SCQF can be used to develop progression routes, improve skills utilisation and recognise learner achievement through partnerships between employers, sectors and educational institutions.

The Process

The Development Manager of RYA Scotland was approached by SkillsActive Scotland offering an opportunity to get some of the RYA awards credit rated on to the SCQF. It was a great opportunity to work with educational establishments with a view to improving the quality of training.

Benefits

The Dinghy Instructor Award has been credit rated at SCQF level 8 with 7 credit points and the Powerboat Instructor Award at SCQF Level 8 with 5 credit points. These courses take place throughout Scotland and are available to those aged 16 and over. This process has introduced a number of new areas of working that requires RYA Scotland to deliver workforce training and development and fundamentally change the approach to delivering instructor training. This will improve the quality of the proficiency training delivered in Scotland. The process was comprehensive, useful and much easier than expected. RYA Scotland was provided with great support from the outset.

Learning Programme

The Powerboat Instructor course takes 3 days. However, pre-course work is required and the candidates have to have achieved a high level of powerboating prior to signing up for the course. This is verified by a pre-entry assessment, alongside a check of First Aid certificates and personal membership of the RYA. The course itself examines the delivery of training in the handling of powerboats and associated activities. The course is moderated on the final day, by an external moderator who verifies the ability of the candidates, as well as the performance of the trainer leading the course. The programmes are moderated by an external moderator who informs RYA Scotland about the quality of the course and candidate performance. This helps to monitor the training programmes and the standards of delivery.

Annex 3.9. Inventory of Key Questions for CRBs



The SCQF Partnership is participating in a project with a number of partners led by The Educational Research Institute (Instytut Badań Edukacyjnych – IBE) in Poland.

The main goal of the NQF-IN project is to provide evidence based support to national governments, EU agencies and key stakeholders in developing policies on including non-formal VET qualifications into National Qualifications Frameworks (NQFs). This will be done by:

- providing systematised knowledge on the organisational and financial solutions applied in seven EU countries on including non-formal VET qualifications into their NQFs,
- developing organisational and financial models related to the inclusion of non-formal qualifications to NQFs.

The project partners believe that better evidence based support for decision makers and stakeholders will provide more impetus and greater efficiency in NQF implementation and its opening to the non-formal sector, resulting in better VET and LLL policies within EU countries and at the EU level.

Context and definitions

The NQF-IN project defines non-formal sector qualifications as those qualifications which are awarded outside the formal school education system (general, VET, HE). This includes among others: private or market qualifications, qualifications from community/voluntary sectors and trade unions, regulated qualifications that are not awarded in the formal education system (e.g. SVQs), learning delivered in schools as part of Curriculum for Excellence but not necessarily on the SCQF and not regulated by SQA, and qualifications from regulated occupations and professions.

The project wishes to investigate the different types of non-formal sector qualifications that are included on the SCQF and the processes and procedures that are followed by the organisations carrying out these practises.

Next steps

With this in mind we are developing a number of interview questions which we hope to be able to discuss with you to assist us in compiling a Country Report as one of the key deliverables of the NQF-IN project.

Some potential questions are listed below although not all of these will apply to your organisation or institution and I would welcome the opportunity to meet with you to go over these questions and to investigate any emerging issues.

It is also necessary for us to obtain authorisation from you/your organisation to collect and process information and data that you provide. To this end we have created a Consent Form which we ask you to sign and authorise with an official organisation stamp following interview.

Thank you in advance for your co-operation.

Interview questions for NQF-IN project

Sample questions for CRBs:

Have you placed non-formal sector qualifications on the SCQF? What are they?

What are the critical factors for you when an application for credit rating is received?

Please describe the procedures or process used and explain if this process differs from placing formal qualifications on the Framework

How are the following elements considered in the process?

■ The use of Learning Outcomes

■ Quality Assurance

■ The use of levels and credit

What are the costs involved for all of the parties involved in the process?

What do you see as the role of the SCQF Partnership in this process?

How would you describe your organisations role in relation to placing non-formal sector qualifications on the SCQF?

What has been the main driver/motivation for placing these qualifications on the SCQF?

What are the benefits of including non-formal sector qualifications on a NQF?

Sample questions for key bodies:

How would you describe your organisations role in relation to placing non-formal sector qualifications on the SCQF?

Please describe the process/procedures in place for ensuring the quality of non-formal sector qualifications being place on NQFs

Sample questions relating to Third Party organisations:

What are the main considerations when credit rating something on behalf of a Third Party?

What has been the main driver/motivation for placing these qualifications on the SCQF?

What do you see as the role of the SCQF Partnership in this process?

What are the benefits of including non-formal sector qualifications on a NQF?

Is cost a stumbling block? Are there other barriers?



Co-funded by the
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of the European Union

Consent/Authorisation Form

On behalf of _____ I authorise SCQF Partnership to use the information and data I have supplied for reproduction in the Country Report for Scotland as one of the deliverables of the NQF-IN project: "Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks"

Name: _____

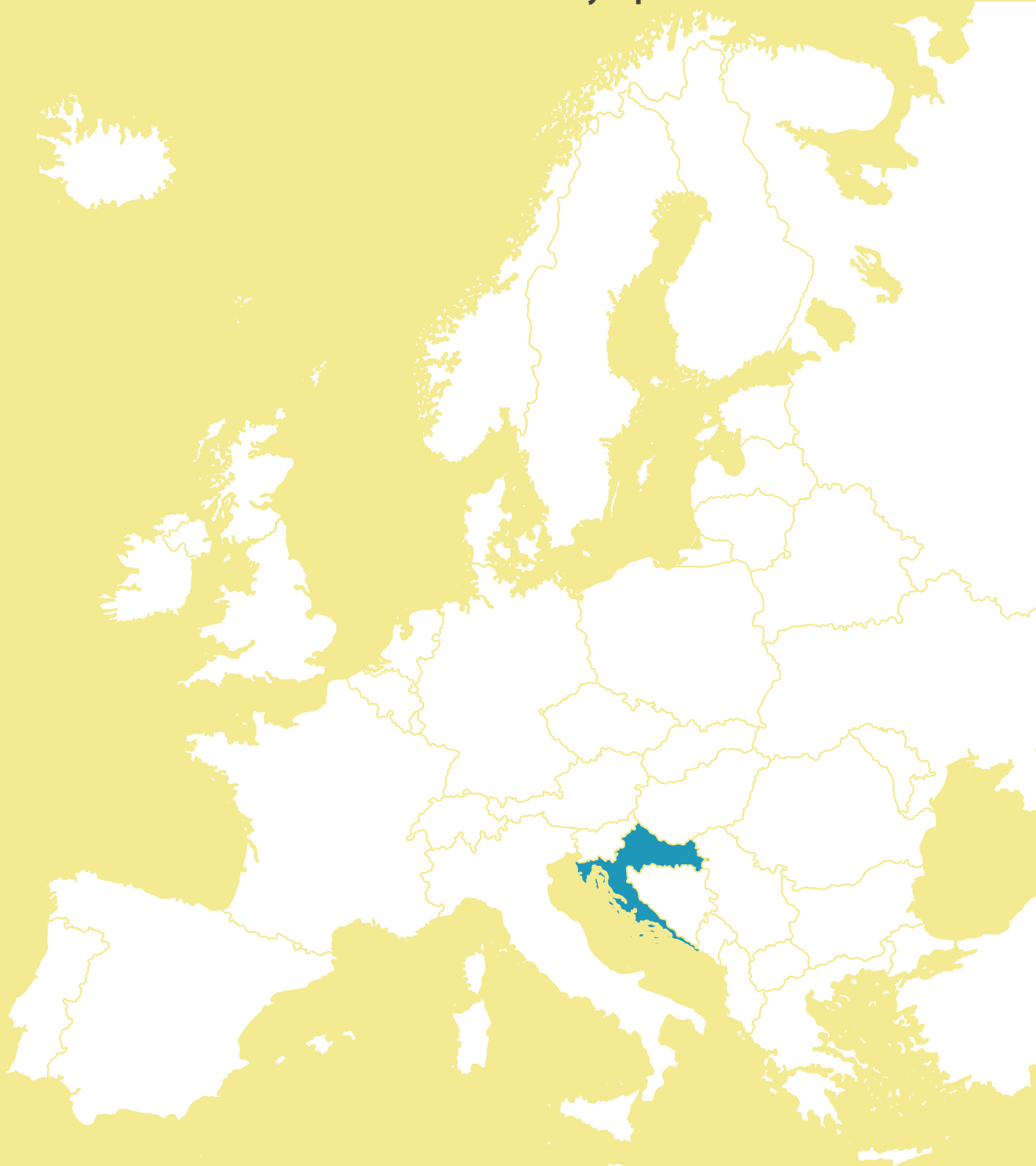
Position: _____

Signature: _____

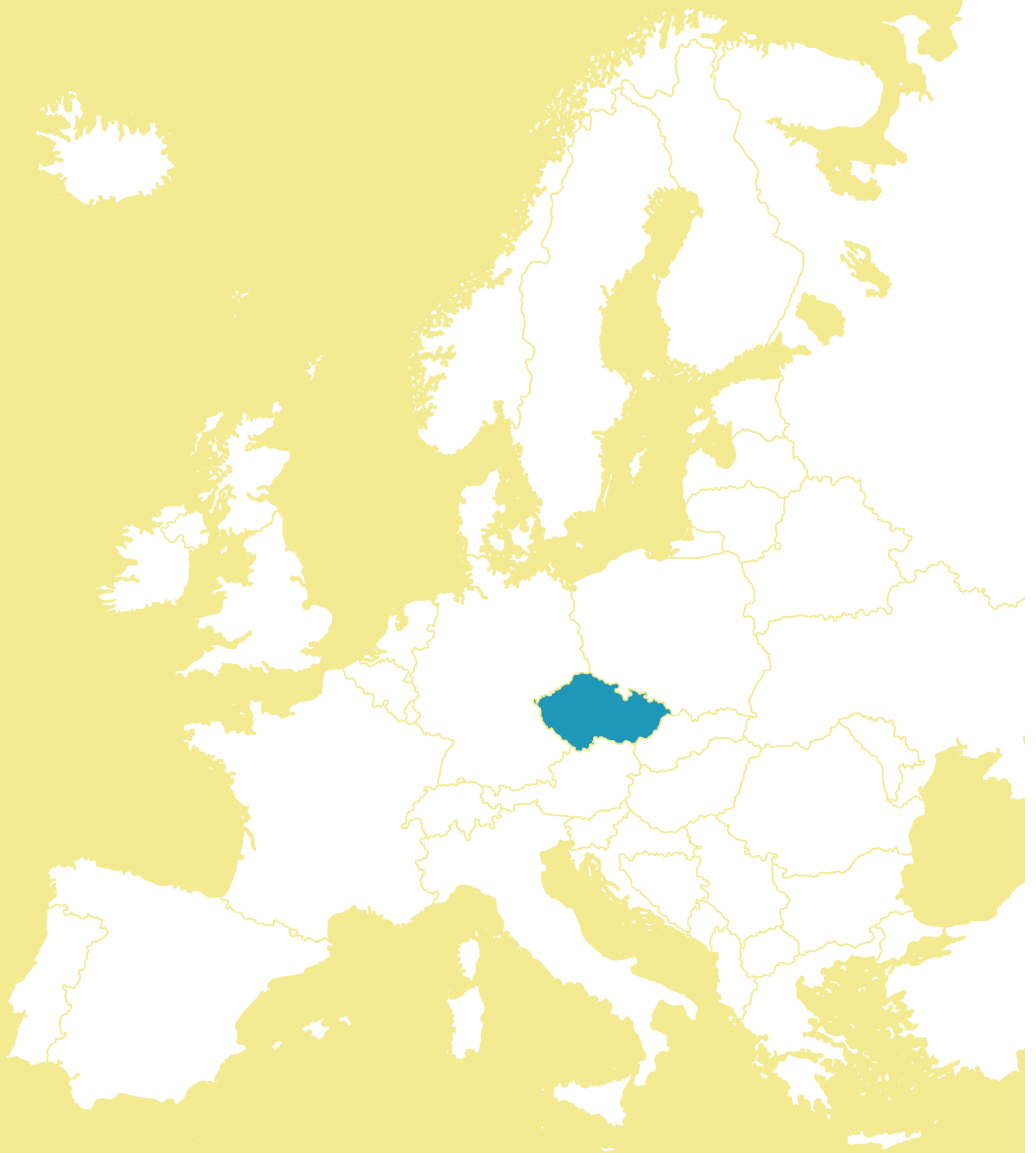
Organisation/Company stamp:

4. Croatia

There are no annexes to the country report for Croatia.



5. Czech Republic



Annex 5.1. List of Legal Acts (and relevant brief summary) referred to in the Country Report

Act No. 179/2006 Coll., on the Verification and Recognition of Further Education Results.

- NSK is defined by Act No. 179/2006 Coll., on the Verification and Recognition of Further Education Results. The Act came into effect on August 1st 2007 and its main objective is to enable all individuals to recognize their actual knowledge, skills and competences, regardless of how they were obtained (at school, in the course, during training, self-study and others.). Mastering the required skills is what matters, not the education path.
- The Act establishes the National Register of Qualifications and defines what its content is, how and by whom are the qualifications described and approved, according to which rules is verification and recognition of qualifications processed. It also sets out the ways in which one can reach a certain level of education through these qualifications within the meaning of the Education Act.
- The Act was modified by an amendment No. 53/2012 Coll. The Act is followed by an implementing decree of the Ministry of Education, Youth and Sports (MSMT) No. 208/2007 Coll., which specifies various aspects of the implementation of the Act, particularly in the area of authorization of bodies authorized to verify qualifications, to conduct examinations, to issue certificates etc. From the perspective of using NSK it is important that the Decree embodies the sector councils.
- Act No. 179/2006 Coll. defines the relation of qualifications and professions. These are part of the National System of Occupations, whose creation, updating and content are prescribed by Act No. 435/2004 Coll., on employment.

For the implementation of the Act are relevant other legislations setting qualifications as a specific condition.

- Decree no. 176/2009 Coll., specifying the particulars of the application for accreditation of education programme and an organization of education in a retraining programme. This decree, among others, stipulates that in areas where there are approved qualifications under the Act no. 179/2006 Coll., the accreditation of the MSMT can only be obtained for a course that will end with examination for this qualification.
- Vocational qualification is one of the conditions to perform certain chimney sweeper activities, given by the Government Regulation no. 91/2010 Coll., on conditions of fire safety during the operation of chimneys, flues and fuel appliances.
- Decree no. 16/2009 on the content and scope of qualifications for physical security and services of a private detective, issued by the Ministry of Interior, specifies the condition of vocational qualifications to gain licensed business permits in some of the security services. Although this condition

was eventually cancelled, the vocational qualification still remains in the Trade Act as one of the requirements to perform these activities.

- Along with the aforementioned amendment to Act no. 179/2006 Coll., the Trade Act was simultaneously also amended in the sense that an assembly of vocational qualifications leading to a complete qualification will be a sufficient condition for obtaining a trade license for craft trades (even without the final examination and acquiring a vocational certificate).

Annex 5.2. Forms used in the Procedure of Including Qualifications in the NSK

Based on past experience, the process of proposing vocational qualifications is standardized. The majority of the proposal is submitted by filling out the so called **birth certificate**.

Proposal of new qualification

to be verified according to Act no. 179/2006 Coll. on the Verification and Recognition of Further Education Results

Qualification title:

Qualification level:

Position in National System of Occupations (NSP) related to the proposed qualifications or **activities** allowing to perform the qualification (if there is no related position in NSP)

Position title (as listed in NSP):

Activities („job description“):

Arguments supporting the inclusion of a qualification in the priority group created for its importance and usefulness:

1. Please submit arguments supporting an assumption that such qualifications will be of interest from parties attempting to obtain a certificate, and that this qualification will be an object of demand in the labour market, and person with this qualification will be employable - e.g. an expected range of recruitment with this qualifications to your company, an expected number of employees of your company involved in training leading to obtaining this qualification, etc. Do you know of another company that will recognize this qualification and use it in their human resources work, for example during recruitment or training for existing employees? Quantify the expected interest in examinations. Your arguments can be strengthened by submitting a needs analysis of the labour market in the region - in relation to the proposed vocational qualification.

Applicant's statement:

1. Do you know of a person or entity, which might be interested and able to become an authorized body, AO – *autorizovaná osoba* (i.e. to perform verification according to an assessment standard)?

Provide specific proposals for possible AOs, e.g. one strong AO or more smaller AOs? Strengthen your argument by adding a guarantee - a written statement of the entity that declares interest in becoming the AO.

Applicant's statement:

2. Do you know of an education provider, who might be interested and able to provide education for this qualification and manage related PR activities?

Provide names of specific education providers. Take into account:

- *Interest to provide education*
- *Ability to provide education*
- *Ability to advertise*

Applicant's statement:

3. Indicate whether the qualification requirements are **regulated by any current law**. If so, specify which and how.

Applicant's statement:

Applicant:

.....

First name and surname, name of organization

.....

Signature

Similar form can be also used to initiate a revision of an existing (approved) vocational qualification standard.

Annex 5.3. Documents used in the Procedure of Including Qualifications in the NSK

■ Methodology of using NSK

The document is approved by the Ministry of Education, Youth and Sports (MSMT) based on prior consultation by the National Council for Qualifications.

Basic material is complemented by a number of other documents and instruments, e.g.:

- A set of methodological papers with guidelines
- A programme on electronic support for field guarantors (a simple e-learning programme and a set of instructional videos)
- A programme on electronic support for creators of qualification standards (a simple e-learning programme and a set of instructional videos)
- Guidelines for assessing vocational qualifications by employers
- Guidelines for creating standards for foreman qualifications
- A list of steps for IS NSK

■ Sector council model (Model of involvement of social partners in describing the world of work through sector councils)

An aggregate of rules of cooperation of many entities setting up and explaining the duties, powers and responsibilities of various actors and network of sector councils as a whole. The goal is to ensure the network of sector councils meets the needs of different projects in the area of human resource development and supports creation of objective and representative positions on issues of the Czech labour market.

■ Process standards in development and revision of vocational and complete vocational qualifications through the sector council model

A set of rules that describes and defines role of networks of sector council in creating standards of vocational qualifications, complete vocational qualifications and other NSK related activities.

It sets rules to optimize network performance when creating NSK. Sector councils can be used as a whole or modular.

NSK procedural standards are defined so as the processes in the creation and development of NSK are quality and transparent. They are based on rules of *Sector council model* and *Methodology of using NSK*.

Act on the Verification and Recognition of Further Education Results and the relevant decree of the interpretation of the MSMT are always superior.

Annex 5.4. Levels and Descriptors in the NSK

A framework for qualifications awarded under the act 179/2006 Sb. was developed in 2005 and approved by the Ministry of Education, Youth and Sports in January 2010.¹

The level descriptors of the NSK were developed in close connection with the eight levels of the EQF. They describe the activities required at each level for employment. Despite formal differences – the NSK descriptors are not divided into three categories knowledge, skills and competences, a comparison of the NSK descriptors to those of the EQF shows that the eight qualification levels of the NSK correspond well to those of the EQF.

¹ Memorandum *Qualification Levels in the National Qualifications System: Description of the levels and how they relate to the EQF*, MSMT, Executive Committee no. 1, 5 January 2010

Level descriptors in the NSK	Level	Level descriptors in the EQF Knowledge Skills Competence
<ul style="list-style-type: none"> • <u>Identify work tools, equipment, raw materials, etc.</u> • Carry out tasks according to simple, unchanging instructions • Identify problems which occur while following these instructions 	1	<u>basic general knowledge</u> basic skills required to carry out simple tasks work or study under direct supervision in a structured context
<ul style="list-style-type: none"> • <u>Be familiar with materials describing the work to be done</u> • Choose appropriate tools, materials etc. for use in each procedure or method from among the various options • Evaluate the quality of his or her products or services • Identify problems which occur while following instructions • Carry out instructions in standard situations with a minimum of changes 	2	<u>basic factual knowledge of a field of work or study</u> 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"> • <u>Be familiar with documentation, norms and standards in common use in the field</u> • Select appropriate procedures, methods, tools, raw materials etc. from various options, according to conditions and requirements • Evaluate the quality of his or her products or services, and those of others • Carry out quality control, determine the causes of deficiencies and decide how to eliminate them • Identify problems which occur while following the selected procedures, determine their causes and decide how to solve them • Carry out selected procedures depending on conditions and requirements including taking into account social, economic, and ecological considerations • Present his or her work, products or services • Direct a small group carrying out simple or supporting activities 	3	<u>knowledge of facts, principles, processes and general concepts, in a field of work or study</u> 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

<ul style="list-style-type: none"> • <u>Be familiar with documentation, norms, standards and regulations in common use in the field</u> • Select appropriate procedures, methods, tools, raw materials etc. from various options, according to conditions and requirements • <i>Evaluate the quality of his or her products or services, and those of others; carry out quality control, determine the causes of deficiencies and their consequences and decide how to eliminate them</i> • Identify problems which occur while following the selected procedures, determine their causes and implement the required changes to the procedure • Identify social, economic and environmental aspects of any problems which arise • Determine the causes of unusual behaviour from individuals and objects in the workplace • Assess the relevance of vocational information • <i>Evaluate the methods of others from the point of view of using them in his or her own work</i> • Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations • Use technical information from a variety of sources in problem solving • <i>Make suggestions for improving results</i> • <i>Design simpler analogues of existing procedures and products</i> • Further development of proposals for new products and procedures • Present his or her work, products or services, discuss problems and find solutions and communicate effectively • <i>Direct a small group</i> carrying out selected procedures depending on conditions and requirements 	4	<p><u>factual and theoretical knowledge in broad contexts within a field of work or study</u></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><i>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</i></p> <p><i>supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</i></p>
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<ul style="list-style-type: none"> • <u>Be familiar with documentation, norms, standards and regulations in use in the field to the extent that he or she can explain them to others in standard situations</u> • Select appropriate procedures, methods, tools, raw materials etc. from various options, according to conditions and requirements • <i>Evaluate the quality of his or her products or services, and those of others;</i> carry out quality control, determine the causes of deficiencies and their consequences and <i>decide how to eliminate them</i> • Identify problems which occur while following the selected procedures, determine their causes and implement the required changes to the procedure • Identify social, economic and environmental aspects of any problems which arise • <i>Distinguish between usual and unusual behaviour from individuals and objects in the workplace,</i> determine causes and context of unusual behaviour, and draw conclusions and formulate proposals • <i>Analyse moderately complex systems, phenomena and processes</i> • Evaluate the relevance of technical information to resolving standard problems • <i>Evaluate the methods of others</i> from the point of view of using them in his or her own work • Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations • Independently carry out common technical tasks by standards methods • <i>Solve problems requiring abstraction</i> and employ simple research methods • <i>Use technical information from a variety of sources in problem solving</i> • Integrate several components into complex solutions • <i>Formulate proposals for improvements including proposals for new processes</i> • <i>Design moderately complex procedures and products</i> • Present his or her work, products or services, discuss problems and find solutions, communicate effectively and present convincing arguments • <i>Direct a group</i> carrying out moderately complex technical tasks <i>depending on unforeseen conditions</i> and requirements 	5	<p><u>comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</u></p> <p>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p> <p><i>exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</i></p>
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<ul style="list-style-type: none"> • <u>Be familiar with documentation, norms, standards and regulations in use in the field to the extent that he or she can explain them to others in standard and non-standard situations</u> • Select appropriate procedures, methods, tools, raw materials etc. from various options, according to conditions and requirements • Evaluate the quality of his or her products or services, and those of others, carry out quality control, determine the causes of deficiencies and their consequences and decide how to eliminate them • Identify problems which occur while following the selected procedures, determine their causes and implement the required changes to the procedure • Identify social, economic and environmental aspects of any problems which arise • Analyse the causes and context of unusual behaviour from individuals and objects in the workplace, draw conclusions and formulate proposals • Analyse moderately complex systems, phenomena and processes • Assess the relevance of technical information • Evaluate the methods of others from the point of view of using them in his or her own work • Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations • Carry out fairly complex tasks for which there are no available procedures and methods • Solve problems requiring abstraction • Use technical information from a variety of sources in problem solving • Integrate several components into complex solutions • Propose system improvements • Design fairly complex procedures and products • Solve problems requiring broad theoretical knowledge, use research methods and simple scientific principles • Present his or her work, products or services and justify them in the face of criticism, discuss problems and find solutions, communicate effectively and present convincing arguments • Direct a group carrying out complex technical activities in unforeseen conditions 	6	<p><u>advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</u></p> <p>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p> <p><i>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts;</i></p> <p><i>take responsibility for managing professional development of individuals and groups</i></p>
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<ul style="list-style-type: none"> • Be familiar with documentation, norms, standards and regulations in use in the field to the extent that he or she can explain them to others in standard and non-standard situations and evaluate whether there is a need for changes in these norms and documents • Plan procedures, methods and the use of tools and materials etc. according to desired results • Evaluate the quality of his or her products or services, and those of others, carry out quality control, determine the causes of deficiencies and their consequences and decide how to eliminate them • Identify problems which occur while following the selected procedures, determine their causes and implement the required changes to the procedure • Identify social, economic and environmental aspects of any problems which arise • Analyse the causes and context of unusual behaviour from individuals and objects in the workplace, draw conclusions and formulate proposals • Analyse complex systems, phenomena and processes • Evaluate the relevance of technical information and findings from other scientific fields • Evaluate the results of the works of others from the point of view of applying them in his or her own work • Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations • Design procedures and methods for the solution of complex problems and coordinate their implementation • Solve problems requiring abstraction and generalisation • Use technical information from a variety of sources and findings from various scientific fields in problem solving • Integrate several components into complex solutions • Propose fundamental systemic changes • Plan and implement new, complex procedures and products • Solve problems requiring broad and highly specialised theoretical knowledge, use research methods and simple scientific principles • Present his or her work, products or services, design new procedures, justify them in the face of criticism, lead discussions of complicated problems and find solutions, communicate effectively and present convincing arguments • Organise and plan complex processes carried out by multiple groups in unforeseen conditions, including strategic decision making 	7	<p><u>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;</u> <u>critical awareness of knowledge issues in a field and at the interface between different fields</u></p> <p>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</p> <p><i>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</i></p>
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<p>Qualification level 7, and:</p> <ul style="list-style-type: none"> • Solve problems requiring innovations of importance to the whole field • <i>Contribute to the dissemination of the results of original research</i> • Develop theories and methods for the most demanding creative activities, <i>including scientific research and development</i> • <i>Present proposed procedures and research results and defend them in the face of criticism, and lead discussions on research and scientific problems</i> • <i>Direct wide-ranging research and development activities</i> 	<p>8</p> <p><u>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</u></p> <p>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</p> <p><i>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</i></p>
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Annex 5.5. Act No 179/2006 Coll., on the Recognition of Further Education Results

179 A C T

of 30 March 2006

**on Verification and Recognition of Further Education Results and on the
Amendment to Some Other Acts (the Act on the Recognition of Further
Education Results)**

The Parliament has resolved upon the following Act
of the Czech Republic:

PART ONE

VERIFICATION AND RECOGNITION OF FURTHER EDUCATION RESULTS

CHAPTER I

INTRODUCTORY PROVISIONS

Section 1

Subject and Scope of Application

- (1) This act shall regulate
 - a. the system of verification and recognition of further education results;
 - b. qualifications;
 - c. qualification standards for partial qualifications;
 - d. assessment standards for partial qualifications;
 - e. the National Register of Qualifications
 - f. rules for granting, extending validity and withdrawing authorisation for the verification of further education results;
 - g. rights and duties of participants of further education;
 - h. the scope of competencies of bodies executing state administration with regard to verifying and recognizing further education results.
- (2) The provisions of special legal regulations² regulating education, the assessment and verification of results of education, professional training or conditions of qualifications, and the assessment and recognition of professional qualifications

² For example Act No. 561/2004 Coll., on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended by Act No. 38/2005 Coll.; Act No. 111/1998 Coll. on Higher Educational Institutions Amending and Supplementing Some Other Acts (the Act on Higher Education Institutions), as amended; Act No. 18/2004 Coll. on the Recognition of Professional Qualifications and Other Competencies of Nationals of European Union Member States and on the Amendment to Some Other Acts (the Act on the Recognition of Professional Qualifications), as amended; Act No. 95/2004 Coll. on Conditions for Attaining and Recognising Professional Qualifications and Special Qualifications to Perform Professions of a Surgeon, Dentist and Pharmacist, as amended by Act No. 125/2005 Coll.; Act No. 96/2004 Coll., on Conditions for Attaining and Recognizing Qualifications to Perform Professions Other than Medical Professions and to Perform Activities relating to Health Care Provision and on the Amendment to Some Other Acts (the Act on Professions Other than Medical Professions), as amended by Act. 125/2005 Coll.; Act No. 85/1996 Coll. on Advocacy, as amended; Act No. 312/2002 Coll., on Officials of Territorial Self-governing Units and on the Amendment to Some Other Acts as amended by Act No. 46/2004 Coll.; Act No. 360/1992 Coll., on Performing the Profession of Certified Architects and on Performing the Profession of Certified Engineers and Technicians Working in Construction, as amended; Act No. 111/1994 Coll., on Road Traffic as amended; Decree No. 224/1995 Coll. on Qualifications of Persons to Navigate and Service Vessels as amended by Decree No. 295/2005 Coll.; and Act No. 258/2000 Coll., on the Protection of Public Health and on the Amendment to Some Other Acts; as amended.

and other competences for starting up employment or self-employed regulated activities and their performance in the Czech Republic shall not be prejudiced by this Act.

Section 2

Definitions

For the purpose of this Act the following definitions shall apply:

- a. initial education shall mean pre-school education, basic education, secondary education, education at conservatories, and tertiary professional education carried out in accordance with a special legal regulation³ in nursery schools, basic schools, secondary schools, conservatories and tertiary professional schools, and studies carried out on accredited study programmes under a special legal regulation⁴ at higher education institutions and their faculties;
- b. further education shall mean educational activities which are not considered to be initial education;
- c. complete qualifications shall mean professional qualifications of a natural person to duly perform all work activities pertaining to a relevant profession⁵;
- d. partial qualifications shall mean professional qualifications of a natural person to duly perform a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively, in the scope defined in a qualification standard;
- e. the National Register of Qualifications shall mean a publicly accessible register of complete or partial qualifications acknowledged, distinguished and recognised in the Czech Republic;
- f. a qualification standard for partial qualifications shall mean a structured description of professional competence of a natural person for the due performance of a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively;
- g. an assessment standard for partial qualifications shall mean a set of criteria, organisational and methodological procedures and material and technical prerequisites specified for the verification of the attainment of professional qualifications to duly perform a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively;
- h. authorisation shall mean the authorisation of a natural person or a legal entity to verify, using the manner defined in a relevant assessment standard, the attainment of professional qualifications of a natural person specified in a relevant qualification standard for partial qualifications for which the authorisation in question has been granted;

³ Act No. 561/2004 coll. as amended by Act No. 383/2005 Coll.

⁴ Act No. 111/1998 Coll., as amended

⁵ For example Section 6 (1) (c) of Act No. 435/2004 Coll., on Employment

- i. an authorised person shall mean a natural person or a legal entity who has been authorised hereunder;
- j. an authorised representative shall mean a natural person who is a member, partner, managing body, member of a managing body or an employee of an authorised legal entity or is involved in such a legal entity within a different labour-law or contractual relation, and who is entitled by the authorised person concerned to verify, on its behalf, whether the professional qualifications have been attained;
- k. an authorising body shall mean a central administration body competent to make decisions on granting, extending or withdrawing authorisation on the basis of the fact that a relevant partial qualifications is necessary for performing a profession or a work activity which falls under or is nearest to the competence of such body included in the Annex hereto; in the event of any dispute the Ministry of Education, Youth and Sports (hereinafter referred to as the 'Ministry') in agreement with the Ministry of Labour and Social Affairs shall determine the competence of an authorising body.

CHAPTER II

QUALIFICATIONS, THE NATIONAL REGISTER OF QUALIFICATIONS, QUALIFICATION AND ASSESSMENT STANDARD

Section 3

Breakdown of Qualifications

For the purposes of this Act, complete and partial qualifications shall be differentiated, whilst partial qualifications are usually part of complete qualifications. One and the same partial qualification may be part of two or more complete qualifications.

Section 4

Complete Qualifications

- (1) Attainment of complete qualifications for a certain profession shall be confirmed by
 - b. a document or a set of documents (hereinafter referred to as the 'evidence') on due completion of a relevant accredited Bachelor's, Master's or Doctoral study programme specified in the National Register of Qualifications;
 - c. evidence of attaining a relevant degree of education or education in a respective field of education specified in the National Register of Qualifications, and attained after completing initial education.
- (2) Attainment of complete qualifications for a certain profession shall be also confirmed by

- a. passing a final examination, a school-leaving examination or a graduation examination ('absolutorium') at a conservatory in accordance with a special legal regulation⁶ at schools inscribed in the Register of Schools and School Facilities, and by evidence of attaining a degree of education in a relevant field of education specified in the National Register of Qualifications which was preceded by attaining relevant partial qualifications confirmed hereunder, or by
 - b. evidence of attaining a relevant degree of education specified in the National Register of Qualifications issued after completion of initial education and by attaining a relevant partial qualification or relevant partial qualifications which are confirmed hereunder and specified in the National Register of Qualifications.
- (3) The Ministry shall approve, amend, repeal and publish in the National Register of Qualifications the list of complete qualifications distinguished, acknowledged and recognized in the Czech Republic. Professional competence achieved by attaining a degree of education in a certain field of education under a special legal regulation⁷ shall be always specified in the National Register of Qualifications as at least one complete qualification.

Section 5

Partial Qualifications

- (1) With regard to the needs of the labour market, the Ministry shall approve, amend, repeal and publish in the National Register of Qualifications the list of partial qualifications.
- (2) Partial qualifications shall always be part of a complete qualification in so far as the attainment of a complete qualification has been confirmed by evidence of attaining a degree of education in a relevant field of education under Section 4 (2) (a). A partial qualification does not have to be part of a complete qualification if a complete qualification is attained through a procedure under Section 4 (2) (b) herein. When developing framework educational programmes under a special legal regulation² the Ministry shall take into account the division of complete qualifications into partial qualifications.
- (3) A partial qualification attained within the system of further education shall be verified under the conditions laid down in Sections 17 through 20 herein.
- (4) Attainment of a partial qualification shall be confirmed within the system of further education by a certificate issued under Section 19 herein.

⁶ Sections 113a through 113c of Act No. 561/2004 Coll. as amended by Act No. 179/2006 Coll.

⁷ Government Regulation No. 689/2004 Coll., on the List of Educational Branches within Basic, Secondary and Tertiary Professional Education.

Section 6

The National Register of Qualifications

- (1) The National Register of Qualifications shall be maintained and published by the National Institute of Technical and Vocational Education, an organisation receiving contributions from the state budget (hereinafter referred to as the 'Institute'), electronically in a manner enabling remote access.
- (2) The following data on complete qualifications shall be at all times included in the National Register of Qualifications:
 - a. the name and number ('the code') of a complete qualification;
 - b. determination of the profession⁴ or professions which the relevant complete qualification relates to;
 - c. in the event of a complete qualification broken down into partial qualifications, the list of all partial qualifications the attainment of which is a precondition for attaining the complete qualification in a manner stipulated in Section 4 (2) shall be also included; and
 - d. evidence under Section 4 (1) and (2), or a combination of evidence confirming attainment of the relevant complete qualification.
- (3) The following data on partial qualifications shall be at all times included in the National Register of Qualifications:
 - a. the name and number ('the code') of a partial qualification;
 - b. the qualification standard for the partial qualification concerned including its links to other qualifications;
 - c. determination of the profession⁴ or professions which the relevant partial qualification relates to;
 - d. the assessment standard for the partial qualification concerned and data indicating whether a certain health condition shall be required for taking an examination;
 - e. in the event of a partial qualification which is part of a complete qualification, the list of all related partial qualifications the attainment of which is a precondition for attaining a complete qualification in a manner stipulated in Section 4 (2) shall be included;
 - f. the name of a competent authorising body;
 - g. the list of authorised persons competent to verify hereunder the attainment of professional competence required for attaining a partial qualification, including data stipulated in section 15 (b) through (f); and
 - h. data indicating whether the relevant examination shall be taken before an authorised person or an examination panel; and in the case of an examination taken before an examination panel, the necessary number of members of such panel for the partial qualification concerned.

Section 7

Qualification Standard for a Partial Qualification

- (1) The Ministry, acting in agreement with the relevant authorising body, shall approve, amend or repeal qualification standards.
- (2) A draft qualification standard or its amendments shall be prepared by the Institute in cooperation with the National Board for Qualifications (hereinafter referred to as the 'Board') and the Ministry of Labour and Social Affairs, and shall be submitted to the Ministry for its approval. In so doing, the Institute shall also cooperate with professional chambers, interest and occupational associations, organisations of employers, professional societies, associations of legal entities carrying out activities of schools included in the Register of Schools and School Facilities, and representatives of higher education institutions.
- (3) The approval, amendment and repeal of qualification standards shall be published in the Official Journal of the Ministry of Education, Youth and Sports (hereinafter referred to as the 'Journal').
- (4) The Institute shall publish qualification standards by including them in the National Register of Qualifications.

Section 8

Assessment Standard for a Partial Qualification

- (1) Assessment standards shall be derived from qualification standards.
- (2) Assessment standards shall be approved, amended, or repealed by the Ministry.
- (3) The Institute, in cooperation with the Board, the Ministry of Labour and Social Affairs and the relevant authorising body, shall prepare the draft assessment standard or its amendment and submit it to the Ministry for its approval. In so doing the Institute shall also cooperate with professional chambers, interest and occupational associations, organisations of employers, professional societies, associations of legal entities carrying out activities of schools included in the Register of Schools and School Facilities, and representatives of higher education institutions.
- (4) The approval, amendment and repeal of assessment standards shall be published in the Journal.
- (5) The Institute shall publish assessment standards by including them in the National Register of Qualifications.

CHAPTER III

RULES FOR GRANTING, EXTENDING THE VALIDITY OF AND WITHDRAWING AUTHORISATION

Section 9

Granting Authorisation

- (1) An authorising body shall decide on granting authorisation on the basis of a written application.
- (2) An applicant is legally entitled to be granted authorisation provided that he/she satisfies all conditions for granting authorisation hereunder.
- (3) Granting authorisation shall be subject to an administrative fee under a special legal regulation⁸.

Section 10

Conditions for Granting Authorisation to Natural Persons

- (1) Where an applicant for granting authorisation is a natural person, an authorising body shall grant authorisation to the applicant provided that he/she
 - a. is fully legally competent;
 - b. has reached the age of twenty three (23) years;
 - c. is without a criminal record;
 - d. proves the attainment of professional competence corresponding to the partial qualification concerned;
 - e. proves not less than five (5) years of experience in the profession for the performance of which a professional competence he/she will verify is necessary, in the case he/she has authorisation for the relevant partial qualification;
 - f. submits an affidavit proving that he/she is aware of the current development in the field of the relevant partial qualification and related professions;
 - g. proves necessary material and technical prerequisites for the organisation of examinations stipulated in Section 18 and specified in the assessment standard of the relevant partial qualification;
 - h. proves that his/her assets have not, during the recent five (5) years, been subject to bankruptcy or insolvency proceedings, he/she is not being wound up, a proposal for bankruptcy proceedings has not been rejected due to insufficient assets of the applicant, bankruptcy proceedings have not been cancelled as a result of compliance with the resolution to distribute the estate, and bankruptcy

⁸ Act No. 634/2004 Coll., on Administrative Fees, as amended

- proceedings have not been cancelled since the assets of an applicant were not sufficient to cover bankruptcy costs;
- i. has not during the recent five (5) years had tax in arrears, has not been deficient in payments of social security contributions, health security contributions, contributions to national employment policy or payments of related fines;
 - j. has applied for granting authorisation for a partial qualification for which both qualification and assessment standards had been approved.
- (2) For the purposes of this Act a person without a criminal record shall be a person who has not been sentenced, by final and conclusive judgement,
- a. for a wilful criminal offence, or
 - b. for a negligent criminal offence the grounds of which relate to the performance of the activities of an authorised person hereunder, unless such sentence was expunged or if he/she is not considered to be convicted.
- (3) Requirements for professional competence of a person possessing authorisation for a certain partial qualification and the manners of proving that such qualification has been satisfied are specified in the assessment standard for the relevant partial qualification.
- (4) Direct teaching by teachers at schools included in the Register of Schools and School Facilities and providing education in the field in which complete qualification may be attained according to the National Register of Qualifications shall be considered experience stipulated in sub-section 1 (e).
- (5) The satisfaction of the condition laid down in sub-section 1 (c) shall be proven by an extract from the Criminal Register, the date of which must not be older than three (3) months. If an applicant is not a national of the Czech Republic the satisfaction of such condition shall be proven by a corresponding document issued by a competent authority of the country of origin of the applicant or of the country where he/she has resided continuously for longer than three (3) months during the last three (3) years. Such document must not be older than three (3) months. If it is not possible to deliver relevant documents because of serious reasons these may be replaced by an affidavit. Proving the satisfaction of conditions stipulated in subsection 1 (h) may be replaced submitting the affidavit of the applicant. If the documents or an affidavit are written in a foreign language, with the exception of the Slovak language, applicants shall submit them along with official translation into the Czech language.

Section 11

Conditions for Granting Authorisation to Legal entities

- (1) Should an applicant for granting authorisation be a legal entity, an authorising body shall grant authorisation to an applicant provided that
- a. the subject of the activities of the applicant relates to a relevant partial qualification;

- b. the applicant proves necessary material and technical prerequisites for the organisation of examinations stipulated in Section 18 and specified in the assessment standard for the relevant partial qualification;
 - c. the applicant designates among its members, partners, managing bodies, members of the bodies, employees or other persons in labour-law or other contractual relations to the applicant at least one natural person about whom the applicant shall prove that such person satisfies conditions stipulated in Section 10 (1) (a) through (f) and will carry out the activities of an authorised person on behalf of the applicant as an authorised representative;
 - d. the assets of the applicant have not been during the recent five (5) years subject to bankruptcy or insolvency proceedings, the applicant is not being wound up, a proposal for bankruptcy proceedings has not been rejected for the reason of insufficient assets of the applicant, or bankruptcy proceedings have not been cancelled as a result of compliance with the resolution to distribute the estate, or bankruptcy proceedings have not been cancelled since the assets of the applicant are not sufficient to cover bankruptcy costs;
 - e. the applicant has not had during the recent five (5) years tax in arrears, and has not been deficient in payments of social security contributions, health security contributions, contributions to national employment policy or payments of related fines;
 - f. the person who carries out the duties of a statutory body of the applicant or a member of the statutory body of an applicant are without a criminal record (Section 10 (2));
 - g. the applicant applied for granting authorisation for a partial qualification for which both qualification and assessment standards had been approved.
- (2) Proving satisfaction of the conditions laid down in sub-section 1 (d) and (e) may be replaced by the affidavit of the applicant. Satisfying the condition laid down in sub-section 1 (f) shall be proven, in the case of a natural person, by an extract from the Criminal Register, the date of which must not be older than three (3) months. If a natural person is not a national of the Czech Republic the satisfaction of such condition shall be proven by a corresponding document issued by a competent authority of the country of his/her origin or the country where he/she has resided continuously longer than for three (3) months during the last three (3) years. Such document must not be older than three (3) months. If it is not possible to provide relevant documents because of serious reasons these may be replaced by an affidavit. If the documents or an affidavit are written in a foreign language, with the exception of the Slovak language, applicants shall submit them along with official translation into the Czech language.
- (3) Satisfying the conditions stipulated in sub-section 1 (a) and (d) through (f) shall not be required in the case of a legal entity carrying out activities of a school and authorised by its inclusion in the Register of Schools and School Facilities to provide education and issue certificates in the field of education in which the complete qualification, the part of which is a partial qualification whose attainment is to be verified by an authorised person, may be attained according to the National

Register of Qualifications. The legal entity specified in the first sentence of this provision may prove by an affidavit the fact that a natural person stipulated in sub-section 1 (c) satisfies the conditions laid down in Section 10 (1) (a) through (e).

Section 12

Authorised Representative

- (1) One and the same natural person may be designated as an authorised representative for only ever one authorised legal entity.
- (2) An authorised representative may not be simultaneously an authorised natural person for the same partial qualification.
- (3) The execution of activities of an authorised representative are subject to Section 75 of the Labour Code.
- (4) An authorised representative shall satisfy the conditions stipulated in Section 10 (1) (a) through (f).

Section 13

Common Provisions for Awarding Authorisation

- (1) Authorisation may be granted for a partial qualification for which both qualification and assessment standards have been approved.
- (2) Authorisation shall be granted for five (5) years.
- (3) The validity of authorisation may be, even repeatedly, extended for further five (5) years upon an application filed not later than three (3) months prior to the date of expiration of the authorisation. The provisions hereof shall reasonably apply to proceedings on extension of authorisation.
- (4) Awarded authorisation shall be non-transferable to other natural persons or legal entities and may not be devolved upon legal successors.

Section 14

Duties of Authorised Persons

- (1) An authorised person shall be obliged to inform in writing the authorising body which granted the authorisation in question of any changes which occurred during the validity of authorisation and which concern data on satisfying the conditions stipulated in Section 10 (1), if the authorised person is a natural person, or Section 11 (1) and Section 12 (4), if the authorised person is a legal entity, within fifteen (15) days from the date on which the authorised person realised the change concerned. An authorised legal entity shall be also obliged to provide information on changes decisive for applying the provisions of Section 11 (3).

- (2) An authorised person shall be obliged to inform in writing the authorising body which granted the authorisation in question of any changes which occurred during the validity of authorisation and which concern data on the authorised person included in the National Register of Qualifications, namely in the list of authorised persons under Section 15 (b) and (c) including data on authorised representatives within fifteen (15) days from the date when the authorised person realised the change concerned.

Section 15

Records on Authorised Persons

Authorised persons shall provide, always as of the first day of the following month, the Institute with the below data, to be published in the National Register of Qualifications, on persons who were granted authorisation or whose data, stipulated under letters (a) through (f), has changed:

- a. the name of the authorising body which granted authorisation;
- b. if the authorised person is a natural person, the name or names, surname, date of birth, and the place of permanent residence of the authorised person, or if the authorised person is a legal entity, corporate or trade name, registered seat, legal form and identification number of the authorised person as well as names, surnames and dates of birth of authorised representatives;
- c. the contact address of the authorised person or their e-mail address or telephone number;
- d. the reference number and the date on which the decision granting or extending authorisation was issued;
- e. the name of the partial qualification for which authorisation was granted;
- f. the period for which authorisation will be in effect.

Section 16

Expiry and Withdrawal of Authorisation

- (1) Authorisation shall expire
- a. in case of a natural person
 - 1 on the death of the authorised person;
 - 2 on the declaration of the death of the authorised person;
 - 3 on expiration of the period for which the relevant authorisation was granted; or
 - 4 on withdrawing authorisation;
 - a. in case of a legal entity
 - 1 on the abolishing or dissolving of the authorised person;

- 2 on the expiration of the period for which the relevant authorisation was granted;
or
 - 3 on withdrawing authorisation.
- (2) An authorising body shall decide on withdrawing authorisation based on the following reasons:
- a. the data upon which authorisation was granted was not true;
 - b. the authorised person ceased to satisfy some of the conditions required for grant authorisation;
 - c. the authorised person lost its position allowing Section 11 (3) to apply and did not forthwith prove satisfaction of the conditions stipulated in Section 11 (1) (a) and (d) through (f);
 - d. the authorised person seriously or repeatedly violated legal regulations concerning the performance of its activities;
 - e. the authorised legal entity does not have for a period of longer than two (2) months any authorised representative, or
 - f. the authorised person applied for withdrawal of authorisation.
- (3) Serious violation of legal regulations under sub-section 2 (d) shall mean
- a. breaching duties to inform the authorising body of any changes under Section 14;
 - b. breaching duties to inform the authorising body of the place and date of an examination taken under Section 17 (5), (8) and (10);
 - c. breaching duties to assess the attainment of professional competence in compliance with the relevant assessment standard;
 - d. if the authorised person or its authorised representative fails, without a well-founded reason, at least twice to examine an applicant.
- (4) If authorisation is withdrawn from an authorised person for the reason stipulated in sub-section 2 (d) such person may not be granted authorisation for a partial qualification concerned in the following five (5) years from the date when the decision of authorisation withdrawal came into legal force.
- (5) Data on the expiry or withdrawal of authorisation shall be submitted by authorising bodies to the Institute to be published in the National Register of Qualifications without any undue delay after the relevant decision on authorisation withdrawal comes into legal force or after they are informed of other reasons pertaining to the expiry of authorisation.

CHAPTER IV

EVALUATION OF ATTAINED PROFESSIONAL COMPETENCE

Section 17

General Conditions for Assessing Attained Professional Competence

- (1) Assessment as to whether a natural person acquired relevant professional competence defined by a qualification standard for a relevant partial qualification shall be carried out by an examination in accordance with an assessment standard for the partial qualification concerned.
- (2) An applicant for taking an examination (hereinafter referred to as the 'Applicant') may be any natural person older than eighteen (18) years who has achieved at least basic education.
- (3) The condition for taking an examination is to apply for such examination using the form published by the Ministry in a manner allowing remote access and to pay a specified amount for the examination (hereinafter referred to as the 'fee'). An Applicant shall send the application form to any authorised person included in the National Register of Qualifications and authorised for the partial qualification concerned even if the examination is to be taken before the examination panel under Section 18 (1).
- (4) An authorised person or the examination panel of an authorised person or persons (Section 18 (1) and (2)) shall assess the attainment of professional competence. The examination may be taken only if both qualification and assessment standards were approved for the partial qualification concerned and if authorisation was granted for the partial qualification concerned at least to one person in the event that the examination is to be taken before an authorised person, or two or three persons in the event that the examination is to be taken before the examination panel.
- (5) An authorised person who receives an examination application form shall send to the Applicant within twenty one (21) days from the day of delivery of the application an invitation to take the examination. The copy of the invitation shall be, at the same time, sent to the authorising body for its information only.
- (6) Unless an Applicant requests an earlier date the examination may not be taken earlier than after twenty (21) days from the date on which the invitation for the examination was sent to the Applicant. If the proposed date does not suit the Applicant the relevant authorised person shall determine, in agreement with the Applicant, another date, however not later than six (6) weeks from the delivery of the invitation.
- (7) An authorised person is entitled to payment for organising such examination. In the event the examination is taken before the examination panel the Applicant shall pay the fee to the Chair of the examination panel (Section 18 (3)). The

Applicant shall pay the fee to the authorised person not later than seven (7) days prior to the date on which the examination is to be taken or commenced unless the Applicant agrees with the authorised person on a later date. The fee shall be the income of the authorised person; in the event that the examination is taken before the examination panel the fee shall be distributed equally among authorised persons who are members of the examination panel or who are represented in the examination panel by their authorised representative or their authorised representatives. If the examination panel consists of only authorised representatives of one authorised legal entity the fee shall constitute the income of such legal entity. The fee shall not be the subject of general regulations on fees and charges⁹.

- (8) If an Applicant cannot take an examination on the determined date for health or other serious reasons he/she may, not later than two (2) days prior to the determined date of the examination, request the authorised person or the Chair of the examination panel in writing, stating the reasons, to specify another date. The authorised person or the Chair of the examination panel may, on the basis of reasons deserving special consideration, waive the lapsed time. If the authorised person or the Chair of the examination panel accepts the request and determines an alternative date for the examination it shall inform both the Applicant and the authorising body of such date. If the proposed date does not suit the Applicant the authorised person shall specify an alternative date in agreement with the Applicant not later than six (6) weeks from the delivery of the invitation.
- (9) If an Applicant does not take the examination on the date specified under subsection 6 or 8 he/she shall be assessed as failing the examination. He/she shall not be refunded the fee paid.
- (10) If the examination is not taken on the date specified under sub-section 6 or 8 due to the absence of the relevant authorised person or any member of the examination panel, an alternative date for the examination shall be specified in agreement with the Applicant without prejudice to general regulations on damage compensation. The authorised person or the Chair of the examination panel shall inform the relevant authorising body of the alternative date of the examination.

Section 18

Examination Performance

- (1) An examination shall be taken before the authorised person who was granted authorisation for the partial qualification concerned or, if it is specified in the assessment standard for the relevant partial qualification, in the presence of the examination panel comprising two (2) or three (3) members (hereinafter referred to as the 'Examiner').
- (2) An Examiner shall be either an authorised representative of an authorised legal entity possessing authorisation for the partial qualification concerned, entitled on behalf of such legal entity to verify the attainment of the partial qualification in

⁹ For example Act No. 634/2004 Coll., as amended

question, or an authorised natural person possessing authorisation for the partial qualification concerned, or the examination panel consisting of members who are authorised natural persons possessing authorisation for the partial qualification in question, or the authorised representative of the authorised legal entity possessing authorisation for the partial qualification in question entitled on behalf of such legal entity to verify the attainment of the partial qualification concerned. Authorised representatives of the same authorised legal entity may be members of the same examination panel.

- (3) Should the examination be held before the examination panel which received the examination application of an Applicant, the Chair of the examination panel, who is an authorised natural person or an authorised representative of an authorised legal entity possessing authorisation for the partial qualification concerned, shall designate, from among authorised natural persons possessing authorisation for the partial qualification concerned or among authorised representatives of legal entities possessing authorisation for the partial qualification concerned, other members of the examination panel and shall ensure their cooperation during the examination.
- (4) Prior to the commencement of an examination an Applicant shall be obliged to prove his/her identity by his/her identity card¹⁰, and as regards partial qualifications as laid down in the National Register of Qualifications to submit also evidence on his/her health condition for carrying out relevant work activities. If the Applicant does not submit his/her identity card or evidence he/she shall not be permitted to take the examination.
- (5) An examination is public. The practical part of an examination and practical examination shall not be public where this is necessary for hygienic reasons or for occupational and health safety.
- (6) An Examiner shall be obliged to ensure with due care that the examination is held in compliance with the relevant assessment standard, and that the evaluation is objective and corresponds to the demands laid down in the relevant assessment standard.
- (7) Should an examination be taken before an examination panel the Chair of the examination panel shall be responsible for the examination itself and for meeting all duties stipulated in sub-sections 11 and 12. All members of the examination panel shall be present during the examination. In the event that the organisation or duration of an examination or some of its parts exclude the permanent presence of all members of the examination panel during the examination the Chair shall assign a member of the examination panel who shall be responsible for the course of the given part of the examination. The examination panel shall decide on the result of the examination by resolution upon a majority vote of its members. In the event of equal voting, the vote of the Chair shall decide.

¹⁰ Section 36 (4) of Act 500/2004 Coll. on the Rules of Administrative Procedure

- (8) The form of an examination or its parts shall be given by demands concerning the scope of work activities relating to the verification of professional competence and shall be specified in the relevant assessment standard.
- (9) The time for preparing the examination or its individual parts and the time specified for taking the examination itself or its individual parts shall be defined in the relevant assessment standard.
- (10) An Applicant shall successfully pass an examination if he/she satisfies the requirements specified in the relevant assessment standard.
- (11) The authorised person shall inform the Applicant of the result of the examination, in writing, delivered or sent to the Applicant within five (5) days of the date of the examination or its last part. If the Applicant passed the examination successfully the authorised person shall, within the aforementioned time limit, deliver or send a certificate under Section 19 herein.
- (12) An authorised person shall write the minutes on the course and results of the examination and send these along with a duplicate of the certificate to the relevant authorising body, which granted authorisation to the authorised person, within one (1) month of the date of the examination or its last part unless the authorising body requires this in a shorter period of time since it wishes to review the course and results of the examination under Section 20 herein.

Section 19

Issuance of a Certificate

- (1) The evidence confirming that an examination was passed successfully and that the relevant partial qualification was attained shall be a certificate. Such certificate, which is a public document, shall be issued by the authorised person – Examiner, and in the case of an examination taken before an examination panel it shall be issued by the Chair of the examination panel.
- (2) A certificate shall contain the following data:
 - a. the name, or names, and surname and, if applicable, academic title and scientific degree of the Applicant;
 - b. the birth identification number of the Applicant, if this was assigned; otherwise the date of birth;
 - c. the place of birth of the Applicant;
 - d. the date of the examination and the date of issue of the certificate;
 - e. the name of the partial qualification the attainment of which is being confirmed on the basis of acquiring professional competence.
- (3) A certificate shall also include a list of attained professional competences. Furthermore, it shall contain data on the Examiner or members of the examination panel provided that the examination was held before the examination panel, in particular the name or names, surname and the number of authorisation of the

authorised natural person, or the name or names and surname of the authorised representative and the number of authorisation and corporate or trade name and the seat of the relevant authorised legal entity. The certificate shall be signed by the Examiner or by the Chair of the examination panel and shall bear the official stamp with the small coat of arms of the Czech Republic¹¹, as well as the name, surname and the number of authorisation of the authorised person in the case of a natural person, and the corporate or trade name and the seat of the authorised person in the case of a legal entity.

- (4) The certificate and records on the course and the examination results and their duplicates shall be archived. When archiving duplicates of records and certificates authorising bodies, authorised legal entities and also reasonably authorised natural persons shall follow the provisions of the special legal regulation on archiving¹² relating to schools inscribed in the Register of Schools and School Facilities.
- (5) The provisions of the special legal regulations on the issuance of true copies and duplicates of school reports by schools inscribed in the Register of Schools and School Facilities¹³ shall apply accordingly. If a person who issued the original of a certificate has already lost its authorisation for the relevant partial qualification or if the Chair of the examination panel, provided that the examination was taken before the examination panel, or the legal entity represented in the examination panel by the Chair concerned have lost their authorisation, the original shall be issued by the authorising body on the basis of documents stipulated in Section 18 (12). If the documents are archived, special legal regulations shall apply¹⁴.

Section 20

Review of the Course and Results of an Examination

- (1) Every person who has taken an examination may, within fifteen (15) days of the date he/she received the information on the result of the examination, demand, in writing, that the competent authorising body reviews the course and the examination results.
- (2) The competent authorising body, according to documents of the Examiner and other persons present during the examination, shall decide on the request for review within sixty (60) days of the date of its delivery. The authorising body shall either confirm the result of the examination or, if the examination was evaluated contrary to the procedure stipulated in Section 18 or if other serious deficiencies occurred which could affect the due course of the examination or its evaluation, the authorising body shall order that the examination be repeated. The decision of the authorising body shall be delivered both to the applying person and the authorised person or the Chair of the examination panel.

¹¹ Section 2 (t) and Section 6 of Act No. 352/2001 Coll., on Using State Symbols of the Czech Republic and on the Amendment to Some Other Acts.

¹² Act No. 499/2004 Coll., on Archiving and Filing Services and on the Amendment to Some Acts, as amended.

¹³ Section 28 (8) of Act No. 561/2004 Coll.; Section 3 of decree No. 223/2005 Coll., on Some Certificates on Education.

¹⁴ Act No. 499/2004 Coll., on Archiving and Filing Services and on the Amendment to Some Acts, as amended.

- (3) An examination shall be repeated not later than thirty (30) days from the date of delivery of the decision on the request to review the examination to the applying person in the presence of the same authorised person or the examination panel in presence of which the previous examination was taken. A representative of the authorising body concerned shall be present during the repeated examination. If the authorising body finds serious deficiencies in the course or evaluation of the repeated examination it shall follow Section 16 (2) (d).
- (4) The costs of the repeated examination shall be covered by the authorising body which ordered the repeated examination. No fee shall be paid.
- (5) Everyone is entitled to inspect the documents concerning him/her which are relevant to the decision on the course and results of the examination.

CHAPTER V

RECOGNITION OF FURTHER EDUCATION RESULTS IN THE SYSTEM OF INITIAL EDUCATION

Section 21

The head teacher of the school shall recognise partial qualifications acquired in the system of further education under Section 5 for the purpose of attaining a degree of education in the system of initial education upon the conditions specified in a special legal regulation².

CHAPTER VI

BODIES COMPETENT FOR VERIFICATION AND RECOGNITION OF FURTHER EDUCATION RESULTS

Section 22

Authorising Bodies

Authorising bodies shall carry out in relation to verification and recognition of further education results the following activities:

- a. they shall participate in preparing qualification standards and assessment standards and their amendments (Sections 7 and 8);
- b. they shall decide on granting, extending validity and withdrawing authorisation (Sections 9 through 13 and Section 16);
- c. they shall maintain records on persons who were granted authorisation (Section 9), containing the data laid down in section 15;

- d. they shall provide the Institute with data on persons who were granted authorisation in the lists of authorised persons included in the National Register of Qualifications (Section 15);
- e. they shall be entitled to inspect the activities of authorised persons who were granted authorisation including adherence to the procedure relating to examinations and the issuance of certificates, in particular by means of the presence of their representatives during examinations under Sections 18 and 20;
- f. they shall send to the social security authorities a copy of the decision on granting, extending validity and withdrawing authorisation of a natural person within thirty (30)
- g. days of the date on which such decision entered into force;
- h. they shall maintain records of results of examinations taken before authorised persons who were granted authorisation, including records of issued certificates (Sections 18 through 20).

Section 23

Ministry

The Ministry shall carry out in relation to verification and recognition of further education results the following activities:

- a. it shall coordinate the activities of central administration bodies carried out hereunder;
- b. it shall approve, amend, repeal and publish the list of complete and partial qualifications broken down according to the competences of authorising bodies;
- c. it shall approve, amend and repeal qualification standards and assessment standards (Sections 7 and 8);
- d. it shall support the activities of the Board materially and financially;
- e. it shall earmark and through Regional Authorities allocate to legal entities carrying out activities of schools included in the Register of Schools and School Facilities which are not established by the state or a registered church or religious society authorised to establish church schools¹⁵ funds from the state budget to be used for covering necessary eligible costs relating to the organisation of final examinations, school leaving examinations and graduation examinations ('absolutorium') at conservatories for persons who under this Act have acquired partial qualifications which all together confirmed the attainment of all professional competences laid down in accordance with the National Register of Qualifications for the due performance of all work activities carried out within a certain profession and who take, under a special legal regulation¹⁶, the

¹⁵ Section 7 (1) (e) of Act No. 3/2000 Coll., on Freedom of Religious Belief and the Position of Churches and Religious Societies and on the Amendment to Some Other Acts (the Act on Churches and Religious Societies).

¹⁶ Section 113c of Act No. 561/2004, as amended by Act No. 179/2006 Coll.

aforementioned examinations at a secondary school or conservatory without being a student of the school in question;

- f. it shall earmark and allocate to legal entities carrying out activities of schools and included in the Register of Schools and School Facilities which are established by the state or a registered church or religious society authorised to establish church schools¹⁵ funds from the state budget to be used for covering necessary eligible costs relating to the organisation of final examinations, school-leaving examinations and graduation examinations ('absolutorium') at conservatories by persons who under this Act acquired partial qualifications which all together confirmed the attainment of all professional competences laid down in accordance with the National Register of Qualifications for the due performance of all working activities carried out within a certain profession and take, under the special legal regulation¹⁶, the aforementioned examinations at a secondary school or conservatory without being a student of the school in question.

Section 24

Board

- (1) The Board shall be an advisory body of the Ministry in the field of qualifications.
- (2) The Board shall consist of eighteen (18) members. The Minister of Education, Youth and Sports shall appoint and remove the Chair, vice-Chair and other members of the Board.
- (3) The Minister of Education, Youth and Sports shall appoint the members of the Board, taking into account their professional competences,
 - a. from among persons proposed by
 1. central administration bodies and other organisational units of the Czech Republic;
 2. professional chambers, interest and occupational associations, organisations of employers, trade union organisations, professional societies, associations of legal entities carrying out activities of schools included in the Register of Schools and School Facilities, and higher education institutions; and
 - a. from among experts in the fields of education, qualifications, labour-law relations or funding further education.
- (1) Members of the Board shall be appointed for a period of three (3) years. When appointing members of the Board for the first time the Minister of Education, Youth and Sports shall determine one third of the members whose office will terminate after one (1) year and one third of the members whose office will terminate after two (2) years. Members of the Board may be appointed repeatedly.
- (2) The Board shall meet its tasks hereunder, in particular it shall
 - a. discuss matters concerning the preparation of the National Register of Qualifications and its application in practice; and

- b. assess further issues concerning qualifications or further education which are submitted by the Ministry, and shall deliver its opinions.
- (1) The Board may establish working groups for professional preparation of its meetings.
 - (2) The manner of the Board's and its working groups' meetings and the composition of working groups shall be regulated by the Rules of Order which shall be approved by the Minister of Education, Youth and Sports.
 - (3) The Ministry shall cover the activities carried out by the Board materially and financially.
 - (4) The activities of members of the Board and their working groups are acts in the general interest¹⁷. Such persons shall be entitled to days off without salary or wage refund and to reimbursement of travel and board expenses in the amount and scope specified by a special legal regulation¹⁸ for employees in labour relation. They may also receive bonuses in the amount specified by the Ministry and they shall be entitled to reimbursement of other eligible costs, determined by the Ministry, relating to the performance of the office of a member of the Board or its working group.

CHAPTER VII

COMMON PROVISIONS

Section 25

- (1) The procedure regulated by Sections 4 through 8, 17 through 19 and Section 23, shall not be procedure the purpose of which is to take a decision constituting, amending or repealing, in certain matters, rights or duties directly determined for a certain person, or which declares, in a certain matter, that such person shall have or shall not have such rights or duties¹⁹.
- (2) The Rules of Administrative Procedure shall not apply to decision-making under Section 20.
- (3) If the last day of the time limit stipulated in Section 14, Section 17 (5) through (8), Section 18 (11) and (12) and Section 20 (1) through (3) is a Saturday, Sunday or a national holiday, the last day of the time limit shall be the next working day.
- (4) The relevant provisions of the Rules of Administrative Procedure²⁰ shall apply to the delivery of documents under Sections 17 through 20 accordingly.

¹⁷ Section 124 of the Labour Code, as amended.

¹⁸ Act No. 119/1992 Coll. on Travel Expenses, as amended.

¹⁹ Section 9 of Act No. 500/2004 Coll.; Section 65 of Act No. 150/2002, the Rules of Administrative Procedure.

²⁰ Act 500/2004 Coll. as amended by Act No. 413/2005 Coll.

- (5) The Ministry shall lay down in the implementing legal regulation details for the authorisation of natural and legal entities, the data to be included in an invitation for an examination, the form of an examination, the amount of the fee for an examination, the procedure for legal entities carrying out activities of schools when reporting eligible costs provided for in Section 23 (e) and (f), details and the lay-out of certificates, the detailed procedure for archiving duplicates of issued certificates and records on the course and results of an examination, and in cooperation with the Ministry of Labour and Social Affairs the Ministry shall specify details for the content, structure and manner of maintaining the National Register of Qualifications including conditions and terms for the inclusion of data concerning individual qualifications in the National Register of Qualifications.

PART TWO

Amendment to the Act on Establishing Ministries and Other Central State Administration Authorities of the Czech Republic

Section 26

At the end of the text of Section 7 (2) of Act No. 2/1969 Coll. on Establishing Ministries and Other Central State Administration Authorities, as amended by Act No. 60/1988 Coll., Act No. 575/1990 Coll., Act No. 21/1993 Coll., Act No. 272/1996 Coll., Act No. 18/2004 Coll., and Act No. 362/2004 Coll., the following words shall be added “and in the field of acquiring qualification in the system of further education under a special legal regulation^{1a}”.

Footnote No. 1 shall read as follows:

^{1a} Act No. 179/2006 Coll. on Verification and Recognition of Further Education Results and on the Amendment of Some Other Acts (the Act on the Recognition of Further Education Results)

PART THREE

Amendment to the Education Act

Section 27

The Act on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended by Act No. 383/2005 Coll., shall be amended as follows:

1. The heading of Part Nine shall read **“FURTHER EDUCATION AT SCHOOLS”**;
2. Paragraph 8 in Section 8 shall be repealed.
3. New Section 8a shall be inserted after Section 8 which shall read, including its heading, as follows:

Section 8a

The Name of a Legal Entity or Organisational Unit of the State

- (1) The name of a legal entity or organisational unit of the state carrying out activities under sub-section 8 (7) must always include the following:
 - a. a denotation of the kind or type of school if it carries out activities of a school;
 - b. a denotation of the type of school facility to perform institutional education, protective education or preventive educational care if it carries out the activities of this kind of school facility;
 - c. a denotation of the kind or type of school facility which is not specified under letter b) if it carries out the activities of only this type of school facility;
 - (2) The name of a legal entity or organisational unit of the state carrying out activities under sub-section 1 (a) and (b) may further include denotations of all kinds or types of school facilities if such legal entity or organisational unit of the state carries out the activities of such school facilities.
 - (3) The name may also contain a clarifying description or an honourable title, provided that such honourable title has been granted by the Ministry.
4. The wording “of the relevant grade” shall be repealed in Section 14 (2).
 5. The wording “with the consent of the Regional Authority” shall be repealed in Section 16 (8) and (9).
 6. Section 16 (10) shall be amended as follows:

“(10) To open an individual class, department or study group with adjusted educational programmes in a school under sub-section 8, and to establish the post of teacher’s assistant under sub-section 9, the consent of the Ministry is required in the case of schools established by the Ministry or registered churches or religious societies, and the consent of the relevant Regional Authority in the case of schools established by other entities.”
 7. The wording “with regard to the field of education ‘Gymnazium Focusing on Sports’, a maximum of 46 school lessons per week” shall be added at the end of the text of Section 26 (2).
 8. The wording “children, pupils and students” shall be replaced by the wording “children, pupils, students and applicants” in Section 28 (1) (c).
 9. The sentence “School reports, VET certificates, and diplomas on completion of education shall contain the birth identification number of a pupil or student

if such number has been assigned to him/her” shall be inserted after the first sentence of Section 28 (7).

10. The wording of the first sentence of Section 60 (8) “so that the enrolment proceedings must be closed not later than by the end of August” shall be repealed.

11. The first sentence of section 61 (4) shall be repealed.

12. Paragraph 6 of Section 79 shall read as follows:

“(6) Prior to the commencement of the school-leaving examination pupils shall not attend school lessons for a period of five (5) teaching days in order to prepare for taking the school-leaving examination before its date specified by the head teacher of the relevant school.”

13. The wording “The Centre for Gathering Educational Results” shall be replaced in Section 80 (10) by the word “Ministry”.

14. The sentence “A pupil who has already acquired secondary education completed by a school-leaving examination by passing such an examination under previous legal regulation shall not take the common part of the school-leaving examination” shall be inserted after the first sentence of Section 81 (6).

15. The sentence “An application shall always contain the birth identification number of the applicant if such number has been assigned to him/her” shall be added at the end of Section 94 (1).

16. New Section 113a through 113c shall be inserted after Section 113 and shall read, including footnotes 26a and 26b as follows:

“Section 113a

Recognition of Further Education for Enrolment in a Higher Grade of Education

A certificate on acquiring partial qualification issued under a special legal regulation ^{26a)} shall be, for the purposes of Section 63, considered a certificate on previous education.

Section 113b

Recognition of Partial Education in the Course of Education

A certificate on acquiring partial qualification issued under a special legal regulation ^{26a)} shall be, for the purposes of Section 70, considered a certificate on partial education of a pupil.

Section 113c

Taking a Final Examination, School-Leaving Examination or Examination on Completing Education at a Conservatory

- (1) A person having at least basic education who, under a special legal regulation^{26a}, has acquired partial qualifications confirming all professional qualifications laid down in the National Qualification System for Due Performance of all Working Activities Carried Out Within a Certain Profession may, even without previous education at a secondary school or conservatory and without previous successful passing of examinations in all subjects or other comprehensive parts of a core curriculum laid down by a framework or school educational programme in a relevant field of education for all grades of education, acquire a level of education by successfully passing a final examination, school-leaving examination or examination on completing education at a conservatory in a relevant field of education. The head teacher of a school in the respective field of education shall, upon the application of such person stated in the first sentence, enable that person to take a final examination, school leaving examination or examination on completing a conservatory on the date specified by the head teacher.
- (2) The person specified in sub-section 1 may take a final examination, school-leaving examination or examination on completing education at a conservatory even though he/she is not a pupil of the relevant school. In such a case the person shall take the examination under similar conditions as if he/she were a pupil of the school. Unless the school has been established by the state, a region, a union of municipalities or a municipality, the head teacher of the school may make the option of taking a final examination, school-leaving examination or examination on completing education at a conservatory conditional upon payment of a fee of an amount specified by the head teacher; such fee shall be the income of the legal entity carrying out the activities of the school in question.
- (3) Sub-sections 1 and 2 shall not apply to the fields of education within which qualifications for performing medical professions under a special legal regulation^{26b} are acquired."

^{26a)} Act No. 179/2006 Coll. on Verification and Recognition of Further Education Results and on the Amendment of Some Other Acts (the Act on the Recognition of Further Education Results).

^{26b)} Act No. 96/2004 Coll., on Conditions for Attaining and Recognizing Qualifications to Perform Professions Other than Medical Professions and to Perform Activities Relating to Health Care Provision and on the Amendment to Some Other Acts (the Act on Professions Other than Medical Professions), as amended by Act. 125/2005 Coll.

17. The wording "the state budget further provides finance to cover eligible costs relating to final examinations, school-leaving examinations and examinations on completing conservatories under Section 113c" shall be inserted in the first sentence of Section 163 (1) after the word "founders".

18. The wording "under Section 171 (1) and (2)" in the introductory part of the second sentence of Section 163(1) shall be replaced by the wording "under Section 171 (1) and (2) and for covering eligible costs relating to final examinations, school

leaving examinations and examinations on completing conservatories under Section 113c”.

19. Section 174 (9) shall read as follows:

“(9) An auditor may be a person who has completed higher education, who has at least five (5) years of professional experience, and who satisfies other prerequisites laid down in special legal regulations⁴⁵⁾, or a person who has completed secondary education accomplished by a school-leaving examination, who has at least twenty (20) years of professional experience and who satisfies other prerequisites laid down in special legal regulations⁴⁵⁾.”

20. The following paragraph 7 shall be added to Section 183:

“(7) The Ministry, or an organisation established by the Ministry, shall, when gathering and processing data retrieved from the documentation of schools, school facilities and school registers and when collecting statistical data⁴⁹⁾, be entitled to use the birth identification numbers of applicants, children, pupils, and students. A legal entity carrying out the activities of a school or school facility shall be, for the purposes specified in the first sentence, obliged to provide the birth identification numbers of applicants, children, pupils, and students”.

21. The second sentence of Section 185 (1) shall read as follows: “The validity of teaching and study documents from the first grade up issued in accordance with current legal regulations shall terminate on such a date; until then, enrolment into education, the process of education and the completion of education shall be governed in accordance with such study documents”.

22. The figure “3” shall be replaced by figure “7” in Section 185 (2) and a second sentence shall be added after the first sentence which shall read as follows: “Tertiary professional schools may provide education in accordance with study documents approved under current legal regulations until the end of the school year 2011/2012 at the latest”.

23. In Section 185 paragraph 24 shall be added which shall read as follows:

“The head teacher of a school shall pursue a course of action under Section 60 (4), the second part of letter a), starting with the words “and further according to the final evaluation” from the school year 2007/2008.”

PART FOUR

Amendment to the Act on Pedagogical Staff and on the Amendment to Some Other Acts

Section 28

Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts (the Act on Pedagogical staff), as amended by Act No. 383/2005 Coll., shall be amended as follows:

1. Section 32 shall read as follows:

“Section 32

A natural person who does not satisfy the prerequisite under Section 3 (1) (b) may perform a direct educational function after the date of the entering of this Act into effect

- a. if they, as of the date of the entering of this Act into effect, have reached the age of fifty (50) years and by long performance of direct pedagogical activities in the relevant kind or type of school for a period of at least fifteen (15) years proved their capability to carry out the required activities;
- b. not longer than for a period of five (5) years, unless they commence studies through which they will attain the required qualifications and if they complete such studies successfully;
- c. if higher education institutions providing education in vocational subjects taught at secondary and post-secondary vocational schools do not enable access to higher education in an accredited educational programme for the relevant study field; in such a case acquisition of the highest possible education in the relevant field shall be satisfactory.”

2. New Section 32a shall be inserted after Section 32 and it shall read as follows:

“Section 32a

A head teacher of a school may be a natural person who does not satisfy the prerequisite under Section 3 (1) (b) if he/she has acquired education by studying on an accredited master’s study programme and shall not later than within two (2) years from the date he/she began to perform the office of the head teacher of the school commence studies ensuring the required prerequisite and shall complete such studies successfully.”

PART FIVE

Amendment to the Act on Trade Licensing

Section 29

In Section 3 of Act No. 455/1991 Coll. on Trade Licensing (the Act on Trade Licensing), as amended by Act No. 600/1992 Coll., Act No. 273/1993 Coll., Act No. 303/1993 Coll., Act No. 38/1994 Coll., Act No. 42/1994 Coll., Act No. 200/1994 Coll., Act No.

237/1995 Coll., Act No. 286/1995 Coll., Act No. 147/1996 Coll., Act No. 19/1997 Coll., Act No. 49/1997 Coll., Act No. 79/1997 Coll., Act No. 217/1997 Coll., Act No. 15/1998 Coll., Act No. 157/1998 Coll., Act No. 167/1998 Coll., Act No. 356/199 Coll., Act No. 360/1999 Coll., Act No. 363/1999 Coll., Act No. 121/2000 Coll., Act No. 122/2000 Coll., Act No. 123/2000 Coll., Act No. 124/2000 Coll., Act No. 149/2000 Coll., Act No. 151/2000 Coll., Act No. 158/2000 Coll., Act No. 247/2000 Coll., Act No. 258/2000 Coll., Act No. 362/2000 Coll., Act No. 409/2000 Coll., Act No. 458/2000 Coll., Act No. 100/2001 Coll., Act No. 120/2001 Coll., Act No. 256/2001 Coll., Act No. 274/2001 Coll., Act No. 477/2001 Coll., Act No. 281/2002 Coll., Act No. 162/2003 Coll., Act No. 224/2003 Coll., Act No. 167/2004 Coll., Act No. 257/2004, and Act No. 499/2004 Coll., the full stop at the end of paragraph 3 shall be replaced by a comma and the letter ag) shall be added which, including footnote 23p, shall read as follows:

“ag) activities of authorised persons entitled to verify the attainment of professional competence required for a partial qualification under a special legal regulation^{32p)}.

^{32p)} Act No. 179/2006 Coll. on Verification and Recognition of Further Education Results and on the Amendment of Some Other Acts (the Act on the Recognition of Further Education Results).

PART SIX

Amendment to the Act on Administrative Fees and Charges

Section 30

In part I, item 22 of the Annex to Act No. 634/2004 Coll. on Administrative Fees and Charges, as amended by Act No. 217/2005 Coll., Act No. 228/2005 Coll., Act No. 361/2005 Coll., Act No. 444/2005 Coll., Act No. 545/2005 Coll., and Act No. 553/2005, letters (j) and (k) shall be added which, including footnote 26a, shall read as follows:

- j. Award of authorisation (authorisation to verify the attainment of professional competence required to attain a partial qualification or partial qualifications) shall be charged for by the amount of CZK 1,500 for each qualification; however, the maximum amount shall not exceed CZK 10,000;
- k. The extension of authorisation validity^{26a} stipulated in letter (j) above shall be charged for by the amount of CZK 500.

^{26a} Act No. 179/2006 Coll. on Verification and Recognition of Further Education Results and on the Amendment of Some Other Acts (the Act on the Recognition of Further Education Results).

PART SEVEN

Amendment to the Act on Income Tax

Section 31

Act No. 586/1992 Coll. on Income Tax, as amended by Act No. 35/1993 Coll., Act No. 96/1993 Coll., Act No. 96/1993 Coll., Act No. 157/1993 Coll., Act No. 196/1993 Coll., Act No. 323/1993 Coll., Act No. 42/1994 Coll., Act No. 85/1994 Coll., Act No. 114/1994 Coll., Act No. 259/1994 Coll., Act No. 32/1995 Coll., Act No. 87/1995 Coll., Act No. 118/1995 Coll., Act No. 149/1995 Coll., Act No. 248/1995 Coll., Act No. 316/1996 Coll., Act No. 18/1997 Coll., Act No. 151/1997 Coll., Act No. 209/1997 Coll., Act No. 210/1997 Coll., Act No. 227/1997 Coll., Act No. 111/1998 Coll., Act No. 149/1998 Coll., Act No. 168/1998 Coll., Act No. 333/1998 Coll., Act No. 63/1998 Coll., Act No. 129/1999 Coll., Act No. 144/1999 Coll., Act No. 170/1999 Coll., Act No. 225/1999, Ruling of the Constitutional Court published under No. 3/2000 Coll., Act No. 17/2000 Coll., Act No. 27/2000 Coll., Act No. 72/2000 Coll., Act No. 100/2000 Coll., Act No. 103/2000 Coll., Act No. 121/2000 Coll., Act No. 132/2000 Coll., Act No. 241/2000 Coll., Act No. 340/2000 Coll., Act No. 492/2000 Coll., Act No. 117/2001 Coll., Act No. 120/2001 Coll., Act No. 239/2001 Coll., Act No. 453/2001 Coll., Act No. 483/2001 Coll., Act No. 50/2002 Coll., Act No. 128/2002 Coll., Act No. 198/2002 Coll., Act No. 260/2002 Coll., Act No. 308/2002 Coll., Act No. 575/2002 Coll., Act No. 162/2003 Coll., Act No. 438/2003 Coll., Act No. 19/2004 Coll., Act No. 47/2004 Coll., Act No. 49/2004 Coll., Act No. 257/2004 Coll., Act No. 280/2004 Coll., Act No. 359/2004 Coll., Act No. 360/2004 Coll., Act No. 436/2004 Coll., Act No. 562/2004 Coll., Act No. 628/2004 Coll., Act No. 669/2004 Coll., Act No. 676/2004 Coll., Act No. 179/2005 Coll., Act No. 217/2005 Coll., Act No. 342/2005 Coll., Act No. 357/2005 Coll., Act No. 545/2005 Coll., and Act No. 552/2005, shall be amendeded as follows:

1. Paragraph 8, including footnote^{82a}, shall be added in Section 15 and shall read as follows:

“(8) Fees for examinations verifying further education results pursuant to the Act on Verification and Recognition of Further Education Results^{82a} may be deducted from the tax base in the relevant taxation period unless these were paid by an employer and were not charged as an expense under Section 24 by a tax payer with income under Section 7, however the maximum amount to be deducted shall not exceed CZK 10,000. A tax payer who is considered to be a disabled person may deduct within the relevant taxation period a fee of up to CZK 13,000 and a tax payer who is considered to be a disabled person with more serious disability may deduct a fee of up to CZK 15,000.

^{82a} Act No. 179/2006 Coll. on Verification and Recognition of Further Education Results and on the Amendment of Some Other Acts (the Act on the Recognition of Further Education Results).

2. In Section 24 the full stop at the end of paragraph 2 shall be replaced by a comma and the letter zv) shall be added and shall read as follows:

“zv) expenses (costs) paid by a tax payer with income under Section 7 for paying fees for an examination verifying further education results pursuant to the Act on Verification and Recognition of Further Education Results^{82a} which relate to a business undertaking or the self-employed activities of the tax payer however the maximum amount of such fees shall not exceed CZK 10,000. A tax payer who is considered to be a disabled person may deduct within the relevant taxation period expenses of up to CZK 13,000 and a tax payer who is considered to be a disabled person with a more serious disability may deduct expenses of up to CZK 15,000.”

3. In Section 38k (5) new letter j) shall be inserted after letter i) and shall read as follows:

"j) in what amount the tax payer paid fees for examinations verifying further education results under Section 15”.

The current letter j) shall be marked as letter k).

4. In Section 381 the full stop at the end of paragraph 1 shall be replaced by a comma and a letter l) shall be added and shall read as follows:

"l) by confirming the amount of the fee paid for an examination verifying further education results pursuant to the Act on Verification and Recognition of Further Education Results^{82a} if he/she shall require deduction of the tax base under Section 15.”

PART EIGHT

Amendment to the Act on Providing Subsidies to Private Schools, Pre-school and School Facilities

Section 32

Section 1 (3) of Act No. 306/1999 Coll. on Providing Subsidies to Private School, Preschool and School Facilities as amended by Act 562/2004 Coll., shall reads as follows:

“(3) Subsidies to a legal entity which carries out activities of a basic artistic school shall be provided for ensuring education determined for pupils prior to their commencement of compulsory school attendance, pupils fulfilling compulsory school attendance, pupils attending daily secondary schools or conservatories, and students daily attending tertiary professional schools.”

PART NINE

ENTRY INTO EFFECT

Section 33

This Act shall come into effect on 1 August 2007 with the exception of the provisions of Part One, Chapter I and II, Section 22 (a), Sections 23 and 24, Section 25 (1), Part Two, Part Three, points 2 through 15 and 19 through 23, Part Four and Part Eight, which shall come into effect on the date of its publication.

Authorised signatures

Zaorálek

Klaus

Paroubek

Annex to the Act No. 179/2006 Coll.

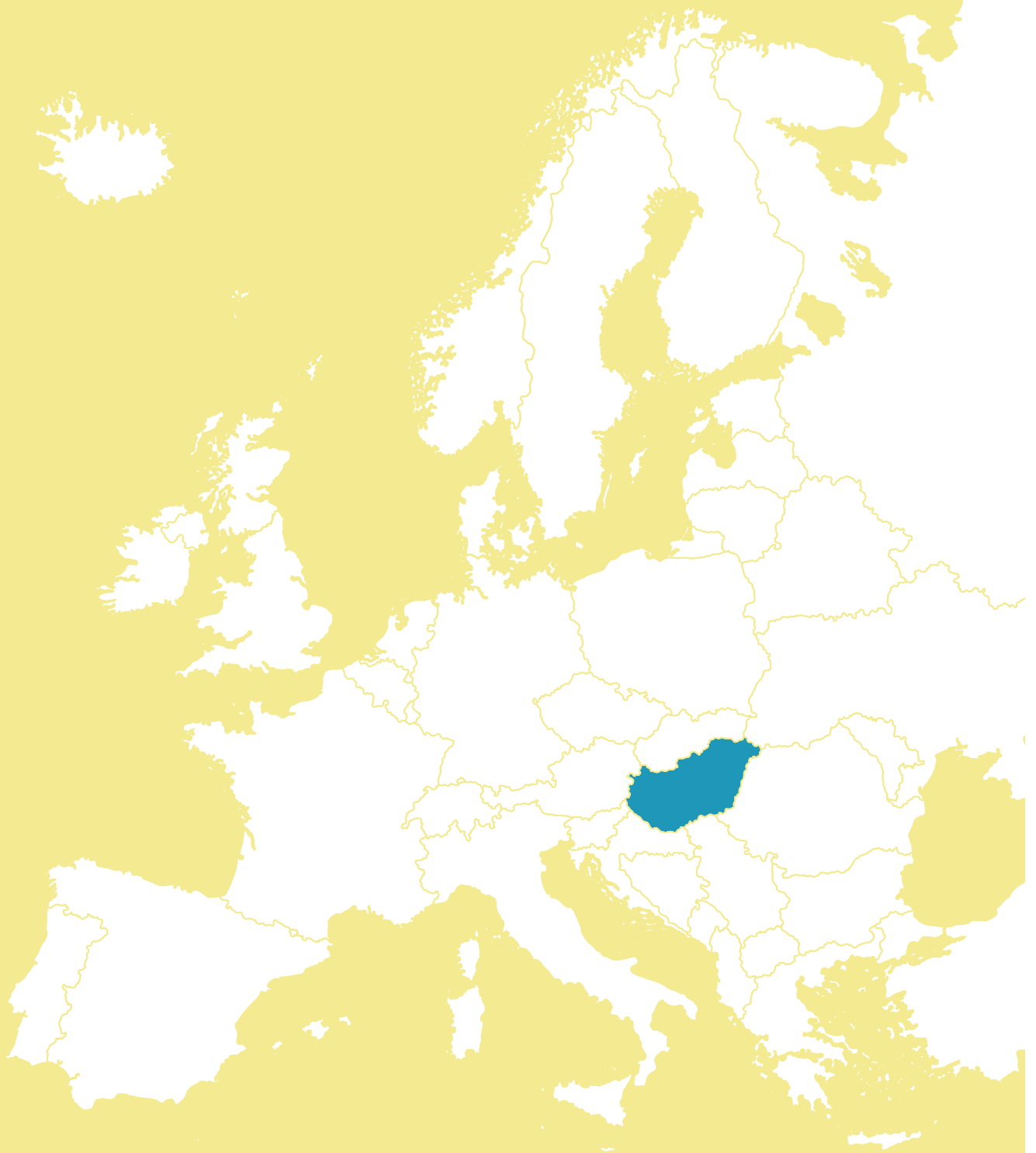
Competencies of Central Administration Authorities for Professional Authorisation

Central Administration Authority	Competencies for Professional Authorisation in the Relevant Field
Ministry of Transport	Transport and its operations
Ministry of Finance	Financial management, prices, financial controls and audits, accounting, tax advisory services, management of property under public ownership, insurance operations
Czech National Bank	Banking
Ministry of Informatics	Information and communication technologies, postal services
Ministry of Culture	Art, cultural and educational care for cultural goods, churches and religious societies, press and other information media, Copyright Act, production and trade in the field of culture
Ministry of Defence	Defence of the Czech Republic, civil defence
Ministry of Labour and Social Affairs	Labour-law relations, labour safety, employment and requalification, pension scheme, social services, care for family and children, care for citizens who need special care
Ministry for Regional Development	House and flat maintenance, land planning and construction rules, investment policy, tourism, funeral and related rules

Central Administration Authority	Competencies for Professional Authorisation in the Relevant Field
Ministry of Industry and Trade	Utilisation of mineral resources, energy industry, heating industry, gas industry, mining, dressing and refining of crude oil and natural gas, solid fuels, radioactive raw materials, metal ores and ores other than metal ores, metallurgy, machinery, electro-technical and electronic industry, chemical industry and processing of crude oil, rubber and plastic industries, glass and ceramics, textile and clothing industry, leather processing and printing industry, paper and cellulose industry, wood-processing industry, industry producing construction materials, construction production, medical production, salvage and scrap metal, internal trade, international trade, technical standardisation, metrology and state testing, industrial research, technical and technological development, precious metal stamping and testing
Ministry of Justice	Courts and state prosecutors' offices, prison service, probation and mediation
Ministry of Education, Youth and Sports	Activities of schools and school facilities inscribed in the Register of Schools and School Facilities, higher education institutions, science, research and development, public care for children, youth, physical training, sports, hiking and sporting representation of the state
Ministry of the Interior	Public order, internal order and security including supervision over road traffic safety, register of inhabitants, archiving and filing services, weapons and ammunition, fire protection, residence of foreign nationals and refugees, crisis management, civil emergency planning, protection of inhabitants and integrated rescue system, administrative proceedings, administrative punishment and sanctions, the Police of the Czech Republic, regional and local authorities of state administration
Ministry of Foreign Affairs	Foreign policy and diplomatic services
Ministry of Health	Health care, public health protection, medical scientific research activities, searching, protecting and use of natural curing resources, natural spa and curing sources, natural mineral waters, medicines and medical devices for prevention, diagnosis and treatment of people, health insurance and health information system

Central Administration Authority	Competencies for Professional Authorisation in the Relevant Field
Ministry of Agriculture	Agriculture (with the exception of the protection of agricultural soil), water management (with the exception of the protection of natural water accumulation), protection of water sources and protection of the quality of surface and ground water, food processing industry, forests, forestry and fishery (with the exception of areas of national parks), commodity exchanges organising trades in goods originating from agricultural and forest production including products made by its processing, veterinary administration, control and testing relating to agriculture, pedigree animal breeding, veterinary care, phytosanitary care, food safety, the protection of animals against torture, and protection of rights relating to new plant varieties and breeds of animals
Ministry of the Environment	Environment, protection of natural accumulation of water, protection of water sources and protection of quality surface and ground water, air protection, protection of nature and countryside, operations of zoological gardens, protection of agricultural soil, execution of public geological service, protection of rock environment including protection of mineral sources and ground water, geological work and ecological supervision over mining, waste management, forestry, fisheries and forest management in national parks, maintenance of single information system on the environment including overall monitoring, hydrometeorology

6. Hungary



Annex 6.1. List of Legal Acts/Regulations referred to in the Country Report

Legal acts for the HuQF

- Act LXXVII of 2013 on adult training
- Act CXXI of 1999 on economic chambers
- Act CCIV of 2011 on national higher education
- Act CLXXXVII of 2011 on VET
- Act CXC of 2011 on general education
- Act CLV of 2011 on vocational training contribution and on the support of the development of training
- No. 16/2014 (IV.4.) NGM Decree of the Ministry for National Economy on the requirements of registration and rules of procedure for adult training LPRs, and on the certification of meeting the requirements of language training
- No. 10/2010. (IV. 15.) SZMM Decree of the Ministry of Social Affairs and Labour on the detailed rules of adult training expert activity
- No. 8/2013. (III.6.) NGM Decree of the Ministry for National Economy on the requirements of master craftsman examination for the qualifications belonging to the competence of the Minister of National Economy
- No. 47/2014. (X. 29.) EMMI Decree of the Ministry of Human Capacities on the requirements of master craftsman examination for the qualifications belonging to the competence of the Minister of Human Capacities
- No. 31/1996. (VI. 19.) IKM Decree of the Ministry of Industry and Commerce on the VERs of industrial master craftsman training
- No. 27/1996. (X. 4.) FM Decree of the Ministry of Agriculture on issuing the VERs of the master craftman training that can be added on the qualifications belonging to the sector of agriculture
- No. 53/2013. (IX. 11.) BM Decree of the Ministry of Interior on the requirements of master craftsman examination for the trade of a chimneyman belonging to the sector of the Minister of Interior
- No. 21/1997. (VI. 4.) MKM-IKIM Joint Decree of the Ministry of Culture and Education-Ministry of Industry, Trade and Tourism on the master craftsman training that can be provided in the trades of a goldsmith, musical instrument maker and repairer

- No. 1/2000. (I. 14.) NKÖM Decree of the Ministry of National Cultural Heritage on the organised training system of cultural experts, its requirements, and its financing
- No. 63/2011. (XI. 29.) NEFMI Decree of the Ministry of Human Capacities on the rules of in-service training for skilled health workers
- No. 273/2012. (IX. 28.) Government Decree on the in-service training of civil servants
- Act CLV of 1997 on consumer protection
- No. 58/2013. (XII.13.) NGM Decree of the Ministry for National Economy on the adult training quality assurance framework, and on the members, tasks, and detailed rules of operation of the Adult Training Expert Committee
- No. 14/2014 (IV.4.) NGM Decree of the Ministry for National Economy on the requirements and order of procedure of including adult training LPRs in the register, and on certifying the fulfilment of language training
- No. 59/2013. (XII. 13.) NGM Decree of the Ministry for National Economy on the requirements and order of procedure of including adult training VPRs in the register, and on certifying the obtainment of a vocational qualification
- No. 217/2012. (VIII. 9.) Government Decree on the modules of vocational requirements of state recognised qualifications
- No. 56/2013 (XII.4.) NGM Decree of the Ministry for National Economy on the extent of the administrative service fee to be paid in the authorisation procedure for providing adult training activity, and the rules of use, as well as the order of payment of the penalties imposed during the control of adult training institutions

Legal regulations for the HuQF

- No. 2069/2008. (VI. 6.) Government Decision on joining the European Qualifications Framework and on the establishment of the National Qualifications Framework
- No. 1004/2011. (I. 14.) Government Decision on the establishment and introduction of the NQF
- No. 1229/2012. (VII. 6.) Government Decision on the tasks related to the introduction of the HuQF, and on the amendment of the no. 1004/2011. (I. 4.) Government Decision on the establishment and introduction of the NQF
- No. 1791/2013. (XI. 7.) Government Decision on the tasks related to the introduction of the HuQF, and on the amendment of the no. 1229/2012. (VII. 6.) Government Decision on the amendment of the no. 1004/2011. (I. 4.) Government Decision on the establishment and introduction of the NQF

Annex 6.2. Forms Used in the Procedure of Including Qualifications in the NQF

Form of Vocational Programme Requirement (VPR) Proposal

PROPOSER'S DATA

TAX NUMBER	
NAME	
<i>COMPANY FORM</i>	
<i>PROPOSER'S POSITION</i>	
ZIP CODE	
CITY	
PUBLIC AREA, HOUSE NUMBER	
<i>COUNTY</i>	
REPRESENTATIVE'S NAME	
REPRESENTATIVE'S PHONE NUMBER	
REPRESENTATIVE'S E-MAIL ADDRESS	
CONTACT PERSON'S NAME	
CONTACT PERSON'S PHONE NUMBER	
CONTACT PERSON'S E-MAIL ADDRESS	

1. A) NAME OF VPR

B) NAME OF VOCATIONAL QUALIFICATION

2. WITH THE COMPETENCES THAT CAN BE ACQUIRED BY MEANS OF THE VOCATIONAL QUALIFICATION

- ☐ A NEW, INDEPENDENT ACTIVITY, TASK IN THE FIELD OF WORK CAN BE PERFORMED
- ☐ AN ACTIVITY, TASK IN THE FIELD OF WORK CAN BE PERFORMED AT A HIGHER LEVEL

3. IS THE VPR MODULAR?☐ YES☐ NO

THE VPR MODULE

☐ IS A MODULE INCLUDED IN THE REGISTER☐ IS A NEW MODULE ELABORATED BY THE PROPOSER

<i>VPR MODULE NUMBER</i>	<i>MODULE NAME</i>
01.	
02.	
03.	

4. THE VPR CAN BE LINKED TO THIS TRADE GROUP IN THE NVQR☐ 1. HEALTH CARE☐ 12. PRINTING INDUSTRY☐ 2. SOCIAL SERVICES☐ 13. TRAFFIC INDUSTRY☐ 3. EDUCATION☐ 14. ENVIRONMENTAL PROTECTION AND WATER MANAGEMENT☐ 4. ART, PUBLIC EDUCATION, COMMUNICATION☐ 15. ECONOMY☐ 5. ENGINEERING☐ 16. MANAGEMENT☐ 6. ELECTRICAL AND ELECTRONICAL ENGINEERING☐ 17. TRADE AND MARKETING, BUSINESS ADMINISTRATION☐ 7. INFORMATION TECHNOLOGY☐ 18. CATERING AND TOURISM☐ 8. CHEMICAL INDUSTRY☐ 19. other services☐ 9. ARCHITECTURE☐ 20. AGRICULTURE☐ 10. LIGHT INDUSTRY☐ 21. FOOD INDUSTRY☐ 11. TIMBER INDUSTRY☐ 22. PUBLIC SERVICE**5. DETERMINATION AND INDICATION OF THE LEVEL FOR LINKING ACCORDING TO THE HUQF RELATED TO THE EQF**☐ 1. PRIMARY SCHOOL, GRADE 6☐ 2. PRIMARY SCHOOL, GRADE 8☐ 3. SECONDARY SCHOOL, GRADE 10

- ☐ 4. CERTIFICATE OF SECONDARY SCHOOL LEAVING EXAMINATION
- ☐ 5. HIGHER VET
- ☐ 6. HIGHER EDUCATION BACHELOR PROGRAMME
- ☐ 7. HIGHER EDUCATION MASTER PROGRAMME
- ☐ 8. DoCTORAL PROGRAMME

6. INPUT REQUIREMENTS FOR STARTING THE TRAINING, DEPENDING ON THE TYPE OF VOCATIONAL QUALIFICATION

PRELIMINARY SCHOOL QUALIFICATIONS

- ☐ NOT BOUND TO ANY SCHOOL QUALIFICATION, ☐ HIGHER EDUCATION DEGREE
LOWER THAN COMPLETED 8 GRADEs of PRIMARY
GENERAL EDUCATION
- ☐ COMPLETED PRIMARY GENERAL EDUCATION
- ☐ SECONDARY SCHOOL LEAVING CERTIFICATE
- ☐ CERTIFICATE OF SECONDARY SCHOOL LEAVING
EXAMINATION
- ☐ SECONDARY VOCATIONAL SCHOOL LEAVING
EXAMINATION

PRELIMINARY VOCATIONAL QUALIFICATION

- ☐ NOT BOUND TO ANY PRELIMINARY VOCATIONAL QUALIFICATION
- ☐ VOCATIONAL QUALIFICATION(S) OBTAINED IN OTHER VOCATIONAL TRAINING ACCOR-
DING TO THE ADULT TRAINING ACT, THAT IS:

- ☐ QUALIFICATION(S) IN THE PROPOSAL BELONGING TO THE TRADE GROUP IN THE NVQR,
THAT IS:

- ☐ QUALIFICATION(S) OBTAINED IN HIGHER VET NOT PROVIDING THE LEVEL OF A HIGHER
EDUCATION QUALIFICATION ACCORDING TO THE ACT ON NATIONAL HIGHER EDUCATION,
THAT IS:

☐ POSTGRADUATE SPECIALISATION QUALIFICATION(S), THAT IS:

HEALTH APTITUDE REQUIREMENTS

☐ NOT REQUIRED

☐ REQUIRED, THAT IS:

REQUIRED PRACTICE TIME

☐ NOT REQUIRED

☐ REQUIRED, THAT IS:

OTHER REQUIREMENTS

☐ NOT REQUIRED

☐ REQUIRED, THAT IS:

7. BRIEF DESCRIPTION OF THE MOST TYPICAL ACTIVITY/FIELD OF WORK THAT CAN BE PERFORMED/FILLED WITH THE VOCATIONAL QUALIFICATION

8. NAME AND CLASS OF SCOPE OF WORK THAT CAN BE FILLED WITH THE VOCATIONAL QUALIFICATION

NAME OF HSCO MAIN GROUP	HSCO NUMBER	NAME OF OCCUPATION	THE MOST TYPICAL ACTIVITY/ FIELD OF WORK THAT CAN BE PERFORMED/FILLED WITH THE VOCATIONAL QUALIFICATION

9. MINIMUM AND MAXIMUM TOTAL NUMBER OF TRAINING HOURS OF THE TRAINING REQUIRED FOR OBTAINING THE VOCATIONAL QUALIFICATION DEPENDING ON THE TRAINING FORM, AND THE RATIO OF THEORETICAL AND PRACTICAL TIME

CAN THE TRAINING BE IMPLEMENTED IN THE TRAINING FORM OF „INDIVIDUAL PREPARATION”?

- ☐ YES
- ☐ NO
- ☐ NOT RELEVANT

IF YES:

INDIVIDUAL PREPARATION	MINIMUM	MAXIMUM
TOTAL NUMBER OF TRAINING HOURS OF THE TRAINING		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

CAN THE TRAINING BE IMPLEMENTED IN THE FORM OF „GROUP TRAINING”?

- ☐ YES
- ☐ NO
- ☐ NOT RELEVANT

IF YES:

GROUP TRAINING	MINIMUM	MAXIMUM
TOTAL NUMBER OF TRAINING HOURS		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

CAN THE TRAINING BE IMPLEMENTED IN THE FORM OF „DISTANCE TRAINING”?

- ☐ YES
- ☐ NO
- ☐ NOT RELEVANT

IF YES:

DISANCE LEARNING	MINIMUM	MAXIMUM
TOTAL NUMBER OF TRAINING HOURS		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

10. LABOUR MARKET RELEVANCE OF THE PLANNED TRAINING

--

11. CRITERIA OF ISSUING THE DOCUMENT TO CERTIFY THE OBTAINMENT OF THE VOCATIONAL QUALIFICATION

1. PARTICIPATION IN AT LEAST SEVENTY PERCENT OF THE NUMBER OF TRAINING HOURS AS STATED IN THE ADULT TRAINING AGREEMENT, AND
2. SUCCESSFUL COMPLETION OF THE FINAL VOCATIONAL REPORT

3.1. DETAILED DESCRIPTION OF THE VPR MODULE

NUMBER OF VPR MODULE	
NAME OF VPR MODULE	

3.1.1. MINIMUM AND MAXIMUM NUMBER OF TRAINING HOURS OF THE TRAINING DEPENDING ON THE TRAINING FORM, AND THE RATIO OF THEORETICAL AND PRACTICAL TIME**CAN THE MODULE BE IMPLEMENTED IN THE TRAINING FORM OF „INDIVIDUAL PREPARATION”?**

- ☐ YES
- ☐ NO
- ☐ NOT RELEVANT

IF YES:

INDIVIDUAL PREPARATION	MINIMUM	MAXIMUM
NUMBER OF TRAINING HOURS		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

CAN THE MODULE BE IMPLEMENTED IN THE TRAINING FORM OF „GROUP TRAINING”?

- ☐ YES
- ☐ NO
- ☐ NOT RELEVANT

IF YES:

GROUP TRAINING	MINIMUM	MAXIMUM
NUMBER OF TRAINING HOURS		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

CAN THE MODULE BE IMPLEMENTED IN THE TRAINING FORM OF „DISTANCE LEARNING”?

☐ YES☐ NO☐ NOT RELEVANT

IF YES:

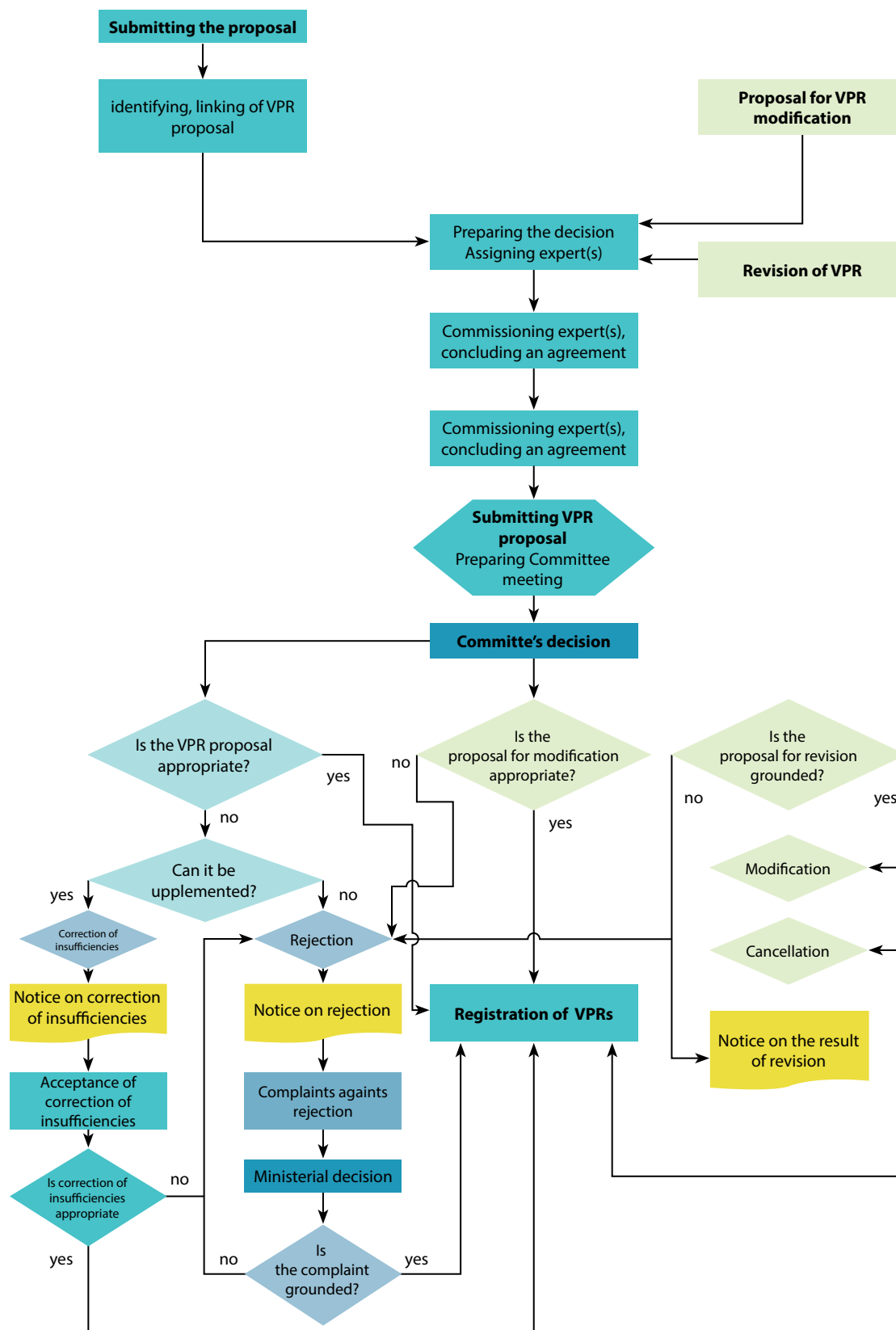
DISTANCE LEARNING	MINIMUM	MAXIMUM
NUMBER OF TRAINING HOURS		
RATIO OF THEORETICAL TRAINING TIME (%)		
RATIO OF PRACTICAL TRAINING TIME (%)		

3.1.2 DESCRIPTION OF VOCATIONAL REQUIREMENTS

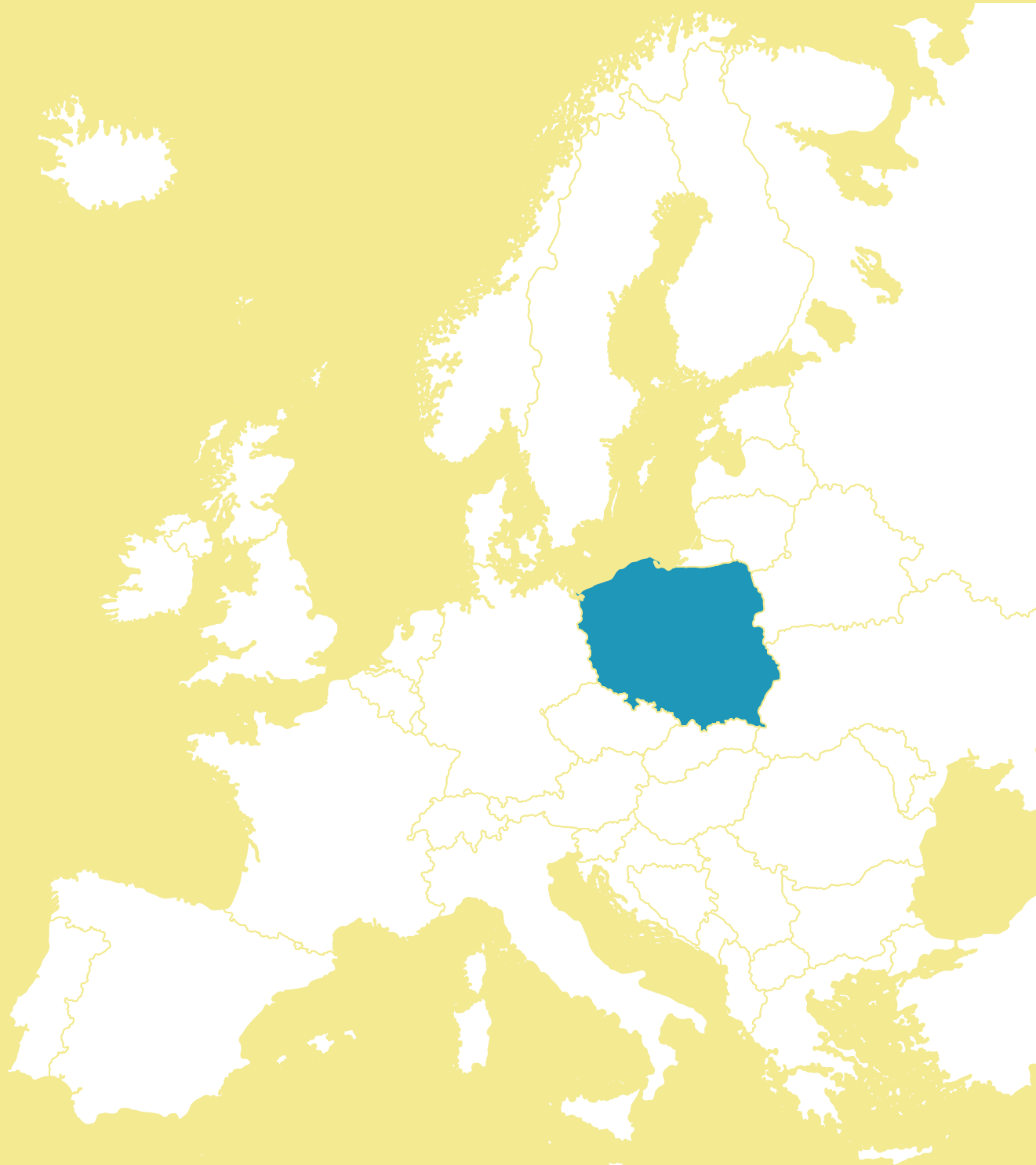
DESCRIPTION OF THE VOCATIONAL KNOWLEDGE, SKILLS AND INDIVIDUAL COMPETENCES, SOCIAL COMPETENCES AND METHOD COMPETENCES DESCRIBING THE VOCATIONAL COMPETENCES REQUIRED FOR PERFORMING/FILLING THE MOST TYPICAL ACTIVITY/FIELD OF WORK ACCORDING TO LEARNING OUTCOMES

KNOWLEDGE	SKILLS	ATTITUDE	RESPONSIBILITY, AUTONOMY

Annex 6.3. The Process of Including Adult Training VPR in the Register



7. Poland



Annex 7.1. List of the Legal Acts referred to in the Country Report

1. Act of 22 March 1989 on the crafts trades (Journal of Laws 2002, No. 112, item 979 with later amendments).
2. School Education Act of 7 September 1991 (Journal of Laws 2004, No. 256, item 2572 with later amendments).
3. Act of 27 July 2005 on the Law on higher education (Journal of Laws 2012, item 572 with later amendments).
4. Resolution of the Minister of National Education of 23 December 2011 on the classification of vocational school occupations (Journal of Laws 2012, item 7).
5. Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws 2016, item 64).

Annex 7.2. Form Used in the Procedure of Including Qualifications in the NQF

Integrated Qualifications Register

Application for the inclusion of a qualification in the IQS¹

Type of application

Application to include a qualification in the IQS

Name of the qualification

Abbreviation of the name

Type of qualification

Proposed level of the Polish Qualifications Framework

Short description of the qualification and an approximate cost of issuing the document confirming that the qualification has been attained

Notional workload required to attain the qualification [in hours]

Groups that may be interested in attaining the qualification

¹ The application is filled out electronically on the website of the Integrated Qualifications Register.

Prerequisite qualifications required to attain the proposed qualification

Description

List

If applicable, the conditions to be fulfilled by a person who will be undergoing validation

The need for the qualification

References to similar qualifications and qualification in the IQR with common sets of learning outcomes

Typical ways of using the qualification

Requirements for validation and the entities conducting validation

Proposed level in the sectoral qualifications framework (if applicable)

Synthesis of the learning outcomes

Set number

Set name

Level

Notional workload [in hours]

Type of set

Specific learning outcomes and the verification criteria of their attainment

Skills and their verification criteria

Skills

Verification criteria

Comments on the sets of learning outcomes

Information on the institutions authorized to award the qualification

Applicant

Relevant minister

Period of time the document confirming that the qualification has been awarded is valid and the conditions to be met to extend its validity.

Period of time the entry into the IQR is valid

Name of the document confirming that the qualification has been awarded

Entitlements / powers conferred by having attained the qualification

Educational subject code

Polish Classification of Activities code (PKD)

IQR qualification code

Status

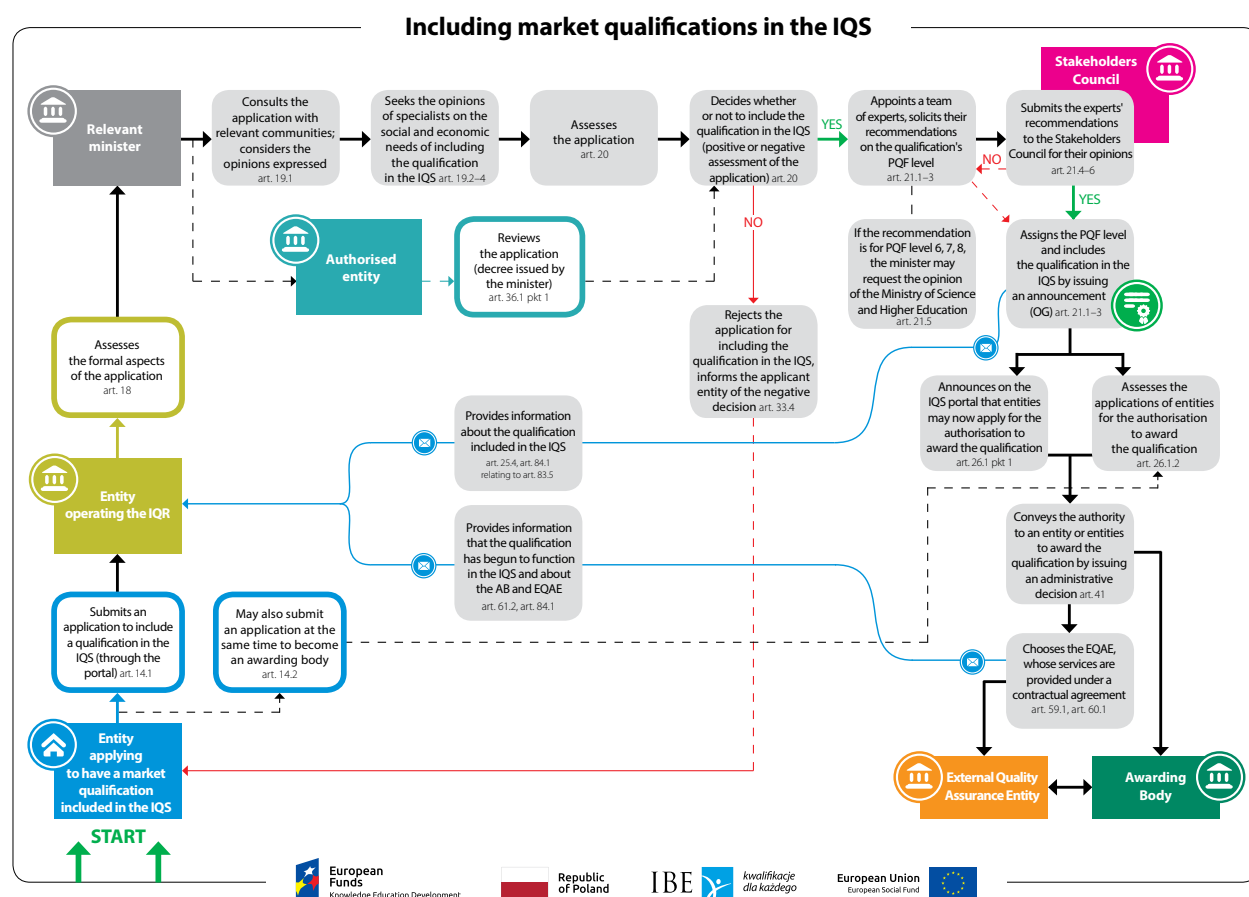
Documents

#	Document title

☐

I hereby certify that the information provided in this application for a market qualification to be included in the Integrated Qualifications System is true. I am aware of the legal consequences of making a false declaration.

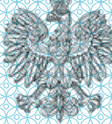
Annex 7.3. Process of Including Market Qualifications in the IQS



Annex 7.4. Templates of selected certificates and diplomas indicating the PQF level of the qualification

Source: Regulation of the Minister of National Education of 26 April 2018 on Certificates, Diplomas and Other School Templates (Journal of Laws 2018, item 939).

■ Certificate of Completing Primary School, (MEN-I/8/1) (template no. 8), page 1



ŚWIADECTWO UKOŃCZENIA SZKOŁY PODSTAWOWEJ

.....
imię (imiona) i nazwisko

.....
data urodzenia

.....
miejsce urodzenia

.....
numer PESEL

ukończył..... w roku szkolnym.....

.....
nazwa szkoły podstawowej

nr..... im.....

w..... woj.....

.....
miejscowość

.....
dnia..... r.

Nr.....

m.p.

.....
pieczęć i podpis dyrektora

P R K II

Kwalifikacja pełna na poziomie
drugim Polskiej Ramy Kwalifikacji.
Świadectwo jest dokumentem potwierdzającym posiadanie wykształcenia podstawowego.

MEN-I/8/1

■ Certificate of Completing Primary School, page 2

WYNIKI KLASYFIKACJI KOŃCOWEJ	
zachowanie	.....
religia / etyka	.....
Obowiązkowe zajęcia edukacyjne	
język polski	.....
język	.....
język	.....
muzyka	.....
plastyka	.....
historia	.....
wiedza o społeczeństwie	.....
przyroda	.....
geografia	.....
biologia	.....
chemia	.....
fizyka	.....
matematyka	.....
informatyka	.....
technika	.....
wychowanie fizyczne	.....
edukacja dla bezpieczeństwa	.....
Dodatkowe zajęcia edukacyjne	

Inne zajęcia	

Indywidualny program lub tok nauki	

Szczególne osiągnięcia	

..... podpis wychowawcy/opiekuna klasy	
Skala ocen: 1) zachowanie: wzorowe, bardzo dobre, dobre, poprawne, nieodpowiednie, naganne; 2) zajęcia edukacyjne, religia / etyka: celujący, bardzo dobry, dobry, dostateczny, dopuszczający, niedostateczny.	

- Certificate of passing the *Matura* examination upon the completion of upper secondary school, with the graphic symbol for PQF level 4 (OKE-II/61/3) (template no. 61)



RZECZPOSPOLITA POLSKA
ŚWIADECTWO DOJRZAŁOŚCI

.....
imię (imiona) i nazwisko

.....
data urodzenia

.....
miejsce urodzenia

.....
numer PESEL

zdał.... egzamin maturalny i uzyskał....

z przedmiotów obowiązkowych:
w części ustnej egzaminu:

język polski

język

w części pisemnej egzaminu na poziomie podstawowym:

język polski wynik taki sam lub niższy uzyskało% zdających

język wynik taki sam lub niższy uzyskało% zdających

matematyka wynik taki sam lub niższy uzyskało% zdających

....., dnia r.
miejscowość

Nr M/.....

m.p.

.....
pieczęć i podpis dyrektora
okręgowej komisji egzaminacyjnej

P R K IV

Kwalifikacja pełna na poziomie
czwartym Polskiej Ramy Kwalifikacji

Świadectwo jest dokumentem uprawniającym do ubiegania się o przyjęcie na studia w szkołach wyższych.

OKE-II/61/3

- Certificate confirming a vocational qualification issued after having passed the examination confirming the attainment of a vocational qualification, with the graphic symbol of PQF level 5 indicating the Polish Qualifications Framework level of a partial qualification (OKE-II/66/3) (template no. 66)

RZECZPOSPOLITA POLSKA

ŚWIADECTWO POTWIERDZAJĄCE KWALIFIKACJĘ W ZAWODZIE

.....
imię (imiona) i nazwisko

.....
data urodzenia

.....
miejsce urodzenia

.....
numer PESEL

zdał..... egzamin potwierdzający kwalifikacje w zawodzie w zakresie kwalifikacji

wyodrębnionej w zawod.....

i uzyskał....

z części pisemnej egzaminu: % punktów możliwych do uzyskania

z części praktycznej egzaminu: % punktów możliwych do uzyskania

.....
miejscowość

....., dnia r.

Nr

m.p.

.....
pieczęć i podpis dyrektora
okręgowej komisji egzaminacyjnej

P R K 5

Kwalifikacja cząstkowa na poziomie
piątym Polskiej Ramy Kwalifikacji

Podstawą zdania egzaminu jest otrzymanie:

- 1) z części pisemnej – co najmniej 50% punktów możliwych do uzyskania;
- 2) z części praktycznej – co najmniej 75% punktów możliwych do uzyskania.

OKE-II/66/3

- Diploma confirming the attainment of a vocational qualification, with the graphic symbol of PQF level 2 indicating the Polish Qualifications Framework level for a full qualification (OKE-II/67/3) (template no. 67)

RZECZPOSPOLITA POLSKA

DYPLOM POTWIERDZAJĄCY KWALIFIKACJE ZAWODOWE

.....
imię (imiona) i nazwisko

.....
data urodzenia

.....
miejsce urodzenia

.....
numer PESEL

otrzymał... świadectw... potwierdzające kwalifikacj... w zawodzie

.....
i uzyskał...

z części pisemnej egzaminu:

kwalifikacja.....

..... % punktów możliwych do uzyskania

z części praktycznej egzaminu:

..... % punktów możliwych do uzyskania

.....
miejscowość , dnia r.

Nr

P R K II

Kwalifikacja pełna na poziomie
drugim Polskiej Ramy Kwalifikacji

.....
pieczęć i podpis dyrektora
okręgowej komisji egzaminacyjnej

Podstawą zdania egzaminu jest otrzymanie:
1) z części pisemnej – co najmniej 50% punktów możliwych do uzyskania;
2) z części praktycznej – co najmniej 75% punktów możliwych do uzyskania.

OKE-II/67/3