

COMMON REPORT

NATIONAL QUALIFICATION FRAMEWORK

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PROJECT PARTNERS:

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SOCIAL INNOVATION FUND

SEA TEACH S.L.

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for vocational education and training

Project Number: 2019-1-PL01-KA202-065209

The aim of this report is to gather information about the specific requirements of Partners' National Qualification Frameworks at level 5 (with comparison to European Qualification Framework).



Source:

http://archeia.moec.gov.cy/mc/182/cygf_level_descriptors.pdf

https://www.kpmc.lt/kpmc/wp-content/uploads/2016/02/LTQF_EQF_report_ENG.pdf

<https://europa.eu/europass/en/description-eight-efq-levels>

Overview of European Qualification Framework - level 5

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KNOWLEDGE

- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.

SKILLS

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.

RESPONSIBILITY AND AUTONOMY

- Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.


Overview of National Qualification Framework developments in Project`s Partner.

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Country	Scope of the framework	Level 5 descriptors	Detailed level 5 descriptions	Legal basis/stage of development	NQF linked to EQF	NQF/EQF website
Cyprus 	Comprehensive NQF including all levels and types of qualification from formal education and training and from the system of vocational qualifications.	• Knowledge	1. Have understanding of practice and the most important theories and methodologies and confirm that he/she is able to understand the utilization of this within a field of work. 2. Develops strategic and creative responses in researching solutions to well defined problems. 3. Judgmental on knowledge of relevant social and ethical issues. 4. Have knowledge of practice and application of methodology and theory in field of work or study.	Decision of the CoM, No 67445 on establishing the CyQF (2008) (Early) operational	2017	http://www.cyqf.gov.cy
		• Skills	1. Evaluates own learning and identifies learning needs to undertake further learning. 2. Able to evaluate practice related problems and adjust work procedures 3. Communicate solutions to practice related problems to co-workers. 4. Able to convey ideas to peers, supervisors using qualitative and quantitative information. 5. Able to utilize set of skills connected with the practice on processes of field of work or study. 6. Able to identify the use of data to formulate responses to well-defined concrete and abstract problems.			
		• Competence	1. Able to identify possibilities for further education in different learning environments. 2. Manage projects independently that require problem solving techniques. 3. Able to undertake defined management and planning functions in relation to the field of work or study. 4. Able to manage people and review their performance, team builder, team trainer.			

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			5. Able to enter into development oriented interdisciplinary work processes.			
		<ul style="list-style-type: none"> • Learning Outcomes 	<ol style="list-style-type: none"> 1. Understands advanced text books which lead to further vocational or academic learning. Good researcher in problems solutions 2. Demonstrate management skills. 3. Manage problems and develop solutions in the field of work or study 4. Be judgmental on social and ethical issues. 5. Evaluate his/her performance and improve competences for further learning. 6. Effective and efficient management of projects and people. 			
<p>Lithuania</p> 	<p>Designed as a comprehensive NQF for lifelong learning; currently includes qualifications from VET and higher education; revision and inclusion of general education qualifications at levels 1-4 is in progress.</p>	<ul style="list-style-type: none"> • Characteristics of activities (complexity, autonomy, variability) 	<p>The complexity of activities: Cognitive competences. Co-ordination of knowledge of different fields of activities with general knowledge. Functional competences. Application of various work means, instruments, and methods. General competences. Solving different content problems in varying contexts. Training lower qualification persons.</p> <p>Autonomy of activities: Cognitive competences.</p>	<p>Government resolution on approving the description of the Lithuanian qualifications framework (2010)</p>	<p>2011</p>	<p>https://www.kpmc.lt/kpmc/en/information/qualifications-framework-2</p>

			<p>Application of extensive factual and theoretical knowledge in different fields of activities, consulting with colleagues and higher qualification specialists. Autonomous use of various information sources.</p> <p>Functional competences. Autonomous planning of own and lower qualification employees' activities. Autonomous selection of methods and means to solve tasks assigned by higher qualification persons.</p> <p>General competences. Planning and organising own and lower qualification persons' activities, supervising the performance of activities, being able to inspect the quality of activity performance.</p>			
		<ul style="list-style-type: none"> Types of competences (functional, cognitive and general) 	<p>Cognitive competences. Systematic updating of current knowledge through the acquisition of new knowledge, required for the adaptation to constant and often unforeseeable changes in several different fields of activities.</p> <p>Functional competences. Mastering new methods, means, and instruments of solving problems in different fields of activities, required to adapt to constant and often unforeseeable changes.</p> <p>General competences. Adopting group-level decisions under circumstances of unforeseeable environment changes. Initiating and organising own and lower qualification persons' continuous learning process. self-motivation and motivation of others for the improvement in a chosen field of activities.</p>			


<p>Poland</p> 	<p>Comprehensive NQF including all levels and types of qualification from formal education and training. Open to regulated and non-statutory qualifications awarded outside formal education and training</p>	<ul style="list-style-type: none"> • knowledge 	<p>Scope and depth of knowledge. Knows and understands: -selected facts, objects and phenomena, as well as methods and theories explaining the complex relationship between them in terms of the basic general knowledge forming the theoretical basis and selected issues of specific knowledge - relevant to the training programme. At an advanced level: - selected facts, objects and phenomena and methods and theories explaining the complex relationships between them, constituting the basic general knowledge of the scientific disciplines forming the theoretical basis and selected issues of specific knowledge - relevant to the training programme.</p> <p>Context. The principal economic, legal and other implications of the different types of activities associated with the qualification.</p>	<p>Law on the integrated qualifications system (2015)</p>	<p>2013</p>	<p>https://prk.men.gov.pl/en/2en/ https://www.kwalifikacje.gov.pl http://kwalifikacje.edu.pl/</p>
		<ul style="list-style-type: none"> • skills 	<p>Use of knowledge. Can use his/her knowledge - solve moderately complex and unusual problems and perform tasks in variable and not fully predictable conditions by: - selecting appropriate sources and information from them, - selecting and applying appropriate methods and tools, including information and communication technologies (ICT). Communication. - can communicate with the environment using specialist terminology - receive moderately complex statements, create not very complex statements using specialist terminology.</p>			

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			<ul style="list-style-type: none"> - can present and justify own opinion. - can use a foreign language at B1+ CEF level using basic specialist vocabulary. <p>Organisation of work.</p> <ul style="list-style-type: none"> - is able to organize his work, both individually and as a team. <p>Learning.</p> <ul style="list-style-type: none"> - is able to alike and assess their learning needs and make use of the available learning opportunities on their own. - 			
		<ul style="list-style-type: none"> • social competence 	<p>Is ready for:</p> <ul style="list-style-type: none"> -recognition of the incompleteness and uncertainty of knowledge held. - fulfil social obligations. - participate in activities in the public interest, acting in an entrepreneurial manner. - responsible performance of professional roles, including adherence to rules of professional ethics. 			
<p>Portugal</p> 	<p>Comprehensive NQF including all levels and types of qualification from formal education and training and from the national system for the recognition, validation and certification of competences.</p>	<ul style="list-style-type: none"> • knowledge 	<p>Fundamental and specialised knowledge of facts, concepts and principles .</p> <p>Interpret, select, relate and adapt information and apply in context; Demonstrate awareness of the boundaries of knowledge.</p>	<p>Ordinance nr 782/2009 on the NQF (2009)</p>	<p>2011</p>	<p>http://www.anqep.gov.pt</p>
		<ul style="list-style-type: none"> • skills 	<p>Range of specialised skills.</p> <p>Generate creative solutions to accomplish specific tasks and solve specific problems, some of an abstract nature, and requiring tailored solutions (design, planning, execution and control, evaluation and improvement tasks).</p>			
		<ul style="list-style-type: none"> • attitudes 	<p>Review and develop self performance.</p> <p>Manage and supervise the individual performance</p>			



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			of others.			
Slovakia 	Comprehensive NQF including all levels and types of qualification from formal education and training. Includes a sub-framework of occupational qualifications awarded outside the formal education system.	<ul style="list-style-type: none"> • knowledge 	Must be able to analyse and synthesise extensive and specialised, factual knowledge, principles and processes, general concepts in broadly defined contexts within an occupational area or field of study and must have an awareness of boundaries of that knowledge . Must be able to analyse and synthesise theoretical knowledge in performing complex tasks in broadly defined contexts within an occupational area or field of study and must have an awareness of boundaries of that knowledge.	Act on Lifelong Learning (2009) and amendments to certain acts (2012)	2017	http://www.kvalifikacie.sk/
		<ul style="list-style-type: none"> • skills 	Must be able to orientate oneself in a broad range of technical and non-technical documentation, norms and standards used within a field of study. Must be able to apply basic abstract logical thinking required to select and use appropriate information, work procedures, methods, tools, raw materials, materials, machinery, etc. in accordance with varying conditions and specific performance standards of complex tasks.			
		<ul style="list-style-type: none"> • competences 	Must be able to complete and take some responsibility for complex tasks and adapt one's own behaviour within the guidelines of work or study contexts that are predictable, or subject to change. Must be able of self-management and supervision of a group of people, with some degree of autonomy, in contexts that are usually predictable, but may be subject to change.			
Spain 	Designed as a comprehensive NQF for lifelong	<ul style="list-style-type: none"> • knowledge 	Graduates at this level will have demonstrated expertise in a professional or study area with critical understanding for the integration and	Royal Decree 1027 (2011) establishing		http://www.mecd.gob.es/mecu

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	learning; will include all levels and types of qualification from formal education and training.		transfer of knowledge as well as the development of creativity, initiative and entrepreneurship.	the Spanish qualifications framework for higher education (MECES): levels 5-8		
		• skills and abilities	Graduates at this level will possess the ability to analyse information needed to evaluate and respond to expected and unexpected situations by seeking informed, creative and innovative solutions within a field of study or profession; be able to communicate their knowledge, ideas, skills and activities in professional contexts to peers, supervisors, clients and persons under their responsibility.			
		• competences	Graduates at this level will implement and integrate their artistic, technological or sports knowledge in the definition and development of working procedures in the artistic or other workplace, independently and with responsibility for coordinating and supervising technical work; possess the strategies necessary to advance their training independently with maturity to innovate in implementation and progress in learning and training to higher levels.			

Proposition of common frame for Entrepreneurial Digital Competencies in start-up.

	Description
Knowledge	<ul style="list-style-type: none"> Learner/participant understands the most important theories and methodologies of application

	<p>Entrepreneurial Digital Competencies in start-ups</p> <ul style="list-style-type: none"> • Learner/participant has deep knowledge to develop strategic and creative responses to use Entrepreneurial Digital Competencies in start-ups • Learner/participant has a proper knowledge to practical application of methodology and theory related with using use Entrepreneurial Digital Competencies in start-ups • Learner/participant can observe the facts and understands the common or specific problems related with start-ups operation, digital entrepreneurial approach applying in start-ups, incereasing the start-ups potential via using ICT solutions
Skills	<ul style="list-style-type: none"> • Learner/participant is able to select and analyse information needed to evaluate and respond to expected and unexpected situations related with using ICT solutions in start-ups and using Entrepreneurial Digital Competencies there • Learner/participant is able to generate creative solutions to accomplish specific tasks and solve specific problems related with applying of Entrepreneurial Digital Competencies in start-ups • Learner/participant is able to evaluate their own proposition of solving chosen problems in start-ups • Learner/participant can communicate with the start-up environment using specialist terminology related with Entrepreneurial Digital Competencies
Responsibility and autonomy	<ul style="list-style-type: none"> • Learner/participant is able to self-manage and supervise of a group of people using of Entrepreneurial Digital Competencies in start-ups • Learner/participant can manage the projects that require of using Entrepreneurial Digital Competencies in start-ups or applying ICT solutions there • Learner/participant is able to identify possibilities for further education in Entrepreneurial Digital Competencies area in start-ups • Learner/participant can complete and take some responsibility for complex tasks and adapt their own behaviour to aply digital entrepreneurial approach in start-ups

ISCO profiles that present VET programme can affect.

ISCO Number	Name	Description
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ISCO-08 1330	Information and communications technology service managers	<p>Information and communications technology services managers plan, direct and coordinate the acquisition, development, maintenance and use of computer and telecommunication systems, either as the manager of a department or as the general manager of an enterprise or organization that does not have a hierarchy of managers.</p> <p>Tasks include -</p> <ul style="list-style-type: none"> (a) consulting with users, management, vendors and technicians to assess computing needs and system requirements, and specifying technology to meet those needs; (b) formulating and directing information and communication technology (ICT) strategies, policies and plans; (c) directing the selection and installation of ICT resources and the provision of user training; (d) directing ICT operations, analysing workflow, establishing priorities, developing standards and setting deadlines; (e) overseeing the security of ICT systems; (f) assigning, reviewing, managing and leading the work of systems analysts, programmers and other computer-related workers; (g) evaluating the organization's technology use and needs and recommending improvements such as hardware and software upgrades; (h) establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources; (i) establishing and directing operational and administrative procedures; (j) overseeing the selection, training and performance of staff; (k) representing the enterprise or organization at ICT-related conventions, seminars and conferences. <p>Examples of the occupations classified here:</p> <ul style="list-style-type: none"> - Application development manager - Chief information officer - Data operations manager - Data processing manager - ICT development manager - Information systems director - Information technology manager (IT manager) - Internet service provider - Network manager
ISCO-08 242	Administration professionals	Administration professionals apply various concepts and theories related to improving the effectiveness of organizations and the individuals within the organization.

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		<p>Tasks performed usually include: evaluating the structure of organizations and suggesting areas of improvement; ensuring that the operational activities of an organization are consistent with the policy objectives of the organization; recruiting, training, developing and counselling personnel within an organization.</p> <p>Occupations in this minor group are classified into the following unit groups:</p> <p>2421 Management and Organization Analysts 2422 Policy Administration Professionals 2423 Personnel and Careers Professionals 2424 Training and Staff Development Professionals</p>
ISCO-08 251	Software and applications developers and analysts	<p>Software and applications developers and analysts conduct research; plan, design, write, test, provide advice on and improve information technology systems such as hardware, software and other applications to meet specific requirements. Competent performance in most occupations in this sub-major group requires skills at the fourth ISCO skill level.</p> <p>Tasks performed usually include: researching information technology use in business functions and identifying areas in which improvements could be made to maximize effectiveness and efficiency; conducting research into the theoretical aspects of and operational methods for the use of computers; evaluating, planning and designing hardware or software configurations for specific applications; designing, writing, testing and maintaining computer programs for specific requirements; evaluating, planning and designing Internet, Intranet and multimedia systems.</p> <p>Occupations in this minor group are classified into the following unit groups:</p> <p>2511 Systems Analysts 2512 Software Developers 2513 Web and Multimedia Developers 2514 Applications Programmers 2519 Software and Applications Developers and Analysts Not Elsewhere Classified</p>

Source: <https://ec.europa.eu/esco/portal/occupation>