

A guide to aligning learning content of mobilities to support implementation of ECVET principles using the EQF

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Introduction



European
Qualifications
Framework

The European Qualifications Framework (EQF) is a common reference point for comparing qualifications across institutional and national borders. Since its inception in 2008 the EQF has aimed to increase the overall transparency, comparability and portability of qualifications throughout Europe.

The EQF, by acting as a catalyst for development of National Qualifications Frameworks (NQFs), has contributed to changing the qualification landscape in Europe. Currently frameworks have been, or are being, developed and implemented in all 39 countries cooperating on the European qualifications framework (the 28 EU Member States, Albania, Bosnia-Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Kosovo, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey).

Although these frameworks have reached different stages, many are now operational and are contributing to education and training policies and practices in their respective countries.

The EQF promotes two important principles:

- a) the learning outcomes perspective, focusing on what a holder of a qualification is expected to know, be able to do and understand;
- b) the comprehensive approach covering all levels and types of qualifications: formal education and training (VET, general education, higher education) as well as qualifications awarded in non-formal contexts.

Countries have adopted these principles to their national circumstances and needs. Long-term priority is to make the EQF more visible to end-users and show its contribution to wider objectives of lifelong learning, employability, mobility and social integration of workers and learners¹.

¹ Adapted from Cedefop, 2017, National Qualifications Framework Developments in Europe 2017

Using EQF and NQFs

By referring to the levels of their own National Qualification Framework (NQF), each partner can identify the point where that matches the European Qualifications Framework (EQF). Mobility partners can then translate that point to their own NQF, making useful comparisons possible.

As an example, this table illustrates how England and Northern Ireland's NQF translates to EQF, and subsequently, to Italy's NQF.

England and Northern Ireland NQF levels	EQF	Italy NQF levels
8 e.g. Doctoral degree	8	8 e.g. Dottorato di Ricerca (Research Doctorate - PhD)
7 e.g. Master's degree; Postgraduate certificate; Postgraduate diploma	7	7 e.g. Laurea Magistrale (Master's Degree)
6 e.g. Honours bachelor's degree; Ordinary bachelor's degree	6	6 e.g. Laurea (Bachelor's Degree)
5 e.g. Higher National Diploma (HND); Foundation degree	5	5 e.g. Diploma di tecnico superiore per la mobilità di persone e merci (Higher technical education diploma for Mobility of people and goods)
4 e.g. Higher National Certificate (HNC);		
3 e.g. GCE AS and A Level, National Vocational Qualifications (NVQ) level 3	4	4 e.g. Diploma professionale di tecnico edile (Professional technician diploma for construction); Upper secondary education diploma for Vocational Schools
2 e.g. GCSEs Grades A*-C, National Vocational Qualifications (NVQ) Level 2	3	3 e.g. Attestato di qualifica di operatore professionale edile (Professional operator certificate for construction)
1 e.g. GCSEs Grades G – D; National Vocational Qualifications (NVQ) Level 1	2	2 e.g. Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione (Compulsory education certificate)
Entry level 3 e.g. Essential Skills Qualifications	1	1 e.g. Diploma di licenza conclusiva del primo ciclo di istruzione (Lower secondary school leaving diploma)
Entry level 2	As EQF starts at level 1, referencing NQF levels below that level is not possible	
Entry level 1		

Identify point on partner's NQF →

Translates directly to point on EQF and your own NQF

Comparisons between 18 countries' NQFs can be created using the Europa's [Find and Compare Qualifications Frameworks](#).

Interpreting EQF for mobilities

When planning mobilities, EQF (European Qualifications Framework) is a natural reference point. It was originally perceived by many to be a matrix, and to some extent operates as one. In reality when working with EQF, it is more like a series of cooperation platforms and meetings points to create the right conditions for a more flexible and transparent qualifications system.

If sending and receiving partners use EQF with their own NQFs (National Qualification Frameworks), it facilitates alignment of mobility placements creating the right conditions for implementing ECVET.

Where mobility partner countries are at different stages of implementation, issues may arise which make it difficult to make direct comparisons between EQF (European Qualifications Framework), and NQFs (National Qualification Frameworks). Added to this, vocational education and training has a complex and diverse profile across Europe.

Possible issues that may exist between mobility partners include:

- In some countries there are no uniform rules for design of qualifications, whilst in others qualification design is rigidly controlled and regulated at national or regional level.
- Different countries have different numbers of levels in their NQF Framework. Eight levels is most common and aligns with EQF. However, there are 5 levels in France ranging up to 12 levels in Scotland). The Netherlands has sub-levels.
- The learning outcomes-based approach is interpreted in different ways in different countries, for example Denmark uses "Knowledge, Skills, Competencies" while the Netherlands uses "Knowledge, Skills, Responsibility, Independence and Context".
- There are differences in visibility and understanding of what EQF is.

Although all SEPLO partner countries have NQFs fully referenced to EQF, at the time of writing, not all are considered to be at "mature operational status".

These are examples of the many differences between NQFs. However, these differences should not be seen as obstacles. Overall EQF has value as a comparator especially in mobility arrangements. This tool aims to help mobility practitioners and learners to use the EQF effectively, even when their mobility partners have diverse vocational education and training systems.

This SEPLO illustration aims to help mobility practitioners and learners to use the EQF (European Qualifications Framework) effectively, even when their mobility partners have diverse vocational education and training systems. It will help users to navigate from a national context to a European context by:

- Understanding how NQFs (National Qualification Frameworks) relate to EQF in different countries;
- Comparing qualifications and learning outcomes at a particular level;

- Providing a framework for assessing their own qualification levels against others to make recognition easier by focusing on what learners need to know;
- Increasing awareness of what questions to ask in order to plan successful mobilities;
- Comparing evidence and evidencing methods between different countries by looking at what tasks mobility learners can be expected to do and what types of assessment might be expected.

SEPLO will achieve this by providing a snapshot from each partner country.

How to use the SEPLO Tool to inform Memoranda of Understanding and Learning Agreements

To illustrate the process, a sample unit of learning has been selected for each partner country taken from an EQF (European Qualifications Framework) level 4 qualification in the field of Catering. Learning outcomes are presented in competence matrices. Although all at the same level, there are important differences in approaches.

By sharing this information between partners, receiving mobility practitioners can see at a glance what an EQF level 4 catering learner will be expected to know, how they will be expected to learn it and how it will be assessed. Comparisons can be made with their own level 4 equivalent qualifications' competence matrices so that participating mentors and assessors can be confident that placement content is planned appropriately. Similarities can be easily identified, and adjustments can be negotiated to deal with the differences.

Gathering information in this format ensures that the focus is firmly on the individual learner's experience, meaning that planned activity will be relevant.

Who is involved in ECVET?

Sending and receiving partners share information about each other's NOFs:

- How each country is using NOFs and how qualifications align with EQF.

Sending partners select appropriate qualification(s) for which participating learners may be able to gain competences during the mobility period:

- Which qualification will the learner be working towards?
- Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.
- NOF level
- EQF level
- Notional study hours/weeks/contact time (state which)
- Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence

Partners agree and record decisions in ECVET Memorandum of Understanding.

Receiving partners review and compare sending partner's qualifications to their own equivalent qualifications.

Sending and receiving partners agree similarities and differences and identify what elements are suitable for achievement during the mobility period.

Sending and receiving partners agree how evidence can be collected and/or assessment carried out to match sending partner's qualification requirements.

Decisions are recorded in individual participant's ECVET Learning Agreements.

Denmark

National Qualification Framework Overview

Denmark has developed a comprehensive NQF which provides a systematic overview of all types and levels of qualification awarded and quality-assured by public authorities. The eight-level framework is learning-outcomes-based and describes levels in terms of knowledge, skills and competences. A clear distinction is drawn between levels 1 to 5 and levels 6 to 8, with the latter including only higher education qualifications that have to be accredited according to the qualifications framework for higher education. The main objectives for the NQF for lifelong learning include developing a transparent education system without dead ends and supporting learners' progression, irrespective of their prior learning, age or employment situation. Almost all qualifications described in the NQF are accessible or can be acquired through validation, which is well-established in Denmark and regulated by legislation².

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Denmark	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	Knowledge Skills Competence	Operational	2011

A SEPLO partner's perspective...



Claus Brandt Kristensen
CELF (DK)

- According to CELF, there is a broad knowledge and understanding of the NQF on the institutional level. VET colleges are developing local education plans for each qualification based on the legal framework for VET education.

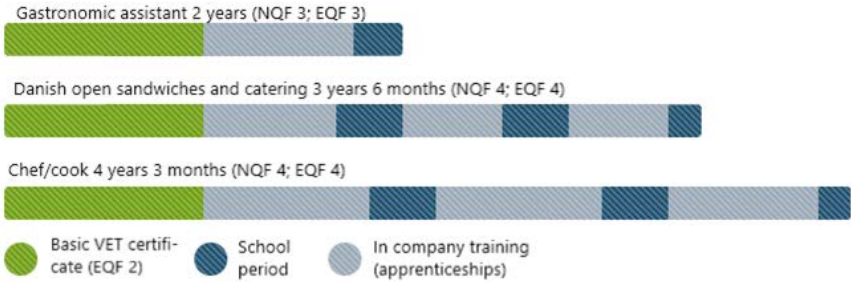
Even though the Danish NQF has been referenced to the EQF since 2011, there is no knowledge or understanding among the administrative or pedagogical staff about the EQF. It is only counsellors, assessors for previous learning or international coordinators who would have worked with EQF.

² Cedefop, 2017, *National Qualifications Framework Developments in Europe 2017*

A Danish EQF level 4 Catering Qualification

“Basic Preparation and Kitchen Production 2, Advanced Level” is a unit of learning within the national Gastronom award, requiring 112.5 hours of learning undertaken partly in school and partly in company.

Sending and receiving partners who are working together to arrange an ECVET learning mobility period to Denmark could share the following information about their qualifications.

<p>Which qualification will the learner be working towards?</p>	<p>Level 4 – Gastronom with the speciality Danish Open Sandwiches and Catering</p> <p>Awarding body: The Trade Committee for the Gastronom Educations (Det faglige Udvalg for Gastronomuddannelsen) https://uddannelsessekretariatet.dk/udvalg/gastronomudvalget/</p>  <p><i>Figure 1 - Overview over the Danish Gastro educations - level 3 and 4</i></p>
<p>Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.</p>	<p>Basic Preparation and Kitchen Production 2, Advanced Level; Subject number 14749 **</p>
<p>NQF level</p>	<p>4</p>
<p>EQF level</p>	<p>4</p>
<p>Notional study hours/weeks/contact time (state which)</p>	<p>Guided learning hours*: 5 Weeks = 25 days = 150 lessons = 112.5 hours</p> <p>* 1 Week = 5 days</p> <p>1 day = 6 lessons</p> <p>1 lesson = ¾ Hours (45 minutes)</p>
<p>Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence</p>	<p>None</p>

Competence Matrix for Legal and Social Responsibilities in the Professional Kitchen

Learning Outcomes	Competences for work tasks				
"LO1 - 13) The learner can serve the company's customers and guests, taking into account nationality.	1.1 - 4) The learner can prepare, prepare, cook and appraise Danish open sandwiches, cold and hot dishes from the "classic kitchen", Danish regional dishes and desserts that are common in restaurants and canteens.	1.2 - 5) The learner can meet guests' wishes for special diet	1.3 - 9) The learner can plan and utilize the kitchen's surplus production in a creative and economical way in new dishes.	1.4 - 10) The learner can work ergonomically and safely.	1.5 - 11) The learner can carry out kitchen work and carry out collection of waste in accordance with applicable environmental regulations and source sorting schemes.
LO2 - 17) The learner can decide, describe, purchase and quality assess raw materials, including whole and semi-finished products.	2.1 - 8) The learner can apply knowledge of the produces' origin, quality and season to purchase or in the production of dishes based on the principles of sustainable production.				
LO3 - 18) The learner can prepare, cook and arrange the kitchen due repertoire.	3.1 - 1) The learner can apply basic cooking methods and variations of these provisioning and preparation of: 1) assorted cold cuts 2) garnish and classic garnish 3) mayonnaise and salads 4) the hot kitchen's basic repertoire	3.2 - 3) The learner can prepare and serve menus for dinner parties and buffets as well as the use of surpluses optimally.	3.3 - 9) The learner can plan and utilize the kitchen's surplus production in a creative and economical way in new dishes.	3.4 - 10) The learner can work ergonomically and safely.	3.5 - 11) The learner can carry out kitchen work and carry out collection of waste in accordance with applicable environmental regulations and source sorting schemes.

	5) the cold kitchen reason repertoire.				
LO4 - 23) The learner can arrange the common assortment of food and drinks, etc. in sales areas.	4.1 - 6) The learner has an understanding of arranging and decorating for a given occasion.				
LO5 - 25) The learner can work with Danish open sandwiches, buffet and banquet orders.	5.1 - 7) The learner can plan and carry out the work, considering time, product utilization, economics, hygiene rules and nutritional aspects.	5.2 - 9) The learner can plan and utilize the kitchen's surplus production in a creative and economical way in new dishes.	5.3 - 10) The learner can work ergonomically and safely.	5.4 - 11) The learner can carry out kitchen work and carry out collection of waste in accordance with applicable environmental regulations and source sorting schemes.	
LO 6 - 26) The learner can compose, choose recipes, cook and serve various types of Open Danish sandwiches, breakfast meals, cold and hot dishes and buffets with a novice creativity and with the use of seasonal goods.	6.1 - 2) The learner can participate creatively in the development and renewal of respectively the hot and cold kitchen repertoire.	6.2 - 9) The learner can plan and utilize the kitchen's surplus production in a creative and economical way in new dishes.	6.3 - 10) The learner can work ergonomically and safely.	6.4 - 11) The learner can carry out kitchen work and carry out collection of waste in accordance with applicable environmental regulations and source sorting schemes.	

France

National Qualification Framework Overview

France has an NOF based on a five-level structure which has been in use since 1969; its regulatory role is strong and well-established. The NOF was established in 2002, when the national commission on vocational qualifications (Commission nationale des certifications professionnelles, CNCP) and the national register of vocational qualifications (Répertoire national des certifications professionnelles, RNCP) were set up. In scope, the French NOF is more limited compared to the comprehensive NOFs now being developed throughout Europe: as a framework with strong labour market focus, it does not include general education. It covers vocationally or professionally oriented qualifications, including all higher education qualifications with a vocational and professional orientation and purpose. However, an important characteristic of the CNCP lies in its openness to public and private providers and awarding institutions.

Three main types of qualification are included in the RNCP:

- those awarded by French ministries in consultation with the social partners (these qualifications are included automatically);
- those awarded by training providers, chambers and ministries but where no consultative committee is in place;
- and those set up and awarded by social partners under their own responsibility.

The latter two types of qualification are included in the register following approval by the CNCP and adherence to a set of strict procedures and criteria. Over 12 000 qualifications are currently covered by the framework, of which around two thirds are awarded by public authorities, and one third are issued by training providers, chambers and social partners.³

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NOF linked to EQF
France	NOF covers all levels and types of vocationally or professionally oriented qualification; general education qualifications are not included.	Five	Integrated learning outcomes including knowledge, skills, attitudes, autonomy and responsibility	Operational	2010

³ Cedefop, 2017, *National Qualifications Framework Developments in Europe 2017*

A SEPLO partner's perspective...



Florence Delseny Sobra
ALFMED (FR)

•According to ALFMED, in France, understanding of NQF is strong throughout VET, education and employment and higher education (but not general education). But awareness of EQF is limited to schools and organisations involved in mobilities.

The main difference with EQF is the opposite ranking system: 1 is the lowest EQF level whereas it's the highest French NQF level.

A French EQF level 4 Catering Qualification

"Plate up and send out dishes" forms part of the NQF and EQF level 4 Vocational Baccalaureate in Professional Cookery.

Sending and receiving partners who are working together to arrange an ECVET learning mobility period to France could share the following information about their qualifications.

Which qualification will the learner be working towards?	Level 4 – Vocational Baccalaureate in Professional Cookery Awarding Body: Ministry of National Education http://eduscol.education.fr/referentiels-professionnels/a128.html
Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.	Plate up and send out dishes (Unit C1-4)
NQF level	4
EQF level	4
Notional study hours/weeks/contact time (state which)	Guided learning hours: 13hours per week – 28 weeks per year (of which the "Plate up and send out dishes" unit is only a sub-part)

<p>Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence</p>	<p>The learning outcomes should be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment.</p> <p>Sending partners should ensure that assessment strategies during mobility are acceptable by awarding bodies to allow full recognition and validation.</p>
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Competence Matrix for Plate up and send out dishes		
Learning Outcomes	Competences for work tasks	
LO1 Plate up and decorate dishes well	<p>1.1.Learners will need to:</p> <ul style="list-style-type: none"> -Choose relevant material -Respect techniques, allotted time and quantities -Comply with temperatures (according to materials, products) -Justify their choices (manufacturing, training) 	<p>1.2.Learners will need to:</p> <ul style="list-style-type: none"> -Optimize organoleptic qualities -Care about the aesthetic value of the product -Show originality, personalize the training (sketch, photographs...) <li style="padding-left: 20px;">-Master shapes, volumes, harmony (colours, flavours, textures, temperatures, products ...)
LO2 Send out dishes	<p>2.1. Learners will need to:</p> <ul style="list-style-type: none"> -Master announcements and convey clear information -Respect regulatory temperatures and the allotted time for sending -Comply with regulations 	<p>2.2. Learners will need to:</p> <ul style="list-style-type: none"> -Use a compliant professional language -Show compliant professional attitudes during service (rigour, concentration, regularity...) -Consider customer needs and adapt to them -Maintaining the quality of service over time.

Italy

National Qualification Framework Overview

The Italian NQF was legally established in January 2018, via an NQF decree, signed by the Ministry of Labour, the Ministry of Education, and the Regions and published in the Official Journal. It was the result of a lengthy process, involving a broad range of stakeholders. Technical work and reforms have been carried out over the past decade. Since 2003, reforms have been implemented in upper secondary general education, VET and higher education, anticipating the principles of a learning-outcomes-based NQF. The Italian qualifications framework for higher education (Quadro dei Titoli Italiani dell'Istruzione Superiore, QTI) was published in 2010 and self-certification to the QF-EHEA was completed in 2012.

Given the fragmentation of the education and training system and the complex model of governance in the country, with both regional and national authorities involved in designing and awarding qualifications at different levels and abiding by different legislation, the challenge has been to achieve effective inter-regional coordination and to integrate different education and training subsystems into a coherent national qualification system for lifelong learning. A comprehensive NQF, based on explicit levels of learning outcomes, will help with transparency and comparison between different qualification types awarded by different authorities, facilitate validation of non-formal and informal learning, and support adult participation in lifelong learning.⁴

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Italy	Comprehensive framework will include all levels and types of qualification from formal education and training and regional qualifications.	Eight	Knowledge Skills Autonomy and responsibility	Formally adopted	2013 major national qualifications from formal education and training linked directly to EQF

⁴ Cedefop, 2017, *National Qualifications Framework Developments in Europe 2017*

A SEPLO partner's perspective...



**Altheo Valentini
EGInA Srl (IT)**

•SEPLO's Italian partner, European Grants International Academy Srls Unipersonale, has been working within an Erasmus+ project (EURspace: European IVT Recognition Gateway, ref. n° 2015-1-PT01-KA202-013119) has complied with recent updates of the NQF mapped on the EQF (level 3-4) for vocational studies, analysing a professional profile (catering) taking into account knowledge, ability and skills.

The Italian NQF has been officially reorganised and now officially links to the EQF for VET qualifications. For the partnership work, it has become easier to match different units of learning outcomes in each country and to create a matching matrix of the similar competences grouped in nuclear units.

An Italian EQF level 4 Catering Qualification

Sending and receiving partners who are working together to arrange an ECVET learning mobility period to Italy could share the following information about their qualifications.

"Law, Economics and Administrative Techniques in Hospitality" forms part of the NQF and EQF level 4 award in Enogastronomy, running through third, fourth and fifth year studies.

Which qualification will the learner be working towards?	Enogastronomy
Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.	Law, Economics and Administrative Techniques in Hospitality
NQF level	4
EQF level	4
Notional study hours/weeks/contact time (state which)	- 4 hours/week in the third year. - 5 hours/week in the 4 th and 5 th year.

Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence

The total amount of hours foreseen are divided in a 5-year course. The course in "Law, Economics and Administrative Techniques in Hospitality" is taken in the last three years and it covers different topics going from general principles of economics to specific regulation of the hospitality sector. The skills, knowledge and competences foreseen by the course are clearly defined in the course curriculum that is given within a theoretical approach. The course is strictly related to others that provide complementary competences.

Competence Matrix for Legal and Social Responsibilities in the Professional Kitchen				
Learning Outcomes	Competences for work tasks			
LO1 Recognize the evolution of services processes, the social, cultural, economic and technological features that characterized them in relation to local and global context	- Learners will be able to adapt and organize the production and trade according to the markets demands promoting typical products	- Learners will be able to distinguish tourism market characteristics with particular attention to the catering sector	- Learners will be able to identify basic and procedural elements of the catering and hospitality sector	
LO2 carry out the activities operating in a team and integrating one's own competences with those of other professional profiles in order to offer a quality service.	- Learners will be able to integrate customer-oriented professional competences with linguistic skills using communication and relation techniques to optimize the service quality and the coordination with colleagues.			
LO3 comply with regulation that legislate the services processes with reference to privacy, safety and hygiene of the working spaces and the valorisation of the environment	- Learners will be able to comply with existing rules, national and international, concerning safety, transparency and tracking of the products	- Learners will be able to understand the legal language in compliance with the existing law concerning the catering and hospitality sector	- Learners will be able to recognize rights and duties related to a professional contract and understand the main type of contracts the catering and hospitality sector	- Learners will be able to identify the opportunity of financing in relation to the management activities
LO4 use one's own competences and the technological tools in the different phases and levels of the process and the production of the required documentation for the application of quality assurance and control	- Learners will be able to use working techniques and management tools in the production of enogastronomic services and products in the hospitality and catering sector.	- Learners will be able to use IT tools and networks in research, study and in-depth analysis	- Learners will be able to write technical reports and document individual and group activities related to professional situations.	- Learners will be able to use marketing techniques with particular attention to digital tools

Netherlands

National Qualification Framework Overview

The Netherlands set up a comprehensive national qualifications framework (the NLQF) in 2011, building on and integrating its qualifications framework for higher education. The NLQF is an eight-level framework, with an entry level below EQF level 1, and a sublevel at level 4 (4+). It covers all levels and types of qualification, in two main groups: formal qualifications from general, vocational and higher education, regulated by the Ministry of Education, the Ministry of Economic Affairs and the Ministry of Health and Welfare; and qualifications awarded outside public regulation, developed mainly by labour market stakeholders. Over 47 qualifications from this latter group have been included in the framework since 2012.

The NLQF is a learning-outcomes-based framework, describing levels in terms of knowledge, skills, responsibility and independence, as well as a 'context' descriptor. The 'skills' descriptor is divided into five sub-categories: application of knowledge, problem-solving skills, learning and development skills, information skills, and communication skills. The framework is understood as a systematic description of existing qualifications, aimed at transparency and increased comparability. However, its opening up to the private sector could be seen as a movement beyond a purely descriptive role.⁵

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NQF linked to EQF
Netherlands	Comprehensive NOF including all levels and types of qualification from formal education and training; opens up towards qualifications offered outside formal education system.	Eight levels, including a sublevel at level 4 (4+), and an entry level	Context, Knowledge Skills Responsibility and independence	Operational	2011

⁵ Cedefop, 2017, *National Qualifications Framework Developments in Europe 2017*

A SEPLO partner's perspective...



**Barbara Brodigan
EURICON (NL)**

- According to Stichting Euricon, although ECVET pilots have been carried out by VET providers, resulting in five recommended uses for ECVET, only one refers to international mobility. This suggests that ECVET is largely being used in different contexts in the Netherlands, with more focus laid on the recognition of skills development rather than towards credit bearing units of qualifications.

NLOF levels mirror EQF levels. Qualifications are broken down into Units, which are further broken into sub-tasks or work processes

The awareness and use of ECVET varies across vocational colleges, as does implementation of international work placements.

Vocational Colleges (ROCs) have autonomy to develop their own VET programmes and to assess achievement in qualifications, although external examinations are purchased. Examining bodies determine the assessment process. The law states that vocational providers *must* be involved in the assessment process and the inspection process is rigorous to enforce this.

A Dutch EQF level 4 Catering Qualification

Sending and receiving partners who are working together to arrange an ECVET learning mobility period to the Netherlands could share the following information about their qualifications.

Which qualification will the learner be working towards?	Hospitality/Bakery Entrepreneur
Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.	Provides assistance in the bakery
NQF level	4
EQF level	4
Notional hours/weeks/contact time (state which)	
Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence	Qualifications in The Netherlands assess knowledge, skills and competence. The focus on qualification related learning outcomes (i.e. technical competence) is decided upon and carried out by the vocational provider. International mobility tends to focus on the assessment of behaviours and skills.

Competence Matrix for Legal and Social Responsibilities in the Professional Kitchen				
Learning Outcomes	Competences for work tasks			
Performs preparatory tasks	Determines the policy and ensures that this policy is implemented	Has an understanding of business organisation and is well-organised.	Indicates the direction in which the business should grow. Focuses on results and organises processes	Is prepared and able to start work early in the morning. Is enthusiastic, creative and innovative.
Prepares bread and pastry products	Ensures that all legal regulations and provisions that concern the business are complied with	Has perspective, delegates tasks, corrects employees and inspects the quality and results of activities	Guides and motivates employees and fosters teamwork and team spirit	Is an innovator; likes new developments and comes up with pioneering ideas.
Advises the customer	Is customer-oriented and market-oriented	Is good with people, both customers as well as personnel.	Is a good communicator, flexible and empathetic	Is sincere and logical
Performs closing tasks	Keeps perspective and know how to delegate, supervise and correct.	Determines the policy and ensures that this policy is implemented	Is self-critical, handles stress well	

UK (England and Northern Ireland)

National Qualification Framework Overview

Several qualifications frameworks have been operational in the UK:

- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ),
- Qualifications and Credit Framework (QCF),
- National Qualifications Framework (NQF),
- Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS),
- Scottish Credit and Qualifications Framework (SCQF, of which the FQHEIS is a constituent part),
- Credit and Qualifications Framework for Wales (CQFW, of which the FHEQ is a constituent part).

The SCQF and the CQFW are comprehensive frameworks for lifelong learning, covering all levels and types of qualifications.⁶

Country	Scope of the framework	Number of levels	Level descriptors	Stage of development	NOF linked to EQF
UK – England and Northern Ireland	Two frameworks: - regulated qualifications framework (RQF) covers all regulated academic and vocational qualifications; - a higher education framework (FHEQ).	Eight plus entry levels	Knowledge and understandin Skills	Operational	2010 Joined UK referencing report
UK – Scotland	Comprehensive credit and qualifications framework (SCQF) including all level and types of qualification.	12	Knowledge and understandin Practice: applied knowledge, skills and understanding Generic cognitive skills communication numeracy and ICT skills Autonomy, accountability and working with others	Operational	2010 Joined UK referencing report
UK – Wales	Comprehensive credit and qualifications framework of Wales (CQFW) including all	Eight plus entry levels	Level descriptors of the quality-assured lifelong learning:	Operational	2010 Joined UK referencing report

⁶ Cedefop, 2017, *National Qualifications Framework Developments in Europe 2017*

	<p>level and types of qualification. It consists of three pillars: regulated qualifications, HE qualifications and quality-assured lifelong learning.</p>		<p>Knowledge and understanding</p> <p>Application and action</p> <p>Autonomy and accountability</p>		
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A SEPLO partner's perspective...



Marcus Miller
Rey Europe (UK)

- According to Rey Europe, the UK has worked with NQFs for many years so understanding of them is embedded throughout school, VET and higher education. Within the UK there are three different VET NQFs with differing numbers of levels – 8 levels for England & NI and Wales, and 12 in Scotland). Publications and ready reckoners are commonly available to show equivalences between frameworks.

Awareness of NQFs is universal within education and employment, though awareness of EQF tends to be limited to those involved in mobilities.

A UK EQF level 4 Catering Qualification

Sending and receiving partners who are working together to arrange an ECVET learning mobility period to England or Northern Ireland could share the following information about their qualifications.

“Legal and Social Responsibilities in the Professional Kitchen” is an NQF level 3/EQF level 4 unit requiring 30 hours of guided learning.

Which qualification will the learner be working towards?	Level 3 Advanced Technical Diploma in Professional Cookery (6100-30) Awarding body: City and Guilds https://cdn.cityandguilds.com/ProductDocuments/Hospitality_and_Catering/Hospitality_and_Catering/6100/6100_Level_3/Centre_documents/6100-30_L3_Adv_Tech_Diploma_Professional_Cookery_450_OHB_v1-5.pdf
Choose a specific Unit(s) of Learning from the qualification which will be undertaken during mobility.	Legal and Social Responsibilities in the Professional Kitchen (Unit 301)
NQF level	3
EQF level	4
Notional study hours/weeks/contact time (state which)	Guided learning hours = 30
Any factors that need to be taken into account for partner assessors in the interpretation of these learning outcomes e.g. progression, format of evidence	In order for the learners to develop their understanding and skills, the learning outcomes could be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment. Sending partners should ensure that assessment strategies during mobility are acceptable by awarding bodies to allow full recognition and validation.

Competence Matrix for Legal and Social Responsibilities in the Professional Kitchen				
Learning Outcomes	Competences for work tasks			
<p>LO1 understand the importance of keeping food safe</p>	<p>1.1. Learners will need to know the legislation relating to food safety in the professional kitchen, including:</p> <ul style="list-style-type: none"> ➤ Food Safety Act 1990 ➤ Food Hygiene Regulations 2006 ➤ Food Information for Consumers Regulation 1169/201. 	<p>1.2. Learners will need to understand how individuals can take personal responsibility for food safety in the professional kitchen, including</p> <ul style="list-style-type: none"> ➤ following correct procedures in relation to delivery, storage, preparation and cooking of food and the associated cleaning procedures ➤ identifying relevant physical, biological, chemical and allergenic food safety hazards within a professional kitchen and the controls that can be implemented within their own levels of authority ➤ following correct safe food handling procedures and working practices ➤ following correct reporting and recording systems 	<p>1.3. Learners will need to understand the personal hygiene practices that should be followed within a professional kitchen to ensure food safety, including:</p> <ul style="list-style-type: none"> ➤ wearing appropriate uniform ➤ following correct personal hygiene practices ➤ protective clothing for food handlers ➤ correct procedure and practices for hand washing ➤ procedure for reporting and the types of illness that needs to be reported ➤ treatment and reporting of cuts, wounds and injuries that take place within the workplace and the appropriate treatment or coverings. <p>Learners will need to understand the importance</p>	<p>1.4. Learners will need to understand requirements for cleaning equipment and work areas within a professional kitchen</p> <ul style="list-style-type: none"> ➤ equipment required ➤ cleaning and disinfection process to follow ➤ use of chemicals for cleaning ➤ disposal of waste from the professional kitchen. <p>Learners will need to understand how work flow and kitchen design can support food safety in a professional kitchen including:</p> <ul style="list-style-type: none"> ➤ reducing the risks for potential contamination ➤ making surfaces easier to clean ➤ reducing pest infestation ➤ recognising pest infestation.

		<ul style="list-style-type: none"> ➤ ensuring compliance with policies and procedures ➤ ensuring that food offered for service is safe. 	<p>of good personal hygiene and practice while preparing and cooking dishes, including:</p> <ul style="list-style-type: none"> ➤ risks that bad practices pose to food safety ➤ the potential for cross contamination ➤ inspiring individuals and team ➤ satisfied customers ➤ risks to business reputation ➤ risks to business continuity ➤ risks to customers. 	
<p>LO2 understand how to maintain a healthy and safe professional</p>	<p>2.1 Learners will need to know legislation relating to health and safety in the workplace, including:</p> <ul style="list-style-type: none"> ➤ Health and safety at work etc Act ➤ Control of Substances Hazardous to Health (COSHH) Regulations ➤ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) ➤ Management of Health and Safety at Work Regulations ➤ Manual Handling Operations Regulations 	<p>2.2 Learners will need to be able to identify and determine risks associated with hazards commonly found in the professional kitchen.</p> <p>Learners will need to understand how control measures are used to minimise risk in the professional kitchen.</p>		

	<ul style="list-style-type: none"> ➤ Personal Protective Equipment Regulations. Learners will need to understand the importance of health and safety within professional kitchen. 			
<p>LO3 understand how to design special and balanced menus</p>	<p>3.1 Learners need to understand the principles of balanced diets</p> <ul style="list-style-type: none"> ➤ the main food groups ➤ current nutritional guidelines ➤ sources of nutrients. <p>Learners will need to understand alternatives needed to adjust and improve dishes to promote a healthy diet.</p>	<p>Topic 3.2 Learners will need to understand the difference between food preferences and special dietary requirements and the factors affecting diets, including:</p> <ul style="list-style-type: none"> ➤ balanced ➤ healthy eating ➤ food intolerance ➤ allergies ➤ health and lifestyle preferences ➤ medical ➤ religious ➤ cultural. <p>Learners will need to understand how to adapt dishes to meet customer food preferences and special dietary requirements.</p>		