

Study Visit Israeli delegation

Establishment of the Israeli National Qualifications Framework (NQF) as a mechanism to fostering the development of Israeli Human Capital

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The National Qualifications Framework

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A brief agenda



- NQF main features
- NQF methodological framework
- NQF implementation

NQF main features: Objectives

Tool for the description and classification of **all** national qualifications

Regulatory tool for qualifications to **access** the National Repository of qualifications

Completing the referencing of qualifications to the EQF

NQF main features: Structure

Structured on 8 levels

Based on Learning Outcomes (LOs) approach

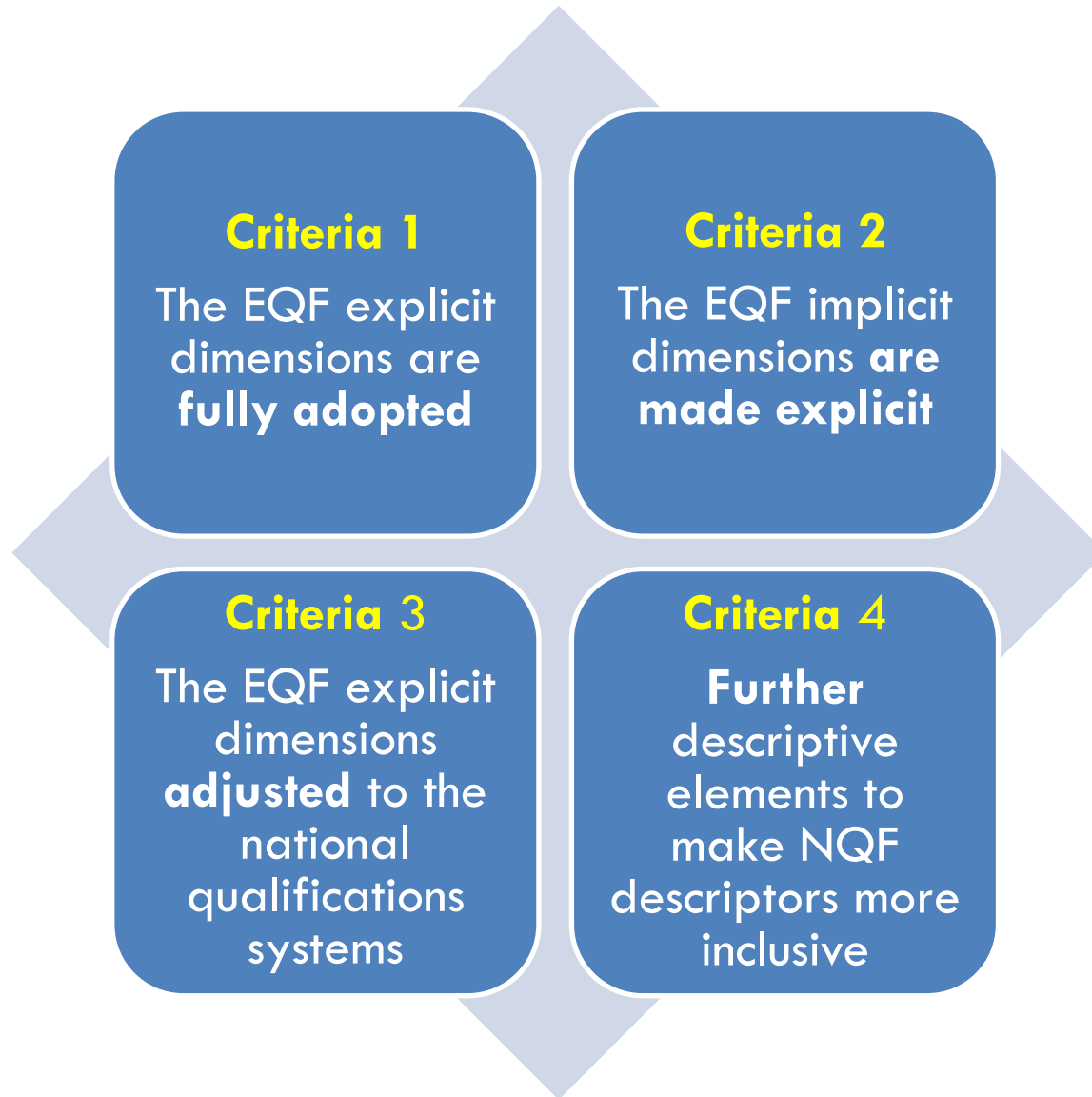
EQF descriptors

All-inclusive approach (sub-descriptors)



NQF methodological framework:

4 criteria



NQF methodological framework:

Sub-descriptors

Knowledge	Skills	Responsibility / Autonomy
<p>Theoretical and/or factual dimension of knowledge - The EQF explicit dimensions are fully adopted (Criteria 1)</p>	<p>Procedural and practical skills -The EQF explicit dimensions are fully adopted (Criteria 1)</p> <p>Technical, professional and context specific skills - Further descriptive elements to make NQF descriptors more inclusive (Criteria 4)</p>	<p>Context - The EQF implicit dimensions are made explicit (Criteria 2)</p>
<p>Extent and depth of knowledge - The EQF implicit dimensions are made explicit (Criteria 2)</p>	<p>Cognitive skills – The EQF explicit dimensions are fully adopted (Criteria 1)</p> <p>Social-interaction and activation skills - Further descriptive elements to make NQF descriptors more inclusive (Criteria 4)</p>	<p>Responsibility - The EQF explicit dimensions adjusted to the national qualifications systems (Criteria 3)</p>
<p>Understanding and awareness of knowledge - The EQF implicit dimensions are made explicit (Criteria 2)</p>		<p>Autonomy - The EQF explicit dimensions adjusted to the national qualifications systems (Criteria 3)</p>

Main NQF level descriptor elements in Italy

Derec of the Ministry of Labour and Social Policies in accordance with the Ministry of Education, University and Research establishing the NQF in Italy, 8 January 2018 - <http://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg>

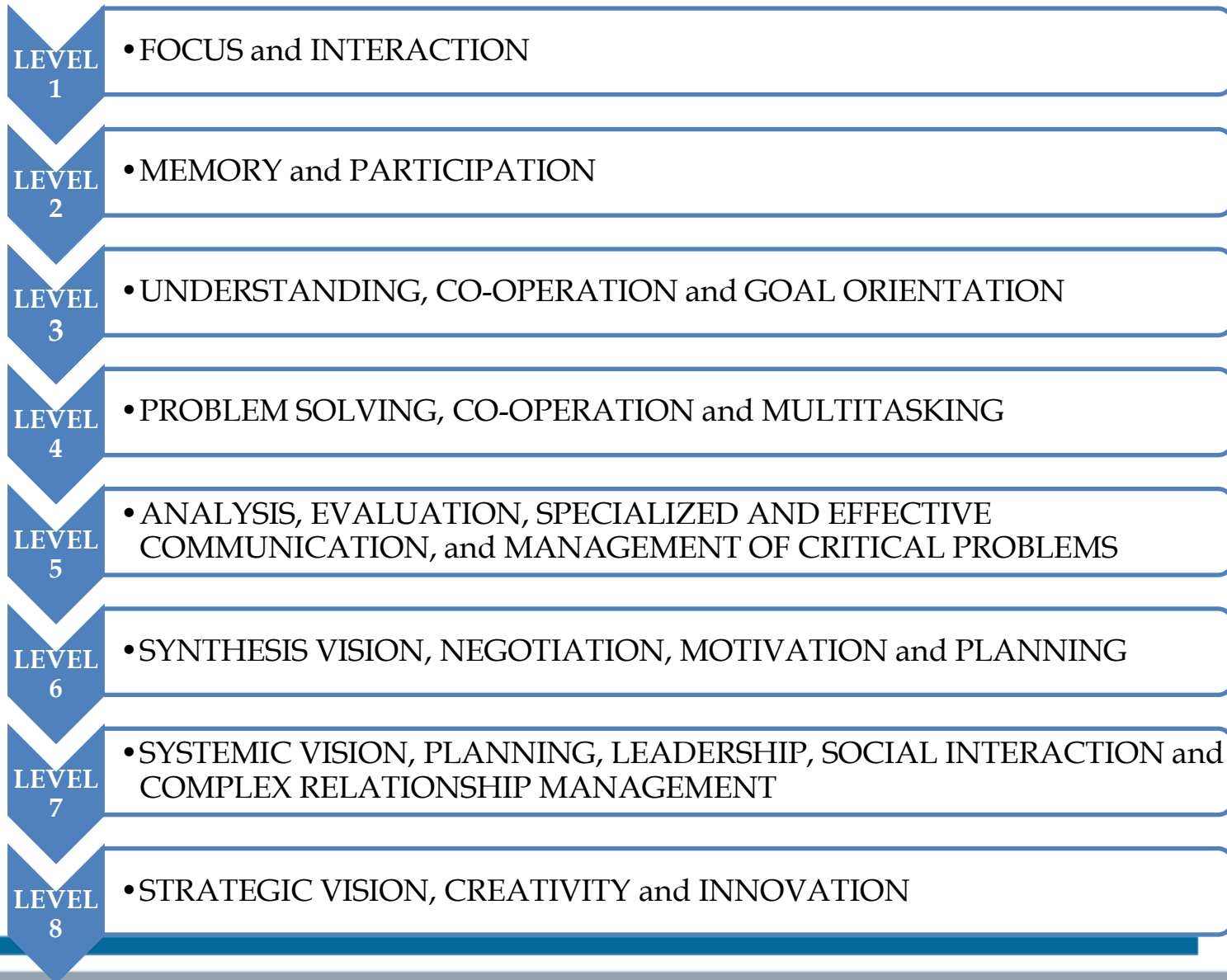
Translation by Michela Bastianelli and Gabriella Falzacappa (ANPAL)

Descriptor	KNOWLEDGE	SKILLS	RESPONSIBILITY and AUTONOMY
Level 1	General and basic knowledge, with a limited extent, aimed at performing simple tasks in well-known and structured contexts.	Using know-how, materials and tools to perform simple tasks by involving basic cognitive, interpersonal and social skills. Typically: FOCUS and INTERACTION	Performing given task in accordance with required parameters, under direct supervision of the activities, in a structured context.
Level 2	General and basic knowledge, with a moderate extent, aimed at performing simple tasks in different sequences.	Using know-how, materials and tools to perform simple tasks in different sequences, by involving cognitive, interpersonal and social skills, in a detailed range of context variables. Typically: MEMORY and PARTICIPATION	Performing assigned tasks in compliance with established criteria, under supervision for the achievement of results, in a structured context characterized by a limited range of diversified circumstances.
Level 3	A range of mainly general knowledge with conceptual elements, aimed at producing logical connections. Capability of understanding.	Applying a range of know-how, methods, materials and tools to achieve expected results by involving a set of cognitive, interpersonal, social and activation skills which facilitate the adaptability in changeable contexts. Typically: UNDERSTANDING, CO-OPERATION and GOAL ORIENTATION	Achieving expected results by ensuring their compliance and by identifying the most appropriate implementation methods, in a structured context characterized by mutable circumstances requiring own activity change.
Level 4	A wide range of specialized knowledge in different fields, integrated by the factual and/or conceptual dimension. Capability of understanding.	Applying a range of know-how, methods, routines, procedures, materials and tools to solve problems, by involving a set of cognitive, interpersonal, social and activation skills needed to overcome increasing difficulties. Typically: PROBLEM SOLVING, CO-OPERATION and MULTITASKING	Achieving goals by coordinating and integrating own and others results and activities, and by participating in both decision-making and implementation process, in a foreseeable context subject to unpredictable changes.

Level 5	<p>Integrated, comprehensive, in-depth and specialized knowledge.</p> <p>Awareness of fields of knowledge.</p>	<p>Applying a wide range of methods, routines, procedures and tools, in a conscious and selective manner also to modify them, by involving an extensive set of cognitive, interpersonal, social and activation skills needed to find unconventional technical solutions. Typically: ANALYSIS AND EVALUATION, SPECIALIZED AND EFFECTIVE COMMUNICATION IN A TECHNICAL FIELD and MANAGEMENT OF CRITICAL PROBLEMS</p>	<p>Ensuring compliance of goals, achieved autonomously and by others, by identifying and planning corrective and development measures, and by taking part in the implementation process, in a specific and complex context subject to frequent and unpredictable changes.</p>
Level 6	<p>Integrated and advanced knowledge in a specific field, transferable from one context to another.</p> <p>Critical awareness of theories and principles in a specific field.</p>	<p>Transferring, in different contexts, methods, routines and procedures needed to solve complex and unexpected problems, by involving advanced cognitive, interpersonal, social and activation skills needed to synthesize review and address demands through innovative and creative solutions. Typically: SYNTHESIS VISION, NEGOTIATION AND MOTIVATION and PLANNING</p>	<p>Overseeing objectives and processes of individuals and teams, by facilitating the day-to-day management and conditions stability, by autonomously making decisions and negotiating both goals and implementation methods, in an undefined context subject to unpredictable changes.</p>
Level 7	<p>Integrated and highly specialized knowledge, some of which is cutting – edge in a given field.</p> <p>Critical awareness of theories and principles in multiple extent of knowledge.</p>	<p>Integrating and turning know-how, methods, practices and procedures, by involving specialized cognitive, interpersonal, social and activation skills needed to address development scenarios and to plan and implement new activities and procedures. Typically: SYSTEMIC VISION, PLANNING, LEADERSHIP, SOCIAL INTERACTION and COMPLEX RELATIONSHIP MANAGEMENT</p>	<p>Leading integration and turning processes, by implementing strategies and directing objectives and resources development, by autonomously making decisions on goals and implementation methods, in an undefined context subject to continuous changes and comparable to well-known variables.</p>
Level 8	<p>Integrated, proficient and cutting-edge knowledge in a specific field and in common extent of different fields.</p> <p>Critical awareness of theories and principles in multiple extent of knowledge.</p>	<p>Creating new knowledge, methods, routines and procedures, by involving accomplished cognitive, interpersonal, social and activation skills, needed to detect and react to the demand for innovation. Typically: STRATEGIC VISION, CREATIVITY and INNOVATION</p>	<p>Promoting innovation and strategic development processes, by foreshadowing scenarios and solutions, and by assessing their possible effects, in an advanced context not comparable to known situations and settings.</p>

SKILLS

From procedural, practical, technical, professional and context specific skills to cognitive, social-interaction and activation skills



NQF implementation: next steps

- ✓ Updating the First Referencing Report to the EQF
- ✓ **Guidelines for referencing the qualifications to the NQF/EQF**
- ✓ IMPLEMENTATION OF VNIL PROCEDURES



