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PRESENTATION OF THE FRENCH QUALIFICATIONS FRAMEWORK AND OF THE NATIONAL REGISTER OF PROFESSIONAL QUALIFICATIONS

ENIC NARIC OCTOBER 2021



Certification
professionnelle



BOTTOM UP SYSTEM: NO UNIQUE PATTERN IMPOSED BY THE ORGANIZATION IN CHARGE OF THE FRAMEWORK FOR THE REGISTRATION (EX: SEVERAL BRICKLAYER QUALIFICATIONS);

THE FRAMEWORK IS OPEN TO QUALIFICATIONS INDEPENDENTLY OF THEIR ORIGINS: PUBLIC, PRIVATE, INTERNATIONAL, SECTORAL...

THE FRAMEWORK IS A PART OF THE NATIONAL SYSTEM, WHICH ALSO INCLUDES OTHER KINDS OF TRAINING COURSES;

A QUALIFICATION'S PROVIDER MAY HAVE SEVERAL QUALIFICATIONS, WITH DIFFERENT LEVELS;

QUALIFICATIONS ARE EXPRESSED IN TERMS OF ASSESSED LEARNING OUTCOMES;

UNLESS PROVED IMPOSSIBLE, VALIDATION OF PRIOR LEARNING (VAE IN THIS CASE) MUST BE DESCRIBED AND ITS ASSESSMENT ORGANIZED FOR THE REGISTRATION IN THE NATIONAL REPERTORY OF PROFESSIONAL QUALIFICATIONS – RNCP- (AND THUS BE GRANTED A LEVEL).

SOME CHARACTERISTICS OF THE FRENCH SYSTEM 2/2

DIFFERENT SYSTEMS OF QA :

- TRAINING SYSTEM: FOR TRAINING INSTITUTIONS OR AWARDING BODY, 1 FOR TRAINING COURSES
- FOR THE REGISTRATION IN THE RNCP, WHICH FOLLOWS THE STRUCTURE OF THE FRAMEWORK
- QA FOR HE BOLOGNA PROCESS

QUALIFICATIONS RELATED TO NQF: ONLY QUALIFICATIONS AND DIPLOMAS WHICH HAVE AN OBJECTIVE OF OCCUPATIONAL INTEGRATION, AN ECONOMIC PURPOSE (WITH A LINK TO THE LABOUR MARKET THROUGH COLLECTIVE AGREEMENTS) AND A SOCIAL UTILITY (OCCUPATIONAL INCLUSION OR CAREER PROGRESS); THE KEY CRITERIA IS THE SOCIAL DEMAND, NOT THE TRAINING OFFER;

2 WAYS FOR REGISTRATION OF QUALIFICATIONS :

BY LAW FOR QUALIFICATIONS AWARDED BY MINISTRIES AFTER THE ANALYSIS BY COMMISSIONS (NOW ASSENT), BY REQUEST AFTER THE ADVICE OF A NATIONAL COMMISSION WHERE STATE, REGIONS AND SOCIAL PARTNERS ARE REPRESENTED (ROLE OF FRANCE COMPÉTENCES) .

THE MAIN FEATURES OF THE SYSTEM IN 2021

-> QA COMPULSORY FOR TRAINING INSTITUTIONS, AND QUALIFICATIONS

LLL: THE INDIVIDUAL IS MORE RESPONSIBLE FOR HIS LLL: A PERSONAL ACCOUNT TO FINANCE QUALIFICATIONS (RNCP AND RS),

IN A SIMPLIFIED AND MORE REGULATED SYSTEM (CREATION OF FRANCE COMPÉTENCES NEW QUADRIPARTITE INSTITUTION IN CHARGE OF THE REGULATION OF VET AND OF APPRENTICESHIP)

-> HE: AN EVOLUTION TOWARDS MORE PATHWAYS; A NEW CONCEPTION OF QUALIFICATIONS; MORE FLEXIBILITY; AND A NEW LEVEL 6 DIPLOMA

-> VET: QUALIFICATIONS AWARDED BY THE MINISTRY OF EDUCATION; MORE FLEXIBLE

-> A NEW FRAMEWORK: 8 LEVELS, 3 DESCRIPTORS, AND QUALIFICATIONS DESCRIBED IN TERMS OF « BLOCS DE COMPÉTENCES », WITH POSSIBLE PATHWAYS BETWEEN QUALIFICATIONS

PATHWAYS: POSSIBLE BETWEEN QUALIFICATIONS OF THE QF AND THE REPERTORY OF QUALIFICATIONS WITHOUT LEVEL –RÉPERTOIRE SPÉCIFIQUE-

FRANCE COMPÉTENCES



- ▶ Created from 1 january 2019 by the law « Avenir professionnel » -5 septembre 2018 (art. 36)- Art. L6123-5 to L6123-14) labour code



- ▶ National organism for governance of apprenticeship and VET;



- ▶ Public body under the Ministry of labour



- ▶ Governance :
- ▶ State, Regions, social partners (employers and employees) representative at national and interprofessional level, qualified persons.

MISSIONS



FINANCE

the system of VET and apprenticeship for its optimisation and sustainability.



REGULATE

The market by identifying skills requirements and by stimulating improvement of the system; registration in RNCP (Art L6113-1 labour code) allows apprenticeship, financing by public funds



IMPROVE

Transparency and increasing synergy of stakeholders in the system of apprenticeship and VET



Regulation .

REGULATION AND CONTROL OF THE RULES TO PAY TRAINING ACTIONS AND THEIR QUALITY BY :

- ▶ Collecting / Gathering of information des informations transmitted by training providers
- ▶ Observing costs
- ▶ Making Recommendations.

GARANTEE OF THE MATCHING BETWEEN PROFESSIONAL QUALIFICATIONS AND SOCIAL AND ECONOMIC NEEDS

- ▶ By assuring quality and good comprehension of the qualifications registered in the 2 national databases RNCP (levels of the NQF) and RS (no level)

ORGANIZATION OF THE NATIONAL MEASURES FOR GUIDANCE FOR PROFESSIONAL EVOLUTION OF WORKING EMPLOYEES - PRIVATE SECTOR- (NATIONAL TENDER AND FOLLOW UP OF THE IMPLEMENTATION OF THE MEASURE)

THE FRENCH QF : 3 DESCRIPTORS BASED ON OUTCOMES, 8 LEVELS SHARED BY HE, VET, TECHNICAL QUALIFICATIONS AND DIPLOMA (ART L.6113-1 LC)

- 8 Level 8 attests the ability to identify and solve complex and new problems involving a variety of fields, using the most advanced knowledge, skills and know-how, to design and pilot research and innovation projects and processes. The national doctoral degree is classified at this level of the national framework
- 7 Level 7 attests the ability to develop and implement alternative strategies for carrying out the professional activity in complex professional contexts, as well as to assess the risks and consequences of one's activity. Master degrees are classified at this level of the national framework.
- 6 Level 6 attests the ability to analyse and solve unforeseen complex problems in a specific field, to formalise skills and know-how and methods and to build upon them. Bachelor degrees (*licence*) are classified at this level of the national framework.
- 5 Level 5 attests the ability to master skills and know-how in a field of activity, to develop solutions to new problems, to analyse and interpret information using concepts, to transmit skills, know-how and methods.
- 4 Level 4 attests the ability to carry out activities that require using a wide range of aptitudes, adapting existing solutions to solve specific problems, organising one's work autonomously in generally predictable but potentially changing contexts, and to participate in the evaluation of activities. The national Baccalaureate diploma is classified at this level of the national framework.
- 3 Level 3 attests the ability to carry out activities and solve problems by selecting and applying basic methods, tools, materials and information in a known context, as well as the ability to adapt the means of execution and one's behaviour to the circumstances.
- 2 Level 2 attests the ability to carry out simple activities and solve common problems using simple rules and tools by using vocational skills and know-how in a structured context. The associated vocational/professional activity is carried out with a limited level of autonomy.
- 1 Level 1 of the national framework for vocational and professional qualifications corresponds to the mastery of basic knowledge.

	Knowledge (Recommendation)	Knowledge (French NQF)	Skills (Recommendation)	expertiseFrench NQF)	Responsibility and autonomy (Re)	Responsibility and autonomy (Fr)
	In the context of EQF, knowledge is described as theoretical and/or factual.	This descriptor is about the progression in knowledge to carry out the professional activities of the level (processes, materials, terminology of one or several fields, theoretical knowledge)	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	The descriptor is about the progression to carry out professional activities in relation with the level:complexity and technicity of a task, of an activity in a process; the level of mastery of the professional activities;the ability to use a range of abilities (practical and cognitive ones); expertise in the field of communication and interpersonal relationships in a professional context; the ability to transfer skills	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility	The descriptor is about the progression in the following fields:- work organization-response to hazard, comprehension of the complexity, understanding of the overlapping with other professional fields, enabling to organise one's work, to correct it or to give indications to supervised staff- the participation to collective work-the level of supervision
Level 1 The learning outcomes relevant are	basic general knowledge	XXXXXXXX	basic skills required to carry out simple tasks	XXXX	work or study under direct supervision in a structured context	XXXX
Level 2 The learning outcomes relevant are	basic factual knowledge of a field of work or study	Basic general knowledge and general knowledge of a field of work	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	Carry out simple activities and routine problems, by using some professional know-how in a structured context	work or study under supervision with some autonomy	Work under supervision, with limited autonomy. Account for one's contribution o the team
Level 3 The learning outcomes relevant are	knowledge of facts, principles, processes and general concepts, in a field of work or study	knowledge covering general facts, principles, processes ,in a determined professional field	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	carry out activities and solve issues by selecting and using basic methods, tools, material and information in a familiar context	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems	organize one's activity in a most frequently stable environment; adapt one's use of resources and behaviour to circumstances; evaluate one's contribution to the work team
Level 4 The learning outcomes relevant are	factual and theoretical knowledge in broad contexts within a field of work or study	large scope of theoretical and practical knowledge, linked to the professional scope	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Carry on activities requiring a large scope of aptitudes; be able to adapt existing solutions to solve specific problems	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or	exercise self management in an autonomous way, within context that are usually predictable, but are subject to change; take into account interactions with nearby activities; participate to the evaluation of activities

	Knowledge (Reco) autonomy (Fr)	Knowledge (French NQF)	Skills (Recommendation)	Expertise(French NQF)	Responsibility & autonomy (Reco)	Responsibility &
Level 5 The learning outcomes relevant are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	specialised and in depth knowledge, which is regularly updated	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	master skills in a field with well-known limits, in order to develop solutions for new problems; analyze and interpret information by using concepts; transmit know-how and transfer methods	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and othersLevel	take initiatives to manage projects or carry out activities in an unpredictable context; exercise management of a team; manage a production unit; assess one's own performance
Level 6 The learning outcomes relevant are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced knowledge in a field of work; critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	analyse and solve complex and unpredictable problems in a specialised field; identify innovative solutions and discuss them; collaborate with experts; capitalize know-how and methods and formalize them	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups	organize one's activity in changing and complex contexts; design and organize work processes; develop individual and collective professional skills in the team
Level 7 The learning outcomes relevant are	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 critical awareness of knowledge issues in field and at the interface between different fields	highly specialised knowledge, some of which are at the forefront of knowledge of the field and are at the interface between different work fields	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	elaborate alternative strategies to develop activity ;pilot working groups in specialised or interdisciplinary fields , if necessary in a multi-cultural context	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	organize and develop activities integrating scientific, social and ethic issues ; initiate and lead professional cooperations; exercise supervision of other people's work; manage and transform complex professional contexts; evaluate the risks and consequences of one's own activity
	knowledge at the	knowledge at most	the most advanced and specialised skills and techniques, including	identify and resolve new and complex problems involving numerous fields, by using forefront knowledge and	demonstrate substantial authority, innovation, autonomy, scholarly and	manage and pilot organisations or groups within a context of complex

The law of 5 September 2018 :

- ▶ 1) Explicitly creates a national qualifications framework based on descriptors (comparable to the EQF descriptors) ;
- ▶ In a renewed context for VET (QA certification for training providers explicitly introduced for VET, but common work with HE accrediting agencies and Ministry in charge of HE);
- ▶ 2) Keeps the RNCP as the instrument to classify qualifications by level and by training field (code NSF is different from ISCED), whatever their origin;
- ▶ The level of each qualification has a state guarantee (registered qualifications are published in the « Journal Officiel de la République Française » –national gazette- either by an official ministerial text or by publication of the decisions of the general director of France compétences : the same official level.
- ▶ What is officialised and granted : the awarding authority (ies) / partners training institutions ;
- ▶ It is not the recognition by the State of an institution, but of a level after a process ;
- ▶ Financing of the qualification by public mutualised is allowed by registration in the RNCP.

2 REGISTRATION PROCESSES FOR REGISTRATION IN THE RNCP

Registration « by law »

WHAT KIND OF QUALIFICATIONS ?

- Diplomas and VET qualifications awarded on behalf of the State by ministries
- Created by Decree and organized through ministerial orders
- After assent of professional consultative commissions (CPC), where social partners have a majority of voting rights and are represented by cross-industry trade union organisations and multi-professional or sectoral organisations.

(For HE diplomas, France compétences takes part in the work of a commission in charge of the analysis of bachelors and master degrees)

- Ex : Diplomas of the ministry of Education and HE diploma

Registration « on request »

WHAT KIND OF QUALIFICATIONS ?

- Other diplomas and certificates by certifying bodies (including sectoral qualifications)
- After assent of the commission of France compétences in charge of Professional qualification (chaired by an independent person ; members : ministries, including HE and education , Regions , social partners)

Ex : diplomas granted by universities under their own responsibility, qualifications certified by the « Conference des Grandes Ecoles », sectoral qualifications – branch certificates of professional qualifications



A single format for the RNCP fiche, whatever the registration process France compétences' logo is protected at the European level

- ◆ **Closer processes** : importance of learning outcomes, follow up of cohorts, external evaluation, analysis of the insertion of holders of qualifications in the labour market.
- ◆ **Pathways between registration by law and on request** :
 - importance of the analysis in terms of blocks of competencies to build pathways
 - Authority of the ministries of Education and of HE for the official academic recognition but a parity of esteem for labour market (ex: access to civil service) and direct pathways to universities (ex: agreement between CNAM and craft chambers to enter an academic diploma).

- 1) **Sufficient number of jobs in relation to the occupation targeted** by the draft professional qualification, by analyzing at least two years groups who hold the draft professional qualification
- 2) **Impact of the draft professional qualification in terms of access or return to work**, assessed for at least two years groups of qualification holders and compared to the impact of qualifications targeting similar or related occupations
- 3) **Quality of the standards** for activities, competencies and assessment
- 4) **Establishment of monitoring procedures** for all organizational arrangements for assessment tests
- 5) **Consideration of legal and regulatory constraints** related to the practice of the occupation targeted by the draft professional qualification
- 6) Possibility of accessing the draft professional qualification via **VAE**
- 7) Consistency of the competency blocks that make up the draft professional qualification and their specific assessment methods
- 8) Where appropriate, **consistency of total or partial matches** put in place with equivalent professional qualifications and at the same level of qualification and competency blocks;
- 9) Where appropriate, **the arrangements for involving joint national employment commissions of sectors of industry** in the drafting or approval of reference frameworks (case of vocational qualifications prepared by professional sectors - CQP)

ELEMENTS FOR THE REGISTRATION ON REQUEST

(*compulsory)

- ▶ A draft of the RNCP file
- ▶ Supplementary file
- ▶ Attachments :

- Downloadable file*
- Legal document confirming the existence of the certifying body*
- Extract of legal record*
- Study on the sector or the occupation related to the qualification
- Study on the sector or the occupation related to the qualification
- Elements on the guarantees by the certifying body to implement the QA*
- Draft of the parchment of the qualification*
- Document used to describe activities for VAE*
- Minutes of assessment sessions for applicants, matching the cohorts of holders of the qualification (at least 2 cohorts)*

Standards activities, competencies and assessment

FOCUS ON 2 CRITERIA :



- **RNCP #1 : Quality of the matching between the effective occupation and the intended qualification?** The appreciation is based on the analysis of at least 2 cohorts of holders of the qualification
- **RNCP #2 : Impact of the intended qualification to enter, or return to the labour market :** comparison of the situation of the holders of the qualification (2 cohorts at least) with the situation of the holders of other qualifications

RNCP ELECTRONIC RECORD: MONITORING OF LABOUR MARKET INTEGRATION

<i>Initiales des titulaires de la certification</i> Initials of the holders of the qualification	<i>Origine des candidats</i> Origin of the applicants		Emploi dans les 6 mois après l'octroi de la certification professionnelle Occupation 6 months after the assessment				<i>Emploi actuel</i> Present occupation			
	<i>Diplôme et/ou niveau d'études (domaine)</i> Diploma and /or level of studies (field)	<i>Expérience professionnelle (métier et durée)</i> Professional experience (occupation, duration)	<i>Fonction et statut</i> kind of post and status	<i>Type de contrat</i> Type of contract	<i>Nom de l'entreprise et secteurs d'activités</i> Name of the firm and sector of activities	<i>Rémunération nette annuelle</i> Disposable income	<i>Fonction et statut</i> Kind of post and status	<i>Type de contrat</i> Type of contract	<i>Nom de l'entreprise et secteurs d'activités</i> Name of the firm and sector of activities	<i>Rémunération nette annuelle</i> Disposable income

FOCUS ON 2 CRITERIA



- **RNCP #3 : Quality of the standards for activities, competencies and assessment**
- **RNCP #7 : Consistency of the competency blocks that make up the draft professional qualification and their specific assessment methods**

FILE FOR THE REGISTRATION ON REQUEST: FOCUS ON STANDARDS

Standard of activities <i>(Describes working situations and activities, depending on the intended occupations)</i>	Standard of competencies <i>(Singles out competencies and knowledge, including transversal skills)</i>	Standard of assessment : modalities of outcomes	Criteria and evaluation
		Modalities	Criteria

Blocks of competencies

Blocks of competencies are “homogeneous and coherent sets of competencies that contribute to the autonomous exercise of a professional activity, which can be evaluated and validated”

EXAMPLE : RESPONSIBLE FOR LOGISTICS OPERATIONS

Activities	Competencies	Assessment
<p>The logistics operations manager is involved in the design, organization, management and control of logistics chain operations management systems.</p> <p>These operations range from supplier relationship management (supply management) to customer relationship management (distribution management), including management of transport and logistics sites.</p>	<ul style="list-style-type: none"> ▪ Develop logistics and transport strategies in a sustainable and international environment in order to carry out activities to achieve the set objectives using the appropriate strategic analysis tools. ▪ Design management systems for logistics and transport operations in order to structure them using modeling tools in order to meet customer requirements by guaranteeing quality of service and optimizing costs and deadlines. ▪ Manage the flow of the logistics process in order to achieve the expected customer service rate, by managing staff and optimizing the use of resources. ▪ Set up a continuous improvement process for logistics operations in order to optimize management and improve the business performance using operational excellence tools. 	<p>Each of the five competencies blocks is assessed on the base of</p> <ul style="list-style-type: none"> ▪ Individual written tests of the case study type, ▪ Professional scenarios consisting of the development of a technical file and giving rise to a technical interview ▪ A scenario in a professional context during periods in a company giving rise to the drafting of a written report and a technical interview (defense). ▪ VAE: The skills block is validated by the analysis and evaluation of professional activities carried out in the field. The validation session of the skills block "Developing logistics and transport strategies in a sustainable and international environment" integrates a professional in the field of activities into the skills assessment process.

THE EXAMPLE OF BLOCK OF COMPETENCIES -

FIRST BLOCK FOR RESPONSIBLE FOR LOGISTICS OPERATIONS

Identification of the block	Competencies	Block Assessment
<p>RNCP35896BC01</p> <p>Develop logistics and transport strategies in a sustainable and international environment</p>	<ul style="list-style-type: none"> - Choose the allocation of resources - Implement social and societal practices - Set up a logistics and transport strategy on a European and international scale 	<p>The competencies block assessment is based on :</p> <ul style="list-style-type: none"> - Individual written tests such as case studies in strategic analysis, international trade <p>The skills block is assessed based on :</p> <ul style="list-style-type: none"> - Individual written tests such as case studies in strategic analysis, international trade - Personal research work consisting of a press review dealing with the main themes of logistics strategy, sustainable development, the international environment and giving rise to a technical interview lasting 30 minutes - A scenario in a professional context, during periods in a company, giving rise to the drafting of a written report and a technical interview lasting 1 hour (defense). <p>VAE : the skills block “Designing management systems for logistics and transport operations” integrates a professional in the field of activities into the skills assessment process.</p>

TOWARDS AN IMPROVED QA OF QUALIFICATIONS

- Organisms in charge of a qualification (including ministries) in charge of the coherence between the elements used for registration and communication on “their” qualification.
- Power of control reinforced by decree 2021-389 of April 2. France compétences is now entitled to check if the communication of training institutions about their qualifications and associated training courses is compliant with the elements which enabled their registration in one of the 2 national repertories .
- If there is no compliance with these compulsory elements, after a formal notice by France compétences, its general director may remove the totality or a part of a qualification from the national repertory.

THANK YOU