


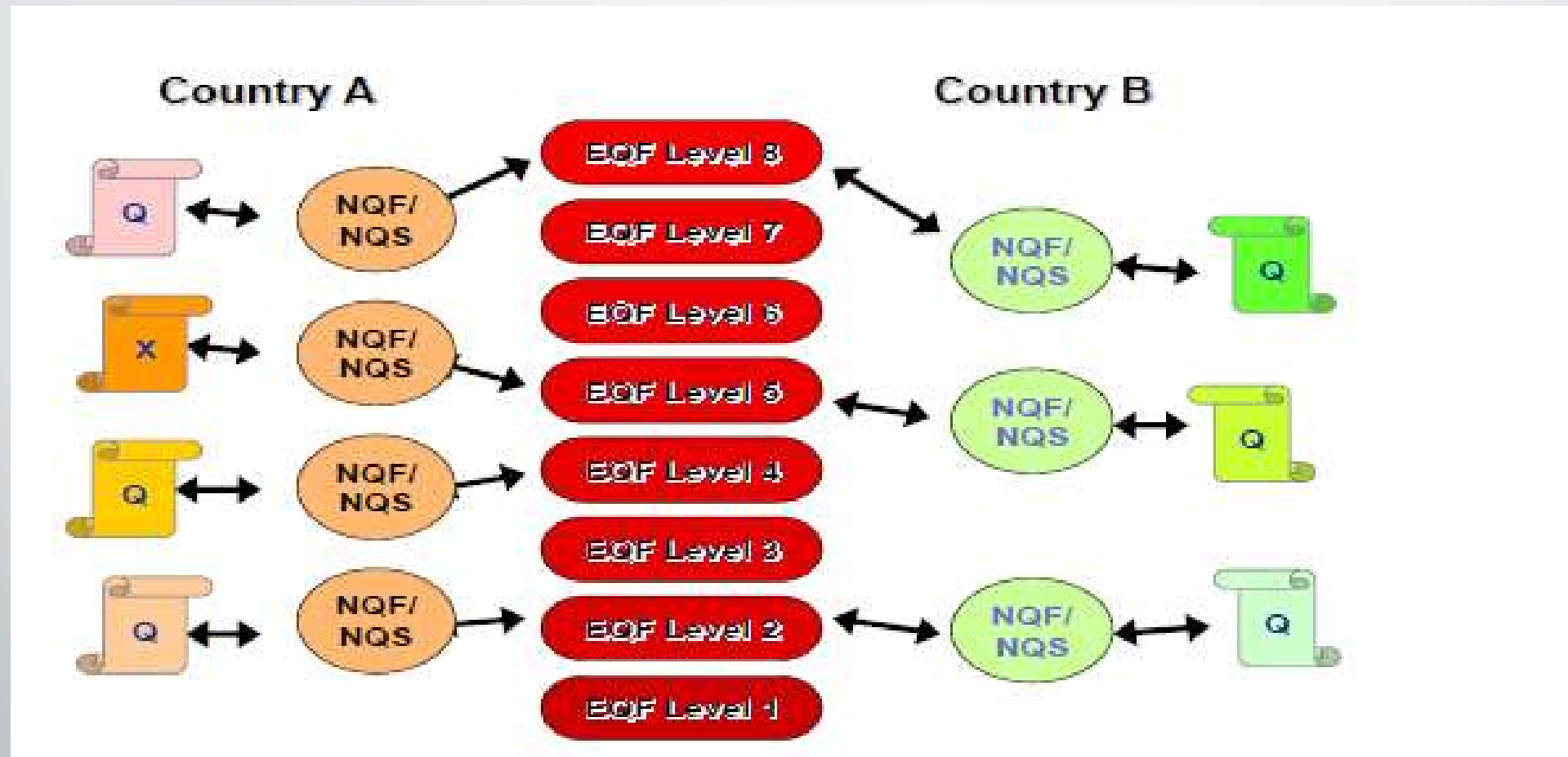


The Referencing process in Italy

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Why is Referencing important?



In Italy: preliminary steps

Preliminary steps of the process:

- State-Regions Agreement approving the First Italian Referencing Report to the EQF December 2012 (Inter-ministerial Decree February 2013)
- First Italian Referencing Report to the European Qualifications Framework (EQF) presented at the Advisory Group (ADG) in May 2013
- Development of the National Certification System (Decree 13/2013 and the more operative inter-ministerial Decree 30th June 2015)

First Referencing Report

The Report has been adopted on the 20th December 2012 by the Permanent Conference for the relations between the State, the Regions and the A.P. of Trento and Bolzano



First Referencing Report

The Italian Referencing Report was the first document aiming at defining an NQF, but it needed to be integrated in the following steps.

The referencing process of Italian qualifications to the EQF followed three main phases:

Phase 1. Analysing existing qualifications, including all education, training and vocational systems and sub-systems

Phase 2. Mapping the qualifications issued in each of the above mentioned subsystems

Phase 3. Selecting and referencing relevant qualifications to EQF levels, after analysing the European Criteria and defining related methodological and procedural choices.

First Referencing Report

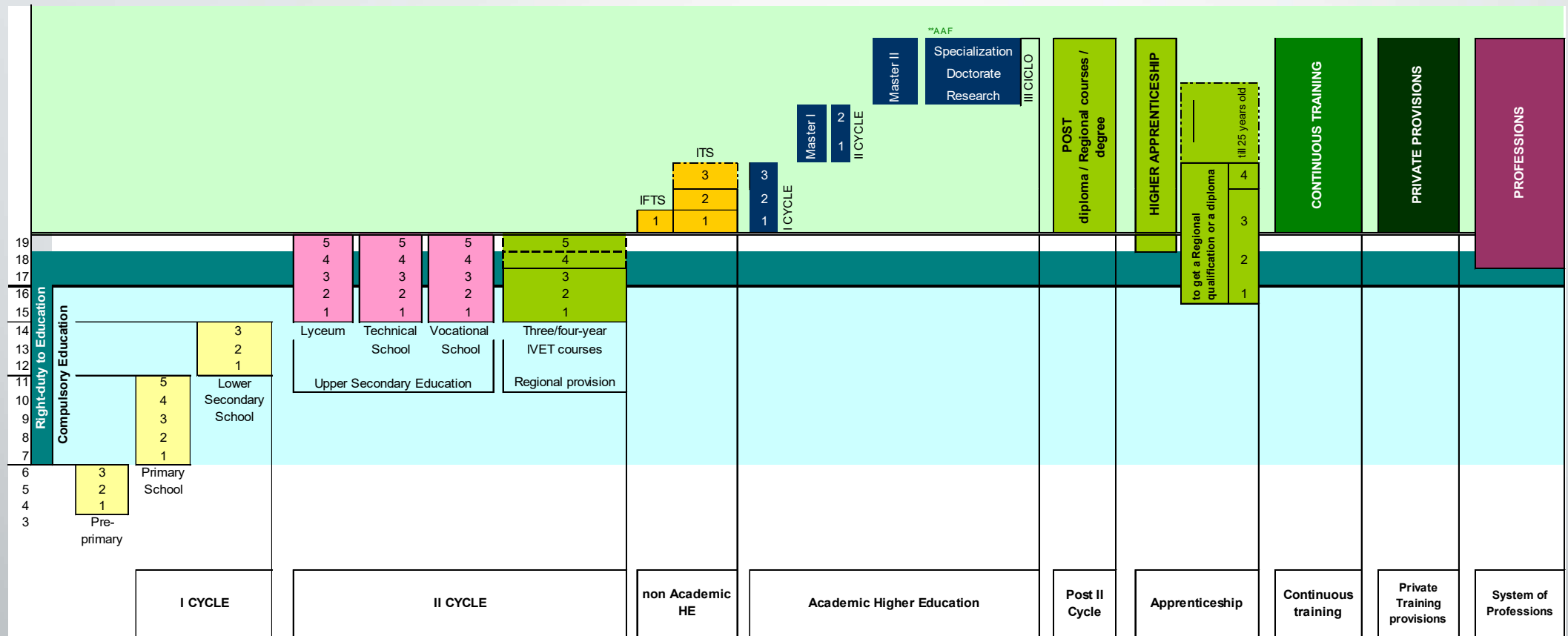
Conical structure of the Report

Section 1
General **description** of **education, training and vocational systems and subsystems**

Section 2
Map of the qualifications awarded
in the systems
and subsystems

Section 3
Referencing framework;
analysis of the European criteria,
methodological
and procedural choices

First Referencing Report: Section 1 – general description



First Referencing Report: Section 2 – mapping of qualifications

QUALIFICATIONS AWARDED IN THE EDUCATION AND TRAINING SYSTEM

Qualifications	Competent authorities
Qualifications awarded at the end of the first and second cycle of education	MIUR
Qualifications awarded at the end of a Vocational Education and Training pathway	Regions
Qualifications awarded in the Higher Technical Education and Training system	MIUR/Regions
Qualifications awarded in the University Higher Education system	MIUR
Qualifications awarded in non-University Higher Education system: AFAM and other Institutes	MIUR
Qualifications of the initial and continuous vocational training	Regions
Qualifications of the apprenticeship system	Regions/MIUR

QUALIFICATIONS AWARDED IN THE SYSTEM OF PROFESSIONS

Qualifications	Competent authorities
Licenses for regulated professions	Competent Ministries

First Referencing Report: Section 2 - example

3.2 Qualifications awarded in the Higher Technical Education and Training system

The Higher Technical Education and Training system provides for the following qualifications:

Denomination	Procedure
<i>Diploma di tecnico superiore</i> Higher technical education diploma	Awarded at the end of Higher Technical Institutes (ITS) courses as per art.5 Decree of the MIUR-MLPS of September 7 th 2011 and art.7 DPCM of January 25 th 2008 Competent authority: MIUR
<i>Certificato di specializzazione tecnica superiore</i> Higher technical specialization certificate	Awarded at the end of Higher Technical Education and Training pathways (IFTS) (art.9 DPCM January 25 th 2008) Competent authority: Regions

The above-mentioned qualifications can be also achieved through Higher Education apprenticeship programmes.

First Referencing Report: Section 3 referencing

The Technical Group agreed to limit the scope of application of the Referencing Process, namely:

- ◆ Only the **qualifications awarded by public authorities** are considered for the purposes of the Referencing Process;
- ◆ Only **qualifications recognized at national level** are included, because they are awarded by national authorities (Ministry of Education and University) or in the framework of State-Regions agreements;
- ◆ The Referencing Process considers only **qualifications still awarded**

The Referencing Process does not consider:

- ◆ licenses for regulated professions, as per Directive 2005/36/EC. As agreed with the representatives of the Department for European Policies, the Referencing Process of regulated professions will be reported at a later stage;
- ◆ other qualifications awarded by Regions and Autonomous Provinces, not regulated by State-Regions Agreements. As agreed with the Regions, the Referencing Process of these qualifications will be reported at a later stage;
- ◆ the qualifications awarded in the private system.

First Referencing Report: Section 3 – compliance with Bologna process

The coordination between the EQF Referencing Process and the Bologna Process

The Referencing Report includes the decisions made during the Bologna Process with regard to the Higher Education qualifications represented in the Italian Qualifications Framework

The inter-institutional cooperation allowed the Referencing Process and promoted the involvement of CIMEA. In 2005 CIMEA was asked to create a first prototype of the National Qualifications Framework.

In the Italian Qualifications Framework:

EQF Level 6 corresponds to the qualifications awarded within the **first cycle** of Higher university and non-university Education;

EQF Level 7 corresponds the qualifications awarded in the **second cycle**;

EQF Level 8 corresponds to research doctorates and other qualifications of the **third cycle**.

Following is the description of the Cycles based on the Dublin Descriptors adopted by the EHEA Framework and the corresponding qualifications awarded.

First Referencing Report: Section 3 compliance with the 10 criteria

The compliance of the Referencing Process with the 10 European criteria

The document [Criteria and procedures for referencing National qualifications levelsto the EQF](#) **was elaborated** by the EQF Advisory Group.

These criteria were defined to make sure that each Referencing Report allows the inter-readability between systems and the comparison between qualifications, in order to support and stimulate the mutual trust among countries and facilitate the mobility of citizens and workers.

The criteria provide precise orientations to guarantee that Referencing Reports are transparent and authoritative “products”.

First Referencing Report

Synthetic representation of the referencing options:

Type of qualifications from minimum to maximum complexity of Learning Outcomes		EQF
Diploma di licenza conclusiva del primo ciclo di istruzione (Lower secondary school leaving diploma)	↔	1
Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione (Compulsory education certificate)	↔	2
Attestato di qualifica di operatore professionale (Professional operator certificate)	↔	3
<i>Diploma professionale di tecnico</i> (Professional technician diploma)	↘	4
<i>Diploma di istruzione secondaria superiore</i> (Upper secondary education diploma for <i>Licei</i> , technical schools, vocational schools)	↔	
<i>Certificato di specializzazione tecnica superiore</i> (Higher technical specialization certificate)	↗	
<i>Diploma di tecnico superiore</i> (Higher technical education diploma)	↔	5
<i>Laurea</i> (Bachelor's degree) and <i>Diploma accademico di primo livello</i> (First-level academic diploma)	↔	6
<i>Laurea magistrale</i> (Master's Degree) and <i>Diploma accademico di secondo livello</i> (Second-level academic diploma)	↔	7
<i>Dottorato di ricerca</i> (Research doctorate PhD) and <i>Diploma accademico di formazione alla ricerca</i> (Research Training Academic Diploma)	↔	8

First Referencing Report – referenced qualifications

Livello EQF	Tipologia di qualificazione	Autorità competente	Percorso corrispondente
1	Diploma di licenza conclusiva del I ciclo di istruzione	MIUR/Istruzione	Scuola secondaria di I grado
2	Certificazione obbligo di istruzione	MIUR o Regioni a seconda del canale di assolvimento scelto	Fine del primo Biennio dei licei, istituti tecnici, istituti prof.li, percorsi di leFP triennali e quadriennali
3	Diploma di qualifica di operatore professionale	MIUR/Istruzione	Triennio dell'Istituto professionale
	Attestato di qualifica di operatore professionale	Regioni	Percorsi triennali di leFP Percorsi formativi in apprendistato per il dir-dov. o percorsi triennali in apprendistato per la qualifica e per il diploma
4	Diploma professionale di tecnico	Regioni	Percorsi quadriennali di leFP Percorsi quadriennali in apprendistato per la qualifica e per il diploma
	Diploma liceale	MIUR/Istruzione	Percorsi quinquennali dei licei (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma di istruzione tecnica	MIUR/Istruzione	Percorsi quinquennali degli istituti tecnici (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma di istruzione professionale	MIUR/Istruzione	Percorsi quinquennali degli istituti professionali (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Certificato di specializzazione tecnica superiore	Regioni	Percorsi IFTS (Percorsi formativi in apprendistato di alta formazione e ricerca)
5	Diploma di tecnico superiore	MIUR/Istruzione	Corsi ITS (Percorsi formativi in apprendistato di alta formazione e ricerca)

First Referencing Report – referenced qualifications

Livello EQF	Tipologia di qualificazione	Autorità competente	Percorso corrispondente
6	Laurea	MIUR/Università	Percorso triennale (180 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di primo livello	MIUR/Istituti di alta formazione artistica e musicale	Percorso triennale (180 crediti - CFA)
7	Laurea Magistrale	MIUR/Università	Percorso biennale (120 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di secondo livello	MIUR/ Istituti di alta formazione artistica e musicale	Percorso biennale (120 crediti - CFA)
	Master universitario di primo livello	MIUR/Università	Percorso minimo annuale (min. 60 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di specializzazione (I)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo biennale (120 crediti - CFA)
	Diploma di perfezionamento o master (I)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo annuale (min. 60 crediti - CFA)
8	Dottorato di ricerca	MIUR/Università	Percorso triennale (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di formazione alla ricerca	MIUR/Istituti di alta formazione artistica e musicale	Percorso triennale
	Diploma di specializzazione	MIUR/Università	Percorso minimo biennale (120 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Master universitario di secondo livello	MIUR/Università	Percorso minimo annuale (min. 60 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di specializzazione (II)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo biennale (120 crediti - CFA)
	Diploma di perfezionamento o master (II)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo annuale (min. 60 crediti - CFA)

First Referencing Report – referenced qualifications

From Europe

- *Criteria and procedures for referencing National qualifications levels to the EQF* elaborated by EQF Advisory Group (10 criteria and procedures to reference the national frame to the EQF)
- Correlation - at EQF levels 6.7.8 – for HE qualifications (Bologna Process)

From national context

- National system of qualifications, characterised by propedeutic levels e clear/strong correlations with the systems, but not articulated in a level frame

The Referencing process

Second Step 2012

The referencing process: further steps

After presenting the Report to the Advisory Group (29th May 2013), comments were disseminated and a second phase started



Referencing regional qualifications



Referencing professions

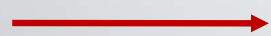
Within the second steps: 3 pillars:



EQF levels



First referencing Report



Qualifications to be included
classified ATECO (activities) and
CP - 5° digit (classification of
professions)

Objectives of the NQF

The introduction of the NQF in the Italian Education and VET system aims at contributing to develop a level-descriptors structure which may gradually include **all qualifications** and facilitate the achievement of the following objectives:

- promote greater consistency at national level between qualifications;
- consolidate the use of the learning outcomes approach;
- increase transparency and comparability between qualifications systems;
- encourage the recognition and validation of formal, non-formal and informal learning;
- strengthen the policies and practices of lifelong and life-wide learning;
- facilitate the mobility of students and workers at European level as well as facilitate sectoral mobility;
- strengthen national quality assurance systems.



Ratio of the NQF

The National Qualifications Framework is:

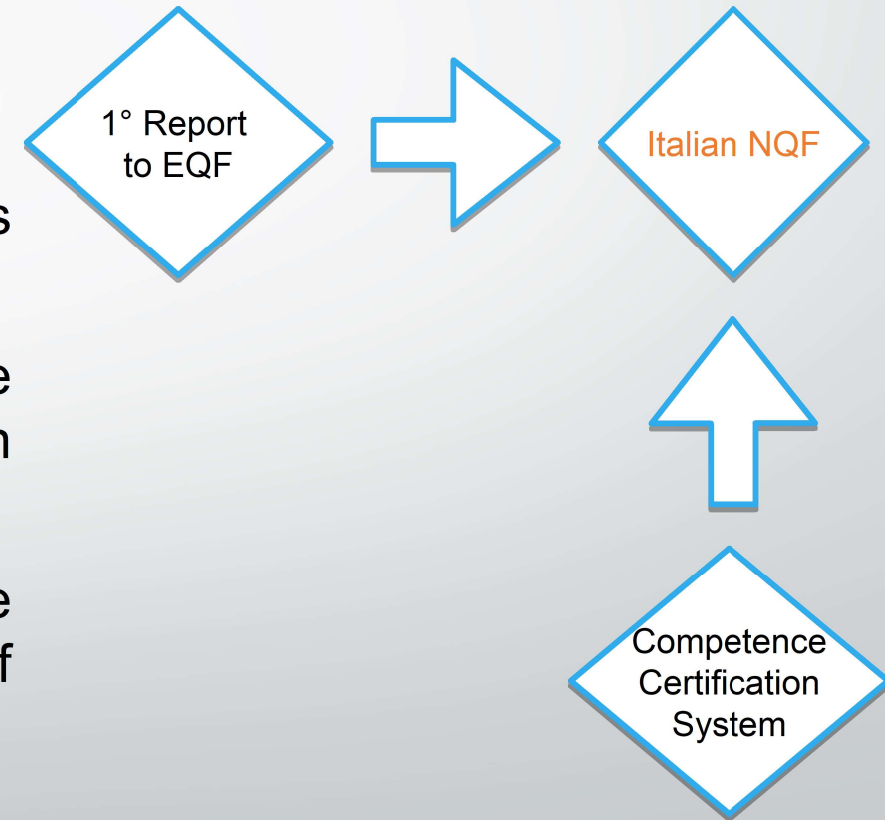
- ❑ OMNICOMPREHENSIVE. The Framework is structured to be as 'inclusive' as possible referring to current qualifications and in prospective to be able to include all qualifications which will be issued.
- ❑ BASED ON LEARNING OUTCOMES. The Framework is based on the learning outcomes approach and aims at extending this approach to all qualifications design, linking it to the developing national system of certification.
- ❑ Functional to a more CONSISTENT organization and description of qualifications. The framework is intended to be able to represent more clearly the complexity and/or the peculiarity of the qualifications
- ❑ Allowing the RECOGNITION of non-formal and informal learning.



Consistent elements

Coherently with the First Italian Referencing Report to the EQF, some assumptions are considered fundamental for the NQF

- ❖ maintain the eight EQF levels and descriptors as a first reference for referencing qualifications
- ❖ continue to refer to the Dublin descriptors for the allocation of Higher Education qualifications in the NQF (levels 6-7-8)
- ❖ consistency with the on-going process for the development of the national system of competence certification.



Characteristics of LOs

In the Italian NQF the 8 EQF levels and the descriptors of LOs have been assumed and adapted

NQF Level 8

NQF Level 7

NQF Level 6

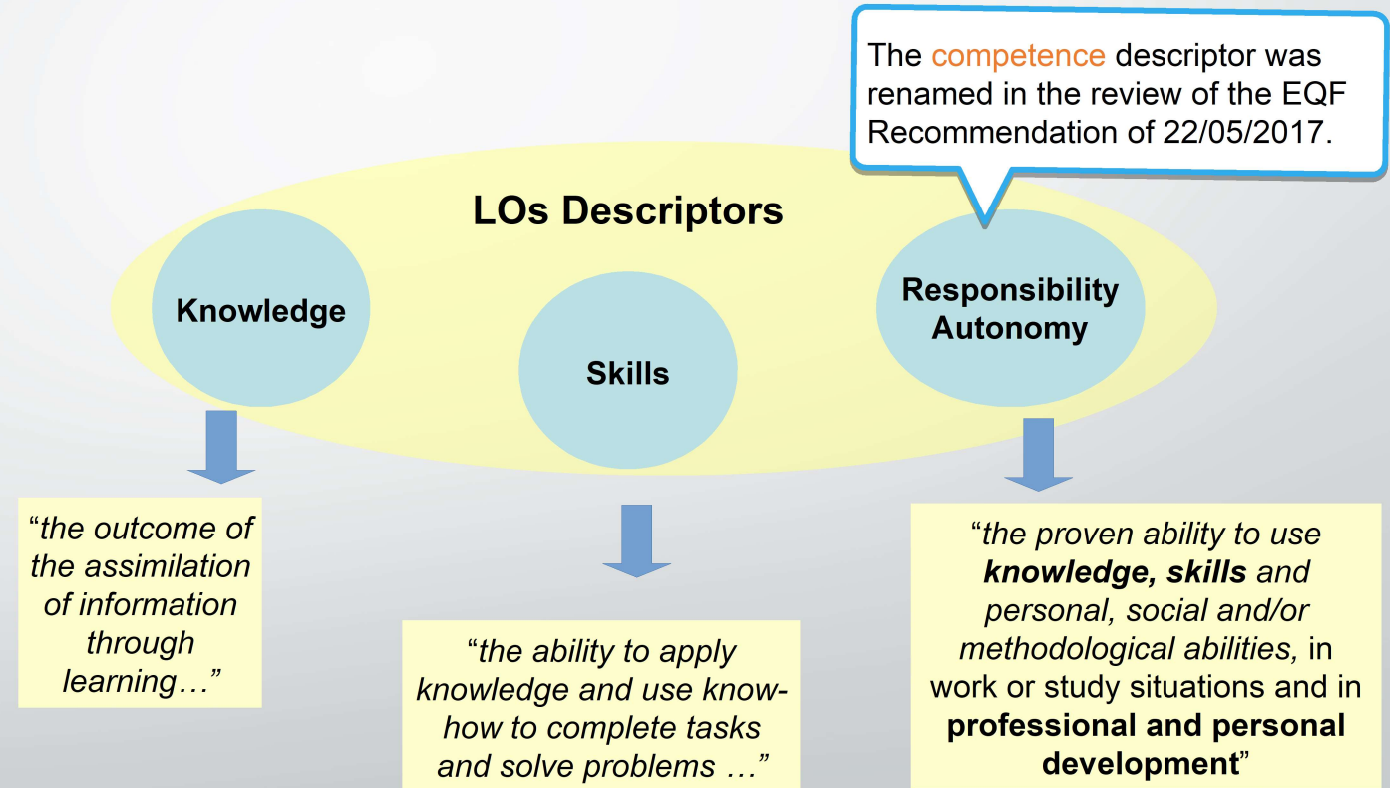
NQF Level 5

NQF Level 4

NQF Level 3

NQF Level 2

NQF Level 1



Levels descriptors

Knowledge

Skills

Responsibility Autonomy

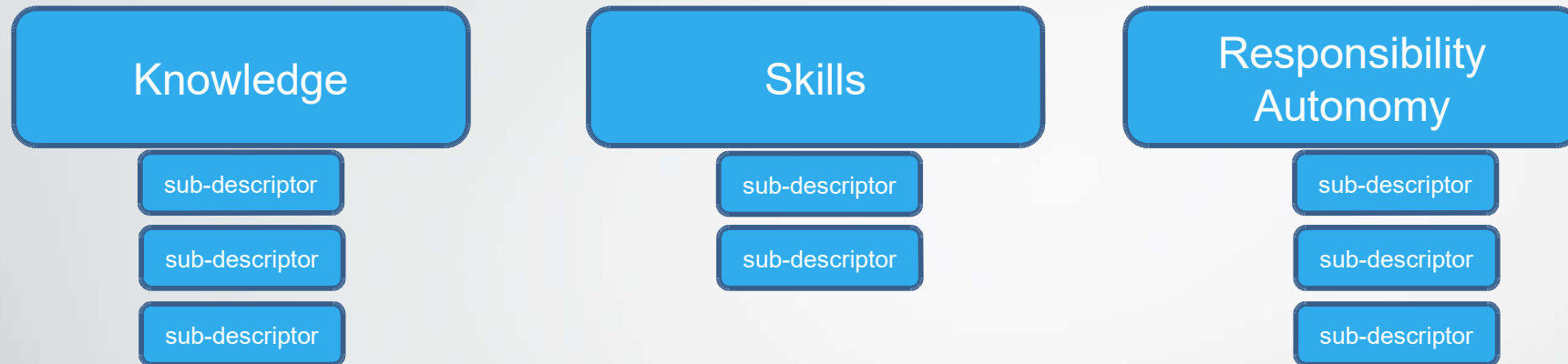
Level descriptors represent the core of the technical structure of the NQF framework and they should be understood as:

- ❑ general descriptions of **learning outcomes** in order to establish connections between national qualifications, the EQF framework, national frameworks of other countries and other frameworks (EHEA Framework for Higher Education and - when available - sectoral frameworks);
- ❑ descriptions of the **minimum expected results** with regard to what the individual should know and be able to do in relation to a particular level of qualification;
- ❑ **reference guide** designed to facilitate the development and allocation of qualifications in relation to a specific level and considered in relation to the overall structure and to all the other levels (not isolated); their descriptions have to be seen as *orientative* and not prescriptive;
- ❑ **descriptions wide enough** to ensure their application to the different contexts (formal, non formal and informal); to include elements which represent different domains (study and work) thus addressing different actors: both the qualifications system (Education, VET, Higher Education) and the labour market.

EQF Level Descriptors

Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	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).	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
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	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 study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a 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	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
Level 7	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 a field and at the interface between different 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	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
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

NQF Italia: sub-descriptors



The EQF descriptors have been understood as the fundamental basis, but the NQF framework is characterized by specific sub-descriptors able to represent national diversity and complexity:

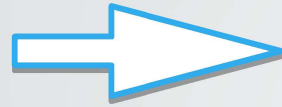
Definition of NQF Italia sub-descriptors:

Sub-descriptors are intended as elements deepening the NQF descriptors and expressing in detail the dimensions (not always explicitly) described in the EQF framework in order to facilitate the distinction of levels and the correlation of qualifications.

Sub-descriptors are intended to make the Framework able to include and describe all dimensions of the diverse Italian qualifications, in order to represent peculiarities meaningful for both the actors of the Education and VET systems, but also the labour market.

Sub-descriptors criteria

The categories of sub-descriptors of the NQF Italy are identified on the basis of the four following criteria:

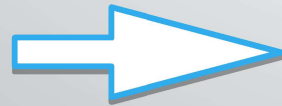


For each EQF descriptor the **explicit** dimensions described in the Recommendation have been adopted:

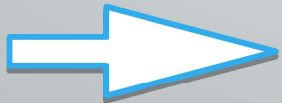
- Knowledge (K): Factual and/or Conceptual (dimension)
- Skills (S): Practical and Cognitive
- Responsibility / Autonomy (R-A): responsibility, autonomy



Implicit dimensions of the EQF descriptors have been made explicit



Explicit dimensions of the EQF have been “**adapted**” to make descriptors more coherent to the Italian system of qualifications



Additional dimensions (to the EQF ones) have been added, to make the descriptors more inclusive with respect to regional qualifications

Descriptors and sub-descriptors

On the basis of the defined criteria the sub-descriptors of the NQF framework have been defined as the following:

NQF Italy Descriptors and sub-descriptors		
K	S	R - A
K-sub-descriptors	S- sub-descriptors	R/A-sub-descriptors
<ul style="list-style-type: none">• Factual and/or conceptual (dimension)• Wide and deep dimension• Understanding and awareness	<ul style="list-style-type: none">• Procedural, practical, technical, vocational and sectorial Skills• Cognitive, social- interaction, activation skills	<ul style="list-style-type: none">• Context• Responsibility• Autonomy

NQF Italia: sub-descriptors

NQF descriptors

L i v	KNOWLEDGE			SKILLS		RESPONSIBILITY / AUTONOMY		
	Dimensione fattuale e/o concettuale delle conoscenze	Ampiezza e profondità delle conoscenze	Comprensione e consapevolezza a rispetto alle conoscenze	Abilità procedurali, pratiche, tecniche, professionali e settoriali	Abilità cognitive, dell'interazione sociale e di attivazione	Contesto	Responsabilità	Autonomia
1								
2								
3								
4								
5								
6								
7								
8								

Ministry of Labour
Ministerial Decree
8 January 2018

Establishment of the NQF issued within the framework of the national system of competences certification (set out in the Legislative n. 13/2013)

NQF Italia: sub-descriptors

Main NQF level descriptor elements in Italy			
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.

NQF Italia: sub-descriptors

EQF Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	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).	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
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy

IT - NQF Level	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic and general 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	Basic and general 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.

Italian Qualifications – EQF Level 1-5

Broad ISCED	Official ISCED 2011 Label	Country-specific education categories			Cumulative years	EQF	
		ISCED CODE	N.	Description (English)			
Low	Less than primary education	ISCED 0	0 Nessun titolo	No formal education Less than primary	0	I cycle	1
	Primary education	ISCED 1	1 Licenza elementare o attestato di valutazione finale di istruzione primaria	Primary education	5		
	Lower secondary education	ISCED 2	2 Licenza media o diploma di istruzione secondaria di I grado	Lower secondary education	8		
Medium	Vocational upper secondary education, level completion, without direct access to tertiary education	voc ISCED 3 (access to 4 only)	3 Diploma di qualifica professionale di scuola secondaria superiore (di II grado) di 2-3 anni / Qualifica professionale regionale di 2-3 anni / Attestato di qualifica professionale (leFP) di 3 anni	Education and Vocational Training in Secondary upper education pathways (including outdated three-year schools) 2-3 years / Upper Vocational Training Qualifications in Regional pathways: outdated regional qualifications (2-3 years); leFP (3 years IVET courses).	11	II cycle	3
			4 Diploma professionale leFP di Tecnico (quarto anno)	Upper Vocational Training in Regional pathways, achieved after a further fourth-year course (leFP - IVET courses)	12		
	General upper secondary education, level completion, with direct access to tertiary education Vocational upper secondary, access to 5/6/7	voc ISCED 3 access 5/6/7	5 Diploma di Maturità o Diploma di Istruzione secondaria superiore (di II grado) tecnica o professionale / Istituto magistrale di 4 anni o Istituto d'arte di 4 anni	Upper Vocational secondary education, achieved in five-year courses. "Scuola Magistrale" and Arts Institute (4 years)	13		4
	Post-secondary non-tertiary education General upper secondary, access to 5/6/7	gen ISCED 3 access 5/6/7	6 Diploma di Maturità o Diploma di Istruzione secondaria superiore (di II grado) - Licei / Istituto magistrale di 5 anni	Upper General secondary education, achieved in five-year courses.	13		
	Vocational post-secondary non-tertiary education, level completion, without direct access to tertiary education Vocational post-secondary, access to 4 only	voc ISCED 4 access 4	7 Qualifica professionale regionale post-diploma	Regional vocational training qualification after Upper secondary education (variable from 6 months to 2 years)	14		5
	General post-secondary non-tertiary education, level completion, without direct access to tertiary education Vocational post-secondary, access to 4 only		8 Certificato di specializzazione Tecnica Superiore - IFTS	Certificate of Higher Technical Specialisation - IFTS	14		
General short-cycle tertiary education Vocational sub-degree level	voc ISCED 5	9 Diploma di Tecnico Superiore - ITS	Higher Technical Education diploma	15	5		

Italian Qualifications – EQF Level 6-8

High	General short-cycle tertiary education Vocational sub-degree level	voc ISCED 5	9 Diploma di Tecnico Superiore - ITS	Higher Technical Education diploma	15	Bologna Process Tertiary Education	5
	Bachelor's or equivalent level	ISCED 6 nfs	10 Diploma universitario di 2-3 anni / Scuola diretta a fini speciali / Scuola parauniversitaria	University diploma or equivalent level qualifications (2-3 years)	16		6
	Bachelor's or equivalent level		11 Laurea di primo livello (triennale)	Bachelor's degree (3 years)	16		
	Bachelor's or equivalent level		12 Diploma accademico di primo livello AFAM (triennale)	First level Academic Diploma (AFAM)	16		
	Professional Bachelor's or equivalent level		13 Master universitario di primo livello / Diploma accademico di specializzazione/perfezionamento di primo livello (AFAM)	Post 1st level (Bachelor's) degree certifications, including AFAM qualifications.	17		
	Master's or equivalent level	ISCED 7 nfs	14 Diploma di Accademia (Belle Arti, Nazionale di arte drammatica, Nazionale di Danza), Istituto Superiore Industrie Artistiche, Conservatorio di musica statale, Istituto Musicale Pareggiato (Vecchio ordinamento)	Music Conservatory Diploma or National Dance Academy Diploma and equivalent qualifications (long cycle)	18		7
	Master's or equivalent level		15 Laurea di 4-6 anni: Laurea del vecchio ordinamento o Laurea magistrale/specialistica a ciclo unico	Long cycle (4-6 years) Masters' degrees: long cycle outdated qualifications and long cycle "Laurea Magistrale/Specialistica"	18		
	Master's or equivalent level		16 Laurea magistrale o specialistica di secondo livello (biennale)	Masters' degree (2 years)	18		
	Master's or equivalent level		17 Diploma accademico di secondo livello AFAM (biennale)	Second level Academic Diploma (AFAM)	18		
	Professional Master's or equivalent level		18 Master universitario di secondo livello/ Diploma di specializzazione universitaria di secondo livello / Diploma accademico di specializzazione/perfezionamento di secondo livello (AFAM)	Post 2nd level (Masters) degree certifications, including AFAM qualifications.	19		
Doctoral or equivalent level	ISCED 8	19 Dottorato di ricerca / Diploma accademico di formazione alla ricerca AFAM)	PhD, Research Doctorate / Advanced research academic Diploma (AFAM)	21	8		



Thank you for your attention

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