

Catalogue of Professional Qualifications and the Procedures to formally assess and accredit vocational qualification

National qualifications systems and vocational training were created, among other reasons, to promote learning throughout working life in order to help promote employment and economic and social cohesion. Its successful development, implementation and operation depends on the degree of participation, collaboration and coordination between social partners (chambers of commerce, universities, unions, associations, companies ...) the different levels of the state administration (national, regional and municipal) and other institutions that will be needed in the different phases of the certification process and validation of skills

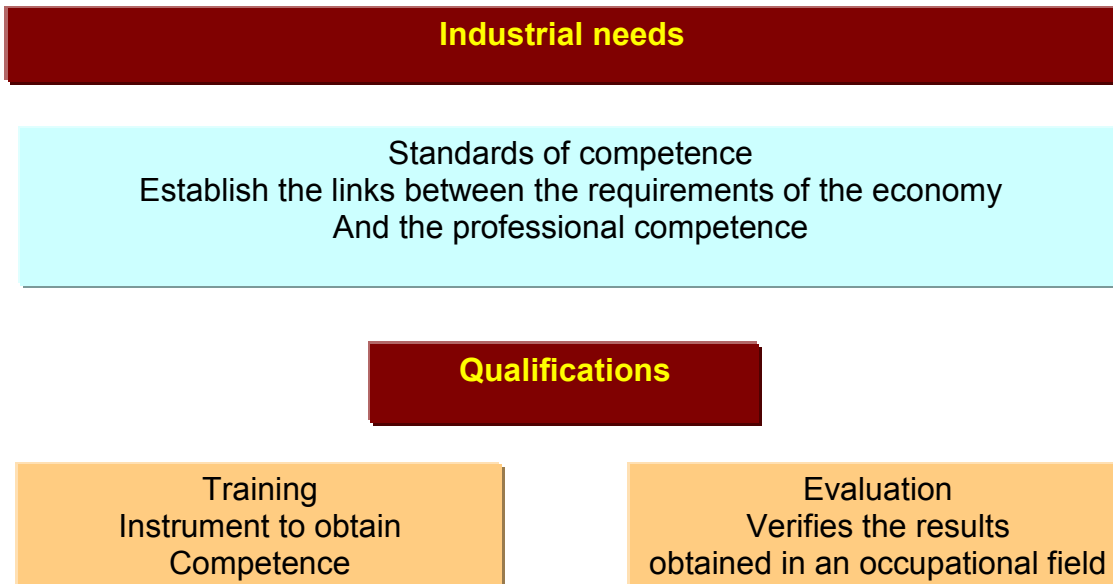
To achieve its objectives, the national qualifications systems and vocational training, are formed mainly by three instruments: a) the National Catalogue of Professional Qualifications, b) the Procedure to formally assess and accredit vocational qualification, (acquired through on the job experience or non-formal training channel), and c) a system of information and guidance for vocational training and employment. This article will briefly describe only the first two instruments.

National catalogs of professional qualifications aims to classify production system identify and arrange the professional profile according to competence appropriate for in occupational performance. On the other hand, is the benchmark for the recognition and accreditation of these competences.

Very briefly and very generally, the steps for to design and maintenance of a National Catalogue of Professional Qualifications would be:

- A** Preparation of information (statistics on supply and demand for employment, education levels of the population ...) and formation of the working group at the national and sectoral

B Design of professional profile, and competences that make it up standardized performance criteria. More specifically:



B1 Industrial need

The process of occupational analysis focuses on reviewing different sources (classification of occupations, sectoral economic information, training needs analyses...) and is developed along two main phases: the first one is establishing the occupational structure of the professional family and the second one is determining the vocational profiles of such occupations.

To achieve this objective is mainly makes use of functional analysis as it regards it as an instrument which surpasses task analysis. Occupations are seen as a group of professional activities belonging to different job positions that share some characteristics. Their tasks are carried out with similar standards, techniques and means and they respond to the same level of qualification. (Construction of an occupational map for the sector)

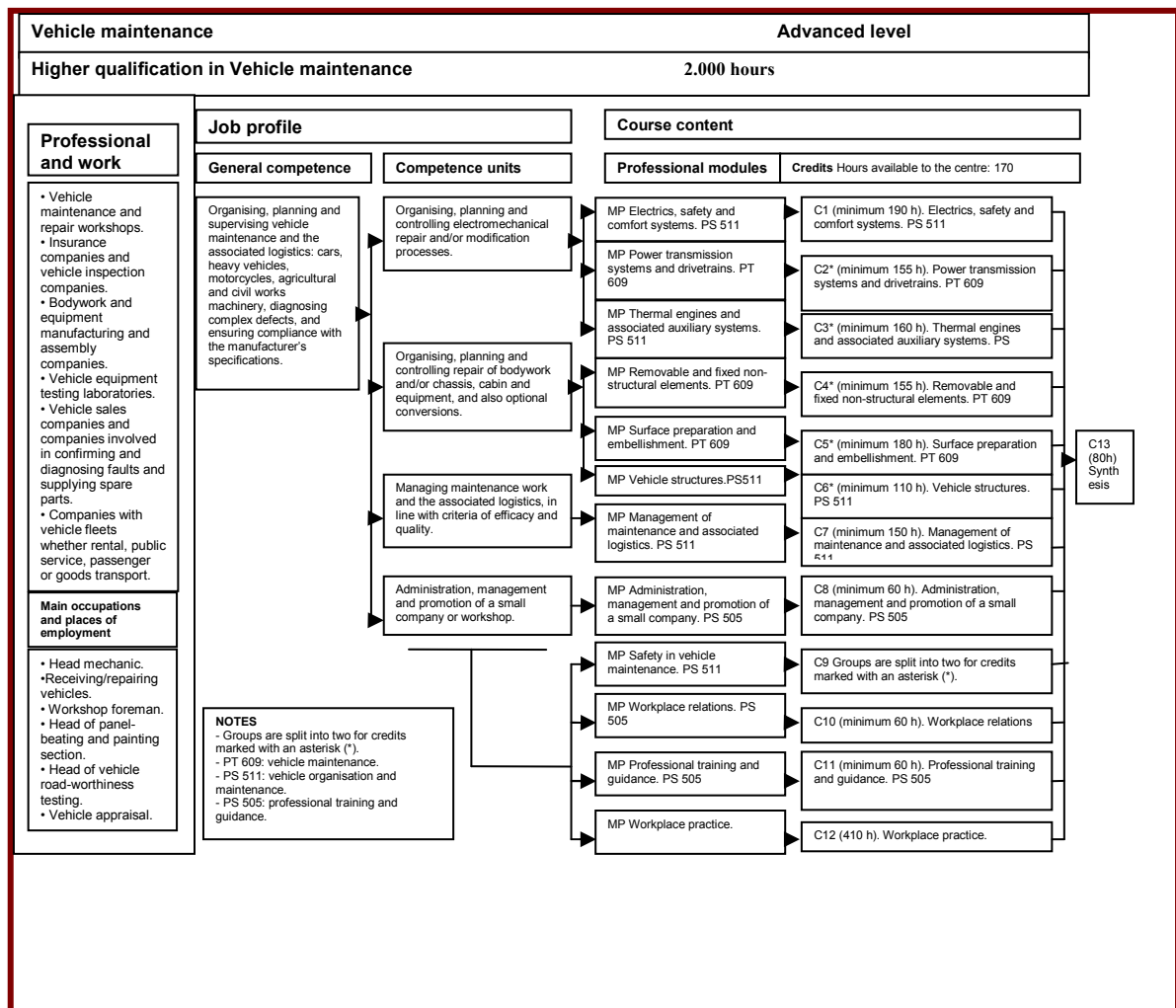
B.2 Qualification

The vocational profile, which results from the second phase, is the description of the competencies and skills required for performing an occupation, as well as the conditions for professional development. It is formed by the statement of general competency, the description of competency units, the identification of vocational accomplishments, the

description and grouping of tasks and the specification of execution criteria. (The players involved in the process of definition of the professional standard)

- C Definition of associated training: based in learning outcomes through trained experts. Training outcomes must be strictly related to professional standards
- D Validation and Qualifications external contrast: Once the qualification has been designed by the working groups, it must be validated at the national, regional and sectorial by the stakeholders and officially published

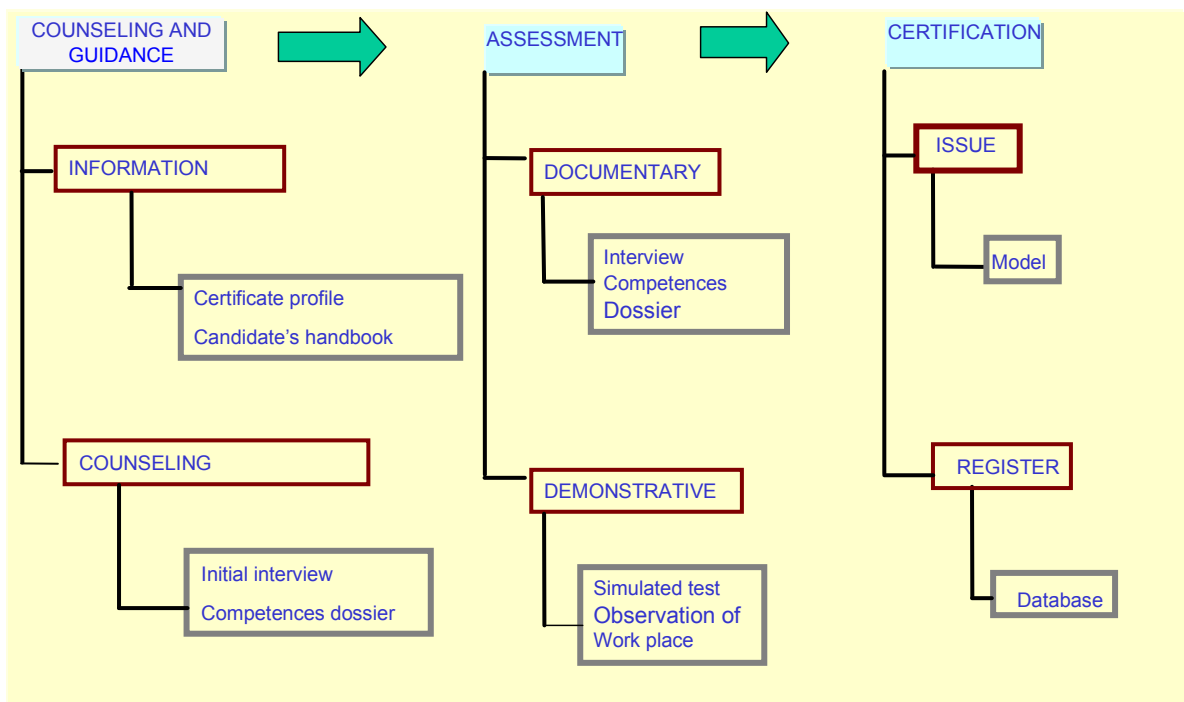
Qualification example in Spain



The methodological competence assessment

Is a process that aims to collect information (evidences) about the ability of a persona to use knowledge, personal, social and methodological skills in work situations and compare them to the standards performance or results, that evaluated and the evaluator know beforehand. In short, the main objective of this type of evaluation is to assess what the person can do in a particular job and not what he knows about it.

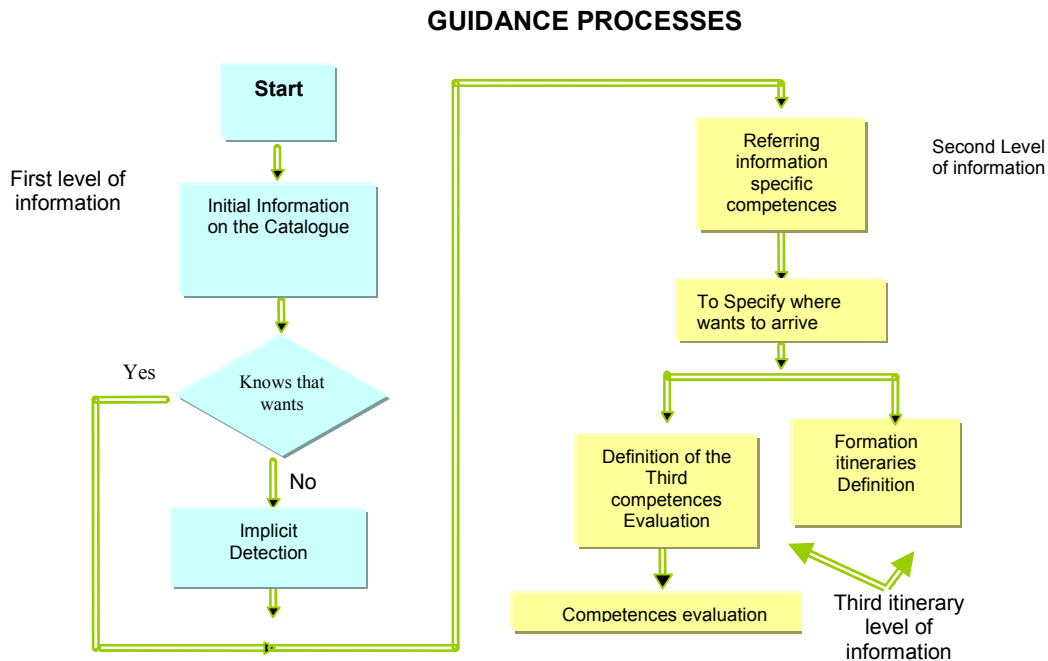
The present model of accreditation competences is developed in three phases: Guidance and counseling, assessment and certification. Should be noted, that the conditions are the equals the set of candidates, which means that the instructions, the measuring instruments, and criteria of correction are the same for all.



Guidance and counselling

The Guidance and counselling has as its main objective facilitate in an understandable way, through a counselor, all the information about accreditation and methodology used during the process to obtain recognition of professional competences.

In order to help the candidate understand their needs of certification and identify their professional competence, one counselor offer tools to make self evaluation and his help to justify evidences about his laboral and formative history.



The counselor, starting from the documentation provided by the candidate, make a report for guidance about what competences considered that are sufficiently justify to move to the next phase of evaluation. If the report is negative, the counselor helps the aspirant to make the most appropriate learning path to enhance their professional qualifications

The final product of this phase is will be called the "competences dossier." It is a single document containing all the information about the candidate's professional experience acquired from each company where he has worked and also the training acquired over time

ASSESSMENT

In this phase of the model, for each unit of competence which the candidate is enrolled, it is verified that there are sufficient evidence to show that dominates professional competence in a work situation (real or simulated) respect to the established quality standards for professional qualifications who wants to certify.

The phase evaluation is divide into three sub phases: assessment of competencies dossier, contrast interview and assessment demonstrative.

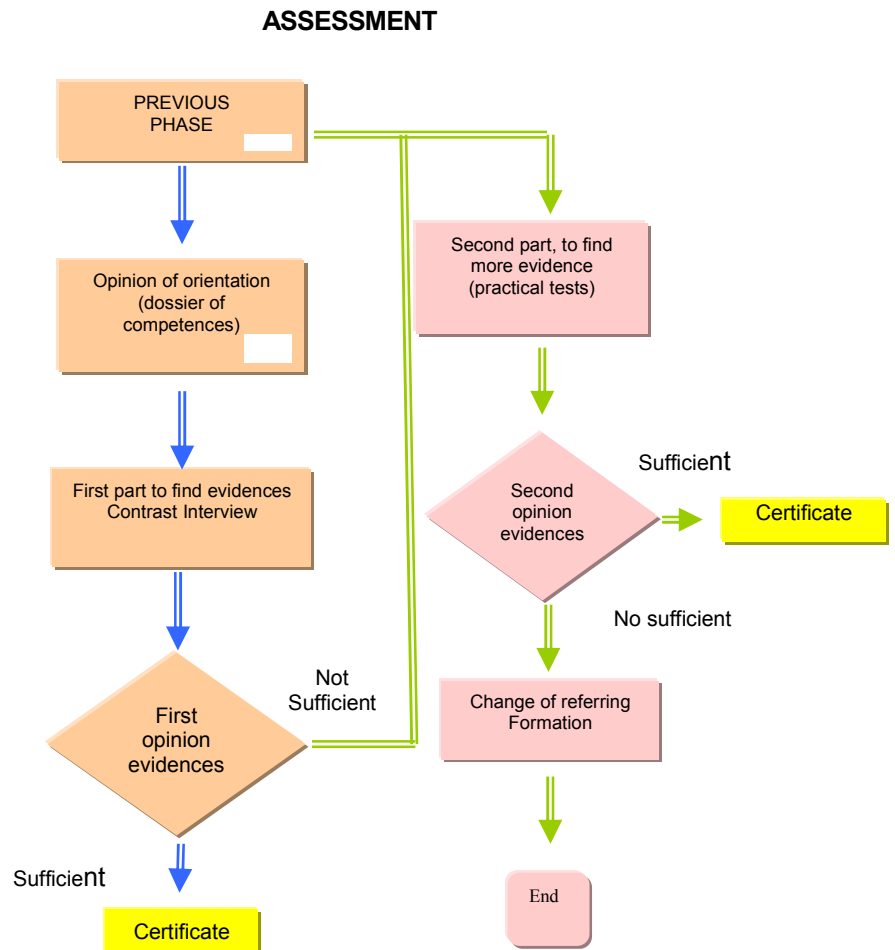
From the report prepared by the counselor and the information provided by the applicant about his

experience and training, one evaluation committee's delivers an opinion to determines whether the applicant passes or, on the contrary, not passes to the next phase because the information provided is not appropriate for the qualification that has been presented (*assessment of competencies dossier*)

In this sub phase, the applicant must answer a series of questions asked by the evaluation committee about their experience and training (*contrast interview*).

Upon completion of the interview, the evaluation committee shall decide if there is sufficient evidence justifying that dominates qualification object.

In case of doubt, the candidate must attend an *demonstrative evaluation* through a computer simulation test, a practical test in a workshop and / or direct observation in the usual workplace.



CERTIFICATION

Candidates who pass the evaluation process, as prescribed, will be issued a certification of each of the units of competency in which they have demonstrated their professional competence. At this stage, the competent authorities shall issue the certificate of professional competence demonstrated during the process.