



## Supporting the transition of handicraft teachers and trainers to the Digital Age

### IO6: Guide for Validation, Certification and Accreditation of ICT-based Innovative Learning Methods in VET for Crafts Sectors



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## **CRAFTS3.0**

### **Supporting the transition of handicraft teachers and trainers to the Digital Age**

2017-1-ES01-KA202-038435

[www.crafts-project.eu](http://www.crafts-project.eu)

## **Intellectual Output 6**

### **Guide for Validation, Certification and Accreditation of ICT-based Innovative Learning Methods in VET for Crafts Sectors**

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# Guide for Validation, Certification and Accreditation of ICT-based Innovative Learning Methods in VET for Crafts Sectors

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## 1. Introduction

### 1.1 Aims and purpose

This report has been undertaken by Rinova, as the primary result of IO6 for the Crafts 3.0 project. The aim of IO6 is to provide a reference document with recommendations for validation, certification and accreditation, aimed at policy makers, educational institutions, I-VET and C-VET providers, social partners and other intermediary bodies. with input from all partners in order to provide recommendations, aimed at policy makers, educational institutions, I-VET and C-VET providers, social partners and other intermediary bodies to support further maturing of certification and accreditation policies arising out of the practical implementation of the two piloting phases of the Crafts 3.0 project. This final report aims to explore at both the national level and the European/collective level, the options that are available amongst the partners for the future validation, accreditation or certification of the Crafts 3.0 curriculum.

The report consists of

- 1) a benchmarking analysis on the current state of development and future possibilities for accreditation, certification and validation of ICT-based Innovative Learning Methods in VET for Crafts Sectors in Europe. At the European level, this includes a description of three essential pillars of EU policy that aim to further the integration of accreditation frameworks across member countries.
  - \* the European Credit Transfer System (ECTS) in the field of Higher Education
  - \* the European Credit System for Vocational Education and Training (ECVET) in the field of vocational education and training (VET)
  - \* the European Qualifications Framework (EQF), of which ECVET is one of the cornerstones.
- 2) National Reports by each partner provide a context and background on validation, certification and accreditation in VET for the Crafts Sector in their country, and how this aligns with the European frameworks.

- 3) an assessment of the pilot implementation of the Mobile Instructional Learning App (IO3), Multilingual eLearning Platform (IO4), and Set of Mobile Learning Apps (IO5).
- 4) finally some conclusions, arising from the implementation process and informed by those outputs and elements, which are designed to strengthen the transferability potential of this output, maximizing the knowledge and use of the Crafts product among policy makers, educational institutions, stakeholders and other potential users.

## 1.2. Research methodology

1.2.1 The research and production of the Report was led by Rinova, the lead partner in delivering IO6, with the input of project partners. The Report includes national perspectives from Spain, the United Kingdom, Greece, Poland, Portugal and Romania.

1.2.2 Rinova produced a Research Framework which was circulated to the partners. The Research Framework consisted of

- An explanation of the approach to IO6, the outputs to be generated and how partners will contribute to those outputs
- The report format for the initial National and European Benchmarking Analysis Report, including initial draft text for sections of Report and the National Report template – which included guidance and a set of questions to consider and provided the format for each partner to write up the findings.

1.2.3 Rinova reviewed the national country reports and undertook analysis of the findings in order to produce a European Benchmarking analysis.

1.2.4 In consultation and agreement with partners Rinova produced a common methodology for implementation of the piloting of the Curriculum, and instructed partners in how to apply this during the capacity building training activity in Romania in April 2019. The first pilot phase focused on the Mobile Instructional Learning App (IO3) and the Multilingual e-Learning Platform (IO4).

1.2.5 In liaison with Innoquality Systems, Rinova proposed and agreed a methodology for monitoring and evaluation of the first piloting phase. Partners shared feedback and recommendations from the evaluation at the Fourth Partnership Meeting in Greece

1.2.7 The results of evaluation of the first piloting phase informed a common methodology for the second piloting phase which was agreed by partners. Rinova instructed partners in how to apply this. This phase was focused on the Multilingual e-Learning Platform (IO4) and the set of Mobile Apps (IO5).

1.2.8 In liaison with Innoquality Systems, Rinova proposed and agreed a methodology for monitoring and evaluation of the second piloting phase. Partners shared feedback and recommendations from the evaluation at the end of this process.

1.2.9 Rinova produced a Review evaluating both pilot phases with recommendations for validation, certification and accreditation on the use of ICT-based innovative teaching-learning methods in VET for crafts sectors in Europe, which is incorporated within this report.

1.2.10 Rinova integrated and finalise the outputs in this final version of the Guide. Innoquality Systems integrated the evaluation outputs and feedback into a final Evaluation Report including recommendations for dissemination and exploitation with a focus on policy makers at a national and European level.

## 1.3 Context

The Crafts 3.0 project has produced an ECVET Curriculum (IO1), mapping the knowledge, skills and competences that handicraft teachers and trainers need in order to use ICT-based innovative teaching/learning methods in VET for crafts sectors in Europe. Upon this basis it has developed content for four Training Modules on ICT-based teaching-learning methods in

VET for crafts sectors (IO2). These Training Modules are each broken down into Units with specified learning content for each. These e-learning modules were piloted and assessed by crafts teachers and trainers and the learners they work with in 5 countries: Spain, United Kingdom, Greece, Poland and Portugal. As a further development the project has developed a Mobile Instructional Learning App (IO3) aimed at facilitating the design and creation of new Learning Apps (IO5) by handicraft teachers themselves. These resources and learning content are being made freely available on a Multilingual eLearning Platform (IO4) as an Open Educational Resource.

Although it is not a goal of this project to secure a professional, certified qualification for the curriculum that can be universally recognised, a central aim of IO6 is the exploration of different options for the partnership in relation to the accreditation, certification and validation of the Crafts 3.0 Curriculum at a National and European level.

This is taking place at two levels. Firstly, the European level, where options in relation to ECTS and ECVET are discussed. In addition, given that the national situation for delivery of ICT-based innovative Crafts training and learning is so different in each of the partner countries, the national chapters aim at exploring different options for accreditation on a national level and to describe the basic steps that would have to be taken in order to further develop the curriculum or parts of it in the context of each partner's national educational landscape and corresponding National Qualification Frameworks (NQF).

## **1.4 Accreditation, certification and Validation**

Before the discussion of different options on European and national level it is important to have a common understanding of the terms accreditation, certification and validation:



### 1.4.1 Accreditation

Accreditation<sup>1</sup> means that the operation of an institution or the delivery of a particular programme is authorised by a body legally empowered to do so. The body might be a government ministry or an accreditation or quality assurance agency dedicated to vetting aspects of higher education provision. Accreditation is an external process. In order to obtain it, institutions and programmes have to satisfy conditions imposed from the outside. Thereby accreditation provides confidence in the value and credibility of the various types of conformity assessment and represents the last level of control of the validity of conformity assessment services in both voluntary and regulated areas. In relation to training providers<sup>2</sup> accreditation means a process of quality assurance through which an education accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. In relation to VET courses<sup>3</sup> it means the formal recognition that a vocational course conforms to the national principles and guidelines for accreditation and to a national qualifications framework. This means that:

- its contents and standards are appropriate to the qualification;
- it fulfils the purpose for which it was developed; and
- it is based on national competency standards, where they exist.

### 1.4.2 Certification

Certification is a formal procedure by which an accredited or authorized person or agency assesses and verifies (and attests in writing by issuing a certificate) the attributes, characteristics, quality, qualification, or status of individuals or organizations, goods or services, procedures or processes, or events or situations, in accordance with established requirements or standards.<sup>4</sup> The result of the successful certification is the certificate awarded to the organisation by the certification body. Certification in relation to learning

<sup>1</sup> <http://eurorecognition.eu/Manual/EAR%20HEI.pdf>

<sup>2</sup> <http://www.eqavet.eu/qc/gns/glossary/a/accreditation-education-training-provider.aspx>

<sup>3</sup> <http://www.eqavet.eu/qc/gns/glossary/a/accreditation-vet-courses.aspx>

<sup>4</sup> <http://www.businessdictionary.com/definition/certification.html>



outcomes<sup>5</sup> means a process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, skills and competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification may validate the outcome of learning acquired in formal, non-formal or informal settings.

### **1.4.3 Validation**

Validation means a verification, where the specified requirements are adequate for an intended use. In relation to learning outcomes, validation means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to the specific outcomes which may be required for a unit or a qualification.

<sup>5</sup> <http://www.eqavet.eu/qc/gns/glossary/c/certification-learning-outcomes.aspx>

## 2 The European Level

At the European level the Crafts 3.0 project specifically set out to produce a curriculum that conformed with European accreditation frameworks for VET. These fall within the European Credit Transfer System (ECTS).

### 2.1 ECTS

ECTS is a credit system that is mainly applied in the European Higher Education Area (EHEA) designed to make it easier for learners to move between different countries and/or institutions. Since they are based on the learning achievements and workload of a learning activity, a learner can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training. ECTS is aimed to make learning more learner-centred. It is a central tool in the Bologna Process, which aims to make national systems more compatible. ECTS also helps with the planning, delivery and evaluation of learning programmes, and makes them more transparent.

ECTS can be applied to all programmes, whatever the mode of delivery (classroom-based, work-based, distance learning) or the status of learner (full-time, part-time), and to all kinds of learning contexts (formal, non-formal and informal).

One major element of ECTS is the so called “ECTS credit”. ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. They express the level of competence attained by the learner and verified by assessment. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. In order to facilitate assessment, learning outcomes need to be verifiable. Learning outcomes are also used in European and national qualification frameworks to describe the level of the individual qualification.

60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. However, it should be noted that these timescales are only indicative guidelines and that the credits are allocated on the basis of satisfactory completion of the learning outcomes at the relevant level, not on the basis of the number of hours of learning completed.

National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual learners after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessments and recognition of these learning outcomes. A learner can accumulate credits in order to:

- Obtain qualifications, as required by the degree-awarding institution
- Document personal achievements.

Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. Assessment methods include the whole range of written, oral and practical tests/examinations, projects and portfolios that are used to evaluate the learners progress and ascertain the achievement of the learning outcomes of a course unit or module, whereas assessment criteria are descriptions of what the learner is expected to do, in order to demonstrate that a learning outcome has been achieved. In order to be appropriate, the assessment methods and criteria chosen for an educational component have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

The higher education learning landscape is changing with the rapid development of more diversified and flexible learning opportunities – including blended learning, new forms of open online learning, Massive Open Online Courses (MOOCs), Open Educational Resources

(OER), work-based learning, self-directed learning, individual learning pathways, continuing professional development.

The new ECTS Guide explicitly states that ECTS can be applied to all lifelong learning contexts. Further, it encourages providers of formal higher education to provide possibilities to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal programme.

## 2.2 ECVET

ECVET is the equivalent European credit transfer system for the area of vocational training. It is very similar to ECTS and intended to facilitate the transfer, accumulation and recognition of assessed learning outcomes of individuals who are aiming to achieve a qualification in vocational education and training (VET). Like ECTS, ECVET facilitates and supports learners in shaping their own learning pathway through accumulation of credits.

ECVET is intended for young people undertaking initial vocational training, apprentices, adults in continuing training and, more generally, anyone on formal, non-formal or informal learning paths. It aims to:

- promote and facilitate their lifelong learning paths by allowing evaluation, transfer, validation and recognition of their learning outcomes, with a view to obtaining
- qualifications;
- encourage and facilitate collaboration between qualification-awarding authorities at
- national, regional or sectoral level, and between training providers, in order to enable
- each to develop the most suitable arrangements in its specific field for recognising the

- learning outcomes of individuals engaged in vocational training, especially if taking
- advantage of geographical mobility.

Thus ECVET is one of a set of initiatives all contributing:

- to improving the quality of vocational training systems and practices and to matching
- qualification systems matched to the needs of both citizens and the labour market, strengthening the European dimension of VET
- to improving the quality of geographical mobility for European Union programme beneficiaries, in line with the European Quality Charter for Mobility, which states
- that when a person spends time abroad for study or placement purposes, the sending
- organisation should undertake to recognise successful periods of mobility.

## 2.3 European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation.

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop national qualifications frameworks (NQFs) to implement the EQF.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility and autonomy
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	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
<b>Level 1</b> The learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
<b>Level 2</b> The learning outcomes relevant to Level 2 are	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
<b>Level 3</b> The learning outcomes relevant to Level 3 are	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
<b>Level 4</b> The learning outcomes relevant to Level 4 are	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
<b>Level 5</b> The learning outcomes relevant to Level 5 are	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
<b>Level 6</b> The learning outcomes relevant to Level 6 are	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

	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
<b>Level 7</b> The learning outcomes relevant to Level 7 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 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
<b>Level 8</b> The learning outcomes relevant to Level 8 are	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

The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

The descriptor for the short cycle developed by the Joint Quality Initiative as part of the Bologna process, (within or linked to the first cycle), corresponds to the learning outcomes for EQF level 5.

The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.



## 3 The national level

Besides the European level, partners have researched and explored options for accreditation at a national level, and the findings are included here in individual country benchmark analysis reports.

### 3.1 Spain

#### 3.1.1 Introduction

##### *Accreditation, Recognition and Evaluation of Professional Competencies obtained at work*

It is a set of actions aimed at recognizing, evaluating and accrediting professional skills acquired through work experience or non-formal training.

This evaluation and accreditation of professional competences will be developed following criteria that guarantee the reliability, objectivity and technical rigor of the evaluation. The National Catalogue of Professional Qualifications serves as an objective reference in this procedure.

If the professional competences evaluated to the worker, they do not reach to complete the qualifications gathered in some title of professional formation or certificate of professionalism, a cumulative partial accreditation is realized to him. In this way, if he wishes, the worker can complete his training to obtain the corresponding title or certificate. The European Union established in March 2004 the Common European Principles for validation of non-formal and informal learning, which are necessary to promote the comparability and acceptance of differences between Member States as well as for the transfer and acceptance of educational outcomes and training in different environments.

##### *Professional Certificates*

The Professional Certificates regulated by Real Decreto 34/2008, of January 18, include training actions aimed at acquiring and improving skills and professional qualifications. The

training offer aimed at obtaining the Professional Certificates will be modular in order to promote the cumulative partial accreditation of the training received and enable the worker to advance in their Vocational Training itinerary whatever their employment situation at any given time.

Each Professional Certificate accredits a Professional Qualification of the National Catalog of Professional Qualifications. The training modules of the Professional Certificate are those of the Modular Catalogue of Vocational Training.

These certificates certify the set of professional skills that enable the development of an identifiable work activity in the productive system without this constituting regulation of professional practice.

They have official status and validity throughout the national territory and are issued by the Public Employment Service of Spain and the competent bodies of the Autonomous Communities.

They are obtained through two ways:

- Exceeding all the modules that make up the certificate of professionalism.
- Following established procedures for the evaluation and accreditation of professional competences acquired through work experience or non-formal training.

The procedure will consist of the following phases:

- Publication of the Call.
- List of admitted and excluded in the procedure.
- Advice.
- Evaluation of professional competence.
- Accreditation and registration of professional competence.

Link between levels of the Spain and European framework

The National Catalog of Professional Qualifications specifies the qualifications of levels 1, 2 and 3 (levels 1, 2, 3, 4 and 5 of the EQF), which are understood as the field of initial professional training (middle and upper), as well as vocational training for employment in the field of lifelong learning.

EQF

CNCP

Accreditation

Nivel 1	Nivel 1	Operator
Nivel 2		
Nivel 3	Nivel 2	Medium technician
Nivel 4		
Nivel 5	Nivel 3	Superior technicia
Nivel 6	Nivel 4	Grade
Nivel 7	Nivel 5	Máster
Nivel 8	Sin definir	Doctor

*Relation between EQF and CNCP*

#### 4.1.2 The accreditation system and process

*What are the competent bodies for the accreditation of a Crafts curriculum in your country?*

*What type of institutions are these?*

System Management is decentralized in the Autonomous Communities, which will correspond to the call and management of the evaluation processes and accreditation of competences. The announcements will be published in the Bulletins of the different Autonomous Communities.

An autonomous community is a Spanish administrative territorial entity that, within the state constitutional legal order, is endowed with certain legislative autonomy with its own representatives and certain executive and administrative powers.

*How does the Crafts Qualification align with the catalogue of professional qualifications in your country? Do these qualifications differ in different regions?*

The professional qualifications of Arts and Crafts are integrated into the National Catalogue of Professional Qualifications that is ordered by professional families and by qualification levels taking into account EU criteria.

The 26 professional families in which the National Catalogue of Professional Qualifications is structured respond to affinity criteria of professional competence.

The 5 levels of professional qualification established meet the professional competence required by productive activities according to criteria of knowledge, initiative, autonomy, responsibility and complexity, among others, of the activity developed. The INCUAL only works levels 1, 2 and 3. Levels 4 and 5 correspond to university studies.

There are no differences in professional qualifications between the Autonomous Communities in Spain.

*What are the steps towards achieving accreditation? How long does the process take? What are the costs?*

#### Requirements and Phases

People wishing to participate in the procedure must meet the following requirements:

- Spanish nationality, or Certificate of registration of community citizenship or Familiarity card of citizen or citizen of the Union, Authorization of residence, residence and work in Spain in force.
- Be 18 years old at the time of registration, in the case of units of competence corresponding to the level 1 qualifications
- Be 20 years old at the time of registration, in the case of competence units corresponding to the level 2 and 3 qualifications.
- Have work experience and / or training related to the professional competences that you want to prove:
- Justify, at least 3 years, with a minimum of 2,000 hours worked in total, in the last 10 years elapsed before the call. For level 1 proficiency units, 2 years of work experience with a minimum of 1,200 hours worked in total are required.
- Justify, at least 300 hours, in the last 10 years before the call. For level I competition units, at least 200 hours will be required. In the cases in which the training modules associated with the competence unit that is intended to accredit a shorter duration, is also accredited at the hours established in said modules.

The procedure will consist of the following phases:

- Publication of the Call.

- List of admitted and excluded in the procedure.
- Advice.
- Evaluation of professional competence.
- Accreditation and registration of professional competence.

There is no specific time to obtain the Certificate of professionalism because there are variables that determine the duration of the process

Obtaining certificates of professionalism can be financed by the Public Employment Service and can also be obtained in Private Centers. The cost of a certificate can be about € 1,500.

*What are relative advantages and disadvantages of*

- a) formal/Higher Education accreditation.*
- b) informal/VET accreditation or*
- c) other routes to accreditation?*

The main advantage of regulated training is the obtaining of an educational degree that includes several professional certifications and that it has an administrative recognition in the EU territory.

The disadvantage is that in many cases, the professional career that a person develops does not have to do with the degree obtained.

The advantage of obtaining a professional accreditation is that it is usually adapted to the professional activity that the worker is developing, obtaining his professional qualification.

In Spain there are no other routes to accreditation?

#### **4.1.3 Your organisation's experience of accreditation**

*Is your organisation an accredited learning centre? Give details.*

Our organisation is not an accredited learning centre.

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

Our organization does not carry out recognition, validation and accreditation activities but we have participated in the definition of crafts qualifications and in the drafting of some professional certifications.

In Castilla y León, at present, there is no institution that makes professional accreditations in crafts.

#### **4.1.4 Assessing the benefits of accreditation**

*What are the benefits of accreditation? For whom?*

The advantages in accreditation must be understood in two directions:

1. Accreditation of professional skills learned throughout the life of craftsmen is an administrative recognition that allows workers to assert their knowledge and labor rights.
2. Accreditation also means giving value to the knowledge obtained through the practice of professional practice and therefore it is an acknowledgment of the work and dedication made during the years of work.

Fundamentally it is intended for craftsmen who do not have a formal education that qualifies them for the exercise of their professional activity.

*Are you able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in your country?*

We do not have a numerical evaluation of the level of demand, but we know the existing interest among teachers of crafts and training as an important complement to obtain resources in their professional activity.

Who would be the key target group and how important is it to them to achieve accreditation?

There is no specific group as it is extendable to all artisan crafts and for them accreditation is essential to increase their professional skills.

*What feedback have you had from learners, partners and participants?*

The information transmitted to our organization recognizes the need for accreditation of training skills in the craft sector.

*What are the barriers or obstacles that need to be overcome in achieving accreditation?*

The first barrier is the fear of the use of digital tools by teachers in crafts. It is necessary to create intuitive and accessible tools.

*In what ways has the process of piloting the different IOs changed your understanding of these issues?*

In principle we have not detected significant changes in the understanding of these issues.

#### **4.1.5 The European dimension**

*How important is it that the qualification has a European dimension and aligns with the ECVET and EQF?*

The importance is defined in the transversality of the qualification in the different countries of the European Union

*Does aligning with ECVET and EQF cause difficulties in your national context?*

There is no difficulty in the conversion in our national context

*How strongly do you think that accreditation is something you would seek to pursue?*

For us it is a fundamental objective to introduce the use of digital tools in craft processes. The digital tools suppose an increase of the competitive capacity of the professionals and artisan companies that allows to guarantee its continuity in a global market.

#### **4.1.6 Conclusions**

Accreditation in the use of digital tools for craft teachers is of great importance for two reasons.

- In the first place it is necessary to include digital technology in training processes because these tools are already present in many workshops, in the fields of design, communication and promotion and especially in production that does not provide added value in the work, as in the processes of cutting, roughing or 3D printing.
- In a second place, the promotion of the use of digital tools is essential for the increase of the competitive capacity of the artisan professionals, because their incorporation reduces many costs in processes that previously had to be carried out manually.



As a final conclusion, the recognition and accreditation of digital tools in craftsmanship are essential for the consolidation of numerous professionals and artisan workshops, since it will improve their economic results and create new products that are not possible today.

## 3.2 United Kingdom

### 4.2.1 Introduction

Over the last 30 years in the United Kingdom vocational qualifications have been introduced, developed and then replaced with a new system. In 1986 the National Council for Vocational Qualifications developed a framework of qualifications (National Vocational Qualifications – NVQs) that consisted of 5 levels and 11 occupational areas. The initial aim of these NVQs, which were designed in consultation with employers, was to standardise training and development within an industry to create common assessments and certification for those working within the industry. In 2011 the Qualifications and Credit Framework (QCF) was designed and introduced to be more flexible, learners could combine units in different ways to make up a complete qualification, allowing them to go at their own pace along a route that suited them best. These qualifications were replaced in 2015 by the Regulated Qualifications Framework (RQF). The Framework aims to be a simple system for both employers and learners, taking away the rigidity of the QCF and instead focussing on outcomes, allowing more flexibility for creating qualifications. Qualifications no longer have to be unitised and are indexed according to their level and size based on the amount of time it would take the average learner to work towards and be assessed for the qualification. The Framework aims to provide a single system for cataloguing all educational and vocational qualifications regulated.

The growth area in VET in the UK is apprenticeships, which are a current national political priority and offer qualifications mapped against occupational standards. These are undeveloped and at present there are only a handful of crafts-based apprenticeships.

As it stands, the VET system in the UK has much in place which would make ECVET implementation reasonably straight forward. The existence of a competency-based system with set learning objectives and evidence-based requirements goes back to the initial design phase of NVQs in the 1980s. Qualifications consisting of units whose credit value is based on average length of time needed to complete the qualification. This, as well as the level of

learning linked to what a learner knows, understands and is able to do are in align with EQF systems.

However, because the UK system has been in place for so long, and its core structures and flexibility means that it can be used in many different contexts including in other countries, there has been little impetus in the UK to implement the actual ECVET system. Consequently it is not well known here. However, there is an awareness that the fact of UK qualifications and the concept of the FE sector not being well known in Europe impacts on mobility both ways between the UK and the rest of Europe, and consequently on the UK's competitiveness within the international VET market. Awareness raising activities, including developing ECET qualifications within the UK are attempting to address these issues

#### UK RQF Qualification Measured against ECVET qualifications

• RQF	• UK Qualifications	• EQF
• Entry 3	•	• Level 1
• Level 1	• GCSEs (grades 3-1: previously D-G)	• Level 2
• Level 2	• GCSEs (grades 9-4: previously A*-C), CSE grade 1, O level grade A,B or C	• Level 3
• Level 3	• Advanced level (A level) grade A-E, AS level	• Level 4
• Level 4	• Vocational Qualification level 4, CertHE, HNC	• Level 5
• Level 5	• Vocational Qualification level 5, Foundation Degree, DipHE, HND	• Level 5
• Level 6	• Bachelor's Degree (with or without honours)	• Level 6
• Level 7	• Master's Degree, Postgraduate Certificate and Diploma, PGCE	• Level 7

<ul style="list-style-type: none"><li>• Level 8</li></ul>	<ul style="list-style-type: none"><li>• Doctor of Philosophy (DPhil or PhD).</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Level 8</li></ul>
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#### 4.2.2 The accreditation system and process

*What are the competent bodies for the accreditation of a Crafts curriculum in your country?*

*What type of institutions are these?*

Within the United Kingdom there are a number of different awarding organisations that offer accreditation for qualifications. These organisations can be registered charities, chartered institutes, commercial businesses, employers who have established their own awarding body, small sector specific bodies or large cross-sectoral bodies.

Most of the awarding bodies (over 160) are regulated by four different regulating bodies, one for each of the four countries within the United Kingdom: The Office of Qualifications and Examinations Regulation (Ofqual) is a [non-ministerial government department](#) that regulates qualifications, exams and tests in England, the Council for Curriculum, Examinations and Assessment (CCEA) has responsibility for the accreditation, quality assurance and regulation of qualifications in Northern Ireland. The Scottish Qualifications Authority is the executive non-departmental public body of the Scottish Government responsible for accrediting educational awards, and Qualifications Wales is a [Welsh Government](#) sponsored body, responsible for the recognition of awarding bodies in Wales. All these organisations have both an accreditory and also regulatory functions.

There are a large number of organisations that accredit craft qualifications. On the Ofqual website 26 organisations are registered as offering 384 Ofqual regulated qualifications linked to craft and art and design. The main accrediting organisations for the craft sector are: city and guilds, Agored Cymru, OCN, AIM awards, Pearson, NCFE, CCEA and OCR. This does not include organisations that offer qualifications in areas linked to the craft industry – for example, digital and business skills for creative industries.

*How does the Crafts Qualification align with the catalogue of professional qualifications in your country? Do these qualifications differ in different regions?*

Significant change within the education and training systems of the UK has gone on for over a decade, with reform across all stages from primary to Higher Education.

At key stage 4 and 5 (students aged 14 to 18), where provision is tightly regulated by the department for education, there has been an increase in available craft qualifications, mainly driven by their unitisation. Although this has led to a proliferation of options in terms of short courses and units available, tight budgets, and particular school performance measures have led to a decrease in schools' creative and vocational offer, and participation in craft is decreasing. This lack of a craft offer at an early age, takes away any clear and consistent progression pathway and route into a career in craft.

The majority of participation in craft courses in FE is about entry to the profession, either for those changing career, or as a step on the ladder to Higher Education. A high proportion of participation is part-time with students combining education and paid work. These qualifications are often non accredited, certificated but not with a recognised nationally aligned qualification (although recognised by higher education providers and employers within the sector).

Generally, within the VET sector of the UK, funding is currently being funneled into apprenticeships. However, formal apprenticeship frameworks have historically only been available in a small number of craft disciplines, and although a few have more recently been introduced eg in textiles, jewellery and furniture, some have also disappeared. It is also common for craft guilds and associations to run independent apprenticeships, with their own independent, non-aligned frameworks.

Higher education, where again provision is regulated and thus aligned to other undergraduate and post-graduate qualifications, has seen a decrease in the number of courses available, although this is still the main entry route into the profession, and participation has increased.

In all these different stages of education, training and qualifying, craft professional qualifications are integrated into the broader qualification systems, with uniform assessment criteria and standards. However, an abundance of non-accredited courses, as well as independent apprenticeship systems means that, although accepted and valued

within the sector, these can not necessarily be aligned with other professional qualifications.

As indicated above, the regulatory bodies for the accreditation organisations within the UK are separate for each of the 4 countries. Some of the accreditation organisations are also not linked to all of the countries, meaning that some qualifications are only available in certain areas. In addition, the apprenticeship offer within the craft sector, although overall very small, varies in the 4 countries in terms of sub-sector of crafts offered and elements of the structure of apprenticeships.

*What are the steps towards achieving accreditation? How long does the process take? What are the costs?*

The different routes into working as a craft professional thus involve different types of qualification – from the HE more academic degrees and masters qualifications, to the VET level 2 to 7 QCF offer and finally the non-formal, usually certificated (although not necessarily), but non accredited qualifications offered in adult education settings. These qualifications vary in length, learning style, means of assessment and other elements. Because of these differences, and the natural variabilities between accrediting bodies, the time taken for, and cost of, the accreditation process varies. A one or two day CPD course with the framework already finalised and tested could take as little as 2 weeks to accredit. However, most accreditation processes are much longer, quite complex and often quite costly.

Some standardisations will apply: The organisation will need to show specific strengths and occupational competencies, to ensure a minimum threshold in terms of systems, processes and resources being in place. They would then need to go through a planning, assessment, review and testing process in the presentation of a potential framework:

Initial baseline position: This is the ‘starting’ position for the testing phase of the already designed curriculum. (focus groups and one to one interviews with sector specialists and users exploring and reviewing together outline competencies).



Agreeing the qualification outline: Agreeing the final core competencies required to establish both the initial benchmark for the qualification and also the specific detail required to present the qualification for accreditation.

Core Framework of the qualification: In conjunction with the awarding body, through discussion, planning and development, to formulate a final framework for the curriculum

Assessment methodology: Finalising the framework, recognition & approval. Following 'testing' it is envisaged that a final DRAFT framework would emerge, in concert and agreement with the accreditation body, whereupon the curriculum and framework would be presented to the Awarding Body, formally, for recognition & approval. The process could take 6 months to a year. The costs of the process will again vary, being very specific to the accrediting body and course, but an example taken from the Erasmus Job Broker Programme for a City and Guilds accreditation was conservatively projected at circa £50 000.

#### *What are relative advantages and disadvantages of*

##### *a) formal/Higher Education accreditation*

#### Advantages:

- The training would be part of the formal educational system of the country, with the value that this gives it, including overseas
- the curriculum could be taken up as part of an existing accredited course
- clear systems, processes and resources are in place for accreditation within universities

#### Disadvantages:

- Higher Education craft students and courses have been declining rapidly in the UK (by over 50% since 2007/8) showing a lack of commitment to these courses by universities
- More bureaucratic processes within universities mean the accreditation process would be slower
- Accreditation would only be for one institution rather than a national accreditation

*What are relative advantages and disadvantages of  
b) informal/VET accreditation*

Advantages

- skills gaps, particularly entrepreneurial skills, among young creatives are more easily addressed through this model
- There has been a national shift in funding policy which is directed at the growth of apprenticeships
- supports a greater diversity of students studying craft - as opposed to reliance on unpaid internships and graduates
- can aspire to integrate with the EQF and European Reference Framework for VET.

Disadvantages:

- the framework of vocational training for the CCIs in the UK is currently confused and difficult to navigate
- most craft sub sectors do not have gatekeeper professional bodies that can define and regulate entry standards. Without these standards it is hard for any vocational qualification to achieve brand recognition with employers
- small scale micro-businesses and creative freelancers which make up a large proportion of the craft sector, are unlikely to have the capacity to take on apprentices
- A relatively small range of craft courses is currently available (mainly furniture and textiles) within VET – will training providers have the facilities, resources, inclination to expand this?

*What are relative advantages and disadvantages of  
c) other routes to accreditation?*

Advantages:

- Flexibility around curriculum, and course length and structure
- Flexibility around type of accreditation (eg CLOCK accreditation)
- Relative ease of accreditation
- Supports diversity of students studying craft
- Cost

- Could be accreditation in a transnational European context, rather than a narrowly national one.

#### Disadvantages

- May not be recognised in formal academic institutions

#### *Which would be your preferred option and why?*

HE and VET accreditation is generally time consuming, costly and complex. Alternative accreditation could be less so. In the UK there are many non-accredited craft courses taught within community and adult learning, which are increasing in numbers and popularity. These non-accredited courses are valued as a valid progression route, and can lead to higher accredited courses, for example HE courses, where the focus for entry is the learner's portfolio rather than formal qualifications.

CLOCK <http://clockyourskills.com/about/> has created 20 Sector Experts who are personally recognised and validated through the CLOCK process. Each has been certified by the SQA at Scottish Credit and Qualifications Framework (SCQF) Level 11 or European Qualifications Framework (EQF) Level 7 equivalent to master's level. They offer an international peer review programme and accreditation process designed to forge an international and interdisciplinary community of employees, freelancers, volunteers, business owners and managers from within the creative sectors. The CLOCK accreditation system, particularly with its international emphasis, is worth exploring.

One further possibility is to negotiate elements, or the whole of the course, becoming part of an existing accredited qualification but this would be dependent on contacts within the either HE, FE or the VET sector.

### **4.2.3 Your organisation's experience of accreditation**

*Is your organisation an accredited learning centre? Give details.*

Not currently

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

Members of the senior team of the organisation have backgrounds in Life Long Learning and the Further Education sector. They are qualified internal verifiers and external assessors. One member has designed and worked on the development of level 4 accredited qualifications.

#### **4.2.4 Assessing the benefits of accreditation**

For an organisation / partnership deciding whether to have a course accredited the benefits are:

verification of the capacity and reliability of the organisation and its structure, staff, facilities etc

Quality Assurance - UK awarding bodies are respected and trusted worldwide for the quality of the qualifications they offer and the integrity with which they assess or examine

Conforms to national principles and guidelines for accreditation and to a national qualifications framework, with clear standards and levels

A more marketable product in relation to quality, alignment with progression routes and hence mobility of learners

Shows a course's contents and standards are appropriate to the qualification, it fulfils the purpose for which it was developed, is based on national competency standards, where they exist

It may support the organisation to attract public funding

For the learner an assurance of quality, standard, recall to the accreditation body, portability of qualification allowing mobility

However, accreditation is often a long, costly and complex process and not as essential within the craft sector as other industries

*Are you able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in your country? Who would be the key target group and how important is it to them to achieve accreditation? What feedback have you had from learners, partners and participants?*

*What are the barriers or obstacles that need to be overcome in achieving accreditation?*

*In what ways has the process of piloting the different IOs changed your understanding of these issues?*

These questions cannot be properly answered at this stage in the project, until the piloting has taken place.

#### **4.2.5 The European dimension**

*How important is it that the qualification has a European dimension and aligns with the ECVET and EQF?*

In the context of the project aspirations to provide a European ECVET curriculum that is transferable and applicable across 7 European countries, and of the aims of the Erasmus Plus KA2 programme it is of fundamental importance that any qualification developed for this project has a European dimension, aligned with ECVET and EQF and the potential to be transferred across borders. The Erasmus Plus programme aims “to ensure that skills and qualifications can be more easily recognised and are better understood, within and across national borders, in all sub-systems of education and training as well as in the labour market, no matter whether these were acquired through formal education and training or through other learning experiences (e.g. work experience; volunteering, online learning)” Therefore the curriculum has been specifically designed in a way that aligns with these common European frameworks.

*Does aligning with ECVET and EQF cause difficulties in your national context?*

As described above, the UK vocational qualification system has many features that have been adopted in the European framework, in particular the pedagogical design of national vocational qualifications based upon demonstration of vocational competences and meeting standards defined in relation to learning outcomes and objectives. However, in the current turbulent context of Britain’s possible exit from the European Union it is difficult to predict

the direction of travel in terms of whether the UK will continue to view alignment with European frameworks as a political priority.

*How strongly do you think that accreditation is something you would seek to pursue?*

Whether we seek to pursue accreditation options will depend to a large extent upon how important this is perceived to be by the learners who participate in the project. The evidence from our desk research suggests that specific qualifications in crafts teaching may not be perceived to offer benefits or value.

#### **4.2.6 Conclusions**

Summarise your conclusions and propose the best next steps in your country toward recognising, validating and accrediting the Crafts curriculum

Although the Crafts Council's 2012 research *Craft in an Age of Change* highlights the significance of post-compulsory qualifications to craft professionals, with 87% of makers in England holding craft-related qualifications, many of the qualifications are non-accredited. The number of types of community learning craft courses has increased at a higher rate than all other courses (274% compared with 175%). So this is a sector where formal qualifications are not everything, and to progress to further courses, (even accredited) usually a portfolio is more important than formal qualifications.

There has been an increase in non-accredited craft short courses. The number of courses with less than 50 guided learning hours has grown rapidly since 2007/08, now making up over a third (38%) of all courses compared with just 8% in 2007/08.

A significant issue for crafts educators, the majority of whom are working as independent freelancers (alongside their work as makers), is access to continuing professional development, in terms of time, resources and the availability of appropriately tailored provision. The Crafts Council also identifies the need for accreditation of continuing professional development in craft disciplines.

The landscape of VET training in the UK is complex and further complicated by the numbers of accreditation providers within the system, and the geographical devolvement of responsibility for provision. Within the accredited, mainstream educational system, the UK government is keen to boost employer involvement in qualification development and delivery. This is a challenge within the craft sector, which is dominated by sole traders and very small businesses, which have limited resources to engage with this process.

As seen, accreditation is generally a time consuming, and costly process. For a large organisation / ongoing partnership the economies of scale and the benefits reaped from accreditation make it a viable option. Within the context of this programme both the monies and other resources, particularly time, are very limited. As previously stated, there is a lot of evidence that accreditation of qualifications is not essential for courses within the craft industry. As a result of both these factors formal accreditation of the curriculum course in the UK is not a realistic outcome within the scope of this programme. However, by designing the course in a way that is compatible with EQVET, the options for future accreditation and for accreditation of the course in other EU countries remain open.

A further option in the UK, which may be achievable within the frame of the programme is to consider non-formal validation or accreditation routes. At a European level, the partnership may wish to consider offering CLOCK as a means to recognise and accredit the learning and experience of teachers participating in Crafts 3.0.

### 3.3 Poland

#### 4.3.1 Introduction

Poland started developing a comprehensive PQF (the Polish Qualifications Framework) in 2006. The PQF was formally adopted through the Act of 22 December 2015 on the integrated qualifications system, which entered into force in January 2016.

Poland has formally linked its PQF to the EQF in 2013. The PQF, as in EQF, consists of eight learning-outcomes-based levels, covering all types of qualifications from general education, VET and higher education.

Table presenting PQF corresponding to the EQF:

PQF levels	Qualifications from the formal system	Regulated and non-statutory qualifications	EQF levels
8	Third cycle of higher education (PhD)		8
7	Second cycle of higher education Integrated first and second cycle Partial qualification for post-diploma studies		7
6	First cycle of higher education Partial qualification for post-diploma studies		6
5	Vocational qualifications Partial occupational qualifications		5
4	Upper secondary school leaving certificate ( <i>Matura</i> ) Vocational qualifications Partial occupational qualifications		4
3	Vocational qualifications Partial occupational qualifications	Assembly of construction woodwork ( <i>Montowanie stolarki budowlanej</i> )	3
2	Lower secondary school leaving certificate Vocational qualifications Partial occupational qualifications		2
1	Primary school leaving certificate		1

Source: Cedefop (2018). *National qualifications framework developments in Europe 2017*.

However, the PQF includes three degrees of learning outcome descriptors:

- universal descriptors, applying to all types of education;
- specific descriptors, applying for VET and/or higher education;
- subject area/discipline descriptors.

The PQF recognizes full qualifications (completed level of education) and partial qualifications (certificates confirm). In 2012, changes were introduced to the journeyman's and master's examinations conducted by the examination boards of craft chambers in attained learning outcomes. In November 2017, first non-statutory qualification was added



to the integrated qualifications register: Assembly of construction woodwork at EQF level 3 for VET formal qualification.

The vocational education core curriculum required as of the 2012–2013 school year introduces a new way of describing (by using learning outcomes) and acquiring qualifications. The core curriculum distinguishes coherent sets of learning outcomes that can be validated within the framework of out-of-school learning, as well as accumulated and recognised to attain successive qualifications. The concept of having sets of learning outcomes distinguished in a qualification is consistent with the ECVET system developed in Europe (European Credit System for Vocational Education and Training).

In Poland, accumulating and transferring credits within the higher education system functions in the form of ECTS (European Credit Transfer and Accumulation System). The ECTS has been fully adopted by Polish higher education institutions – its implementation was required by legislation (Act of 27 July 2005 on the Law on higher education (Journal of Laws 2012, item 572 with later amendments)).

In Poland the introduction of frameworks has led to identification of areas where learning outcomes have not been previously applied or where these have been used in an inconsistent way. What is more, Poland is opening up to qualifications awarded outside formal education and training.

#### **4.3.2 The accreditation system and process**

*What are the competent bodies for the accreditation of a Crafts curriculum in your country?*

*What type of institutions are these?*

In order for a qualification to be accepted for accreditation it must undergo authorisation by a public authority (e.g., a competent minister) or a legally authorised entity (crafts chamber).

The current procedures for the validation and recognition of VET crafts sector qualifications is the Minister of National Education, and in HE, by the Minister of Science and Higher Education. The minister responsible for education determines:

- the conditions for appointing the examination boards of crafts chambers,
- the conditions under which a person can be admitted to take an examination and how examinations are conducted,
- the conditions, issuing procedures and templates for certificates and diplomas confirming that examinations have been passed in the crafts trades.

The competent institution in the matter of validation and certification are the Chambers of crafts supervised by the Polish Craft Association that carry out master and journeyman exams, which are treated as a part of formal system of vocational education.

*How does the Crafts Qualification align with the catalogue of professional qualifications in your country? Do these qualifications differ in different regions?*

In the Resolution of the Council of Ministers, 28 the journeyman's examination is treated as equivalent to the relevant type of vocational exam conducted in the formal general and vocational education system (below higher education). Additionally, the crafts trades offer a master's diploma, however this does not have an equivalent qualification awarded in the formal general, vocational or higher education system.

Validation procedures leading to a crafts qualification comply with the guidelines for the quality assurance of validation developed by the European Centre for the Development of Vocational Training (CEDEFOP).

The examination standards for the crafts qualification are uniform for the entire country.

*What are the steps towards achieving accreditation? How long does the process take? What are the costs?*

Public and non-public continuing education institutions, practical training institutions, centers for further education and training, as well as entities conducting educational activities on the principles specified in the regulations on economic activity can apply for accreditation.

The application for accreditation may be submitted by the institution no earlier than one year after the commencement of activities subject to accreditation.

Accreditation can be obtained by a unit which, inter alia:

- 1) provides a base equipped with teaching resources
- 2) employs qualified staff
- 3) develops and provides methodical and didactic materials.

The applicant submits the completed application to the School Board of Education (superintendent of the school) proper for the seat of the institution.

The fee of PLN 783 is paid to the state income account.

Accreditation is granted by the school superintendent competent for the seat of the institution by way of an administrative decision. The decision is issued after conducting the accreditation procedure. The facility is evaluated by a team appointed by the superintendent of education.

The following stages can be distinguished in the accreditation process:

- \* submission of the application
- \* formal evaluation of the application
- \* establishment of the team for the assessment of the facility's activity
- \* assessment of the facility by the team
- \* the decision of the Committee for granting accreditation, issuing the certificate

Accreditation of continuing education institutions will be conducted on the basis of art. 68b of the Act of September 7, 1991. about the education system and executive regulations.

*What are relative advantages and disadvantages of a) formal/Higher Education accreditation, b) informal/VET accreditation or c) other routes to accreditation? Which would be your preferred option and why?*

An important asset of vocational education in Poland is the ability to attain journeyman's and master's qualifications in vocations not offered in schools. This is especially significant in relation to unique occupations of an artisan character. This provides the opportunity to

prepare individuals to serve as masters in the training of pupils and, consequently, prepare skilled experts in valued professional fields.

#### **4.3.3 Your organisation's experience of accreditation**

*Is your organisation an accredited learning centre? Give details.*

No. This does not apply.

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

Danmar has previous experience in recognising, validating and accrediting courses, but only through informal and non-formal education by the participation in other EU co-funded Erasmus+ projects.

Danmar does not have accrediting competences, but cooperates with such an institution, namely the Regional Development Agency located in Rzeszow (original name Rzeszowska Agencja Rozwoju Regionalnego (RARR)).

#### **4.3.4 Assessing the benefits of accreditation**

*What are the benefits of accreditation? For whom?*

The process of accrediting education in non-school forms brings benefits for all participants of this process.

Obtaining accreditation by the institution will result in:

- \* improving the quality of services provided
- \* increased trust in the training unit
- \* increasing competitiveness on the market of educational services
- \* increasing its marketing value
- \* increasing employee motivation to improve qualifications
- \* focusing the development of the institution on achieving certain standards
- \* increase in the prestige of the facility
- \* enriching the training offer

Benefits for learners/clients of accredited facilities are:

- \* the opportunity to pass the results of vocational courses while taking up education in schools for adults who conduct vocational training
- \* using a high level of educational services
- \* increase employers' employability
- \* receipt of a certificate confirming the completion of training issued by a credible institution
- \* the ability to fulfil the obligation to study in non-school forms

Applying for accreditation will result in the education offices having detailed information on the type and quality of educational services provided in lifelong learning establishments.

Regional labour offices choosing a training offer will be able to take into account the fact that the institution has accreditation.

*Are you able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in your country? Who would be the key target group and how important is it to them to achieve accreditation? What feedback have you had from learners, partners and participants?*

Yes, we are able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in Poland. Our intention is to support disadvantaged people and seniors (we are already working intensely with these groups as part of our daily activities). An important part of them deals with handicrafts in the range of souvenirs and small gifts (wood, clay and fabric). As a validation unit, we could validate and certify our groups in this area. We have experienced many approaches from seniors encouraged to develop their skills in craft development, thus possible accreditation of a specific Crafts qualification.

*What are the barriers or obstacles that need to be overcome in achieving accreditation?*

In our case the main obstacle is to find qualified personnel. As an IT training company, we do not have adequate facilities and human resources. Therefore, we treat the possibility of accreditation as one of the possible and realistic areas for further development.

*In what ways has the process of piloting the different IOs changed your understanding of these issues?*

Contributing to the development of the project curriculum, it has been identified that the level of knowledge, skill and competence to be acquired by learners must be specifically matched to the peculiarities of the profession they are representing for the accreditation to be compliant with the expectations of various actors on the labour market. It is extremely difficult to produce a curriculum compliant for all crafts professions, yet possible in the instance of approaching general concepts that will be applicable for various target groups, regardless their level of competence.

This answer can be supplemented after the implementation of the project pilot stages.

#### **4.3.5 The European dimension**

*How important is it that the qualification has a European dimension and aligns with the ECVET and EQF?*

It is important since it enables the accreditation of acquired learning outcomes regardless of the EU country they have been obtained in, the learner benefiting from their qualification to better fit for the labour market requirements. Obtaining craft vocational qualifications in the form of journeyman and master room examinations is a known and applied solution in the circle of EU member states. It can therefore be concluded that the preservation and improvement of this road will be conducive to increasing the employability of Polish citizens, including within the European Union.

*Does aligning with ECVET and EQF cause difficulties in your national context?*

These two have already been linked and represent one type of classification. The Polish model of credit accumulation and transfer is to be compatible with European procedures (ECTS – European Credit Transfer and Accumulation System – used today in higher education, ECVET – European Credit System for Vocational Education and Training). A system based on ECTS credits operates in the Polish higher education system under the Polish National Agency of Erasmus+ Programme.

*How strongly do you think that accreditation is something you would seek to pursue?*

Accreditation of the Crafts qualification among Crafts teachers was included as one of the three main areas of enterprise development until 2020, which allows me to say that this is a real goal and the way to achieve it has been pre-eminently stated.

#### **4.3.6 Conclusions**

Conclusions should be formulated at a further stage, after reviewing the previous provided answers in the benchmarking.

## 3.4 Greece

### 4.4.1 Introduction

The European Union (EU) has several common tools and processes helping individuals in transfer, recognition and accumulation of their assessed learning outcomes, to achieve a qualification or to take part in lifelong learning. The European credit system for vocational education and training (ECVET) is one of these instruments; it uses flexible and individualised learning pathways, including transnational mobility.

In Greece, there is currently no comprehensive national framework for the certification of non-formal education and informal learning. However, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) is the main administration body of the National Network for Lifelong Learning. Its purpose is:

to develop and implement a comprehensive national certification system of non-formal education (initial and continuous vocational training and general adult education)

to provide scientific support to the Vocational Orientation and Counselling services in the country.

In the statutory framework of EOPPEP's function, in association with all the social partners (whether they are national or district level), it is involved into one or more functions that is related with the application of ECVET. In particular, it's statutory involvement focuses in the devise of standards and mediums of qualification certification, which is independent of the followed learning route that has been preceded to the introduction for the formation of relevant materials and framework to the devise of a comprehensive system of learning outcomes certification in terms of knowledge, skills and competences. In addition, the development of the National Qualification Framework (NQF) in Greece constitutes the critical point, which will contribute to the promotion of ECVET at the field of the vocational education and training; and will determine the future of the beneficial and effective application.

In particular, EOPPEP's role at the course of ECVET implementation features to be crucial, since it is responsible for the ECVET design and application according to Greek Law No



3879/2010 is in cooperation with the main entities (e.g. National Institute of Labour and Human Resources or State Scholarships Foundation). These entities perform European programmes of innovation and maturity of European tools, as ECVET, and are in close collaboration with several European authorities/bodies/institutions (e.g. CEDEFOP or ETF) bring out the assurance of the vertical and horizontal mobility at local, regional or national level from the point of view of the overall strategy of lifelong learning.

Summing up, the key features related to the ECVET, according to EOPPEP, are:

To adopt approach of learning outcomes in design of the occupational profiles and relevant curricula.

The curriculum structure according to the learning outcomes.

#### **4.4.2 The accreditation system and process**

As mentioned before, EOPPEP is an all-encompassing statutory body investing on better quality and more efficient and reliable lifelong learning services in Greece. It is a public Organisation under the supervision of the Ministry of Education, Research and Religious Affairs and it is responsible for the accreditation of all initial vocational Education centres in Greece as well as the certification of the qualifications of VET graduates.

Moreover, EOPPEP is responsible for National Qualification Framework (NQF) and its correlation with the European Qualification Framework (EQF). In particular, the main activities of EOPPEP is:

To define the levels of qualifications to the NQF, in order to be in correspondence with the EQF.

To facilitate the procedure of correspondence among different correlation frameworks.

To contribute to the publishing of all the decisions made during the procedure.

To provide information and guidance to interested parties in how the national qualifications are correlated with the EQF.

To promote, according to the national institutional framework, the participation of all the social and interested parties.

EOPPEP accredits occupational profiles with the active contribution of the social partners in the process of their development. An occupational profile is defined as the job tasks and

knowledge, skills and competences required for exercising an occupation or specialty. EOPPEP has successfully developed 202 qualifications. EOPPEP accredits occupational profiles with the active contribution of the social partners during development procedures. Based upon accredited occupational profiles, EOPPEP aims to develop standards and specifications for modularized curricula with credits and to develop a scheme for the accreditation of the qualifications that has been acquired through informal and non formal education.

The second option that was investigated was the Hellenic Accreditation System (ESYD). ESYD is established by the Law 4468/2017; a non-profit legal entity of private law with the purpose of the implementation and management of the National Accreditation System. The autonomous operational unit "National Accreditation System" of Law 4109/2013 is seceded from the legal entity of private law under the name "National Quality Infrastructure System - ESYD" and is included in the legal entity "Hellenic Accreditation System" which is established by this Law. The Hellenic Accreditation System (ESYD) has been appointed as the National Accreditation Body of Greece according to the requirements of Article 4 of the Regulation (EC) No 765/2008 according to which each Member State shall appoint a single national accreditation body. ESYD employs external assessors and experts. The assessors are selected and trained according to strictly defined criteria and procedures and they must comply with specific regulations concerning their independence, integrity and confidentiality. One of the accreditations that ESYD is providing is for Person Certification Bodies. ESYD is responsible for accrediting bodies and training programs according to ISO 17024/2012, which contains principles and requirements for a body certifying persons against specific requirements, and includes the development and maintenance of a certification scheme for persons.

The third option and the most common is the certification of an occupation profile by bodies certifying persons for skills and competences in specific areas. A Personnel Certification Body is an organization that awards credentials to individuals meeting specific competence requirements relating to a profession, an occupation, a job or a portion of a job. A personnel certification body develops criteria against which an individual needs to

demonstrate competencies and ensures that these criteria are held by applicants before certifying them. Most personnel certification bodies offer professional certification if an individual meets requirements such as a minimum number of years of related working experience, minimum education level and having passed a certification exam or equivalent. Many personnel certification bodies are accredited by accrediting bodies to the ISO/IEC 17024 standard, which was designed to harmonize the personnel certification process worldwide.

In Greece, the qualification profiles do not differentiate from one region to another one. As mentioned above, EOPPEP is responsible for qualification profiles and they are implemented at national level.

Concerning the Crafts Qualifications, they align with the catalogue of professional qualifications in Greece, as the use of digital technology for crafts, according to EOPPEP, depends on the craft profile. In some cases, the more traditional a craft is, the less technological means are used; hence, there are occasions, where the use of technology is scarce. In particular, crafts evolved through technology have the necessity for the use of advanced digital tools, in order to be applied, and the use of digital training as well. Furthermore, there are crafts that combine digital with traditional techniques/means, as well as training. Finally, crafts' applications that remained entirely traditional, in terms of techniques and tools, does not render the use of digital tools and training a necessity. Hence, the foreseen involvement of technology in EOPPEP's craft profiles has to do with the infiltration of technology in certain crafts in general. However, having a quick overview in EOPPEP's structure and certification, a person could notice that digital tools for craft practitioners are not predicted, in terms of business development, online digital marketing skills and digital communication.

There are two individual processes concerning certification of a profile/curriculum. The first process referred to iVET programmes and the main steps are presented in **Figure 1**.

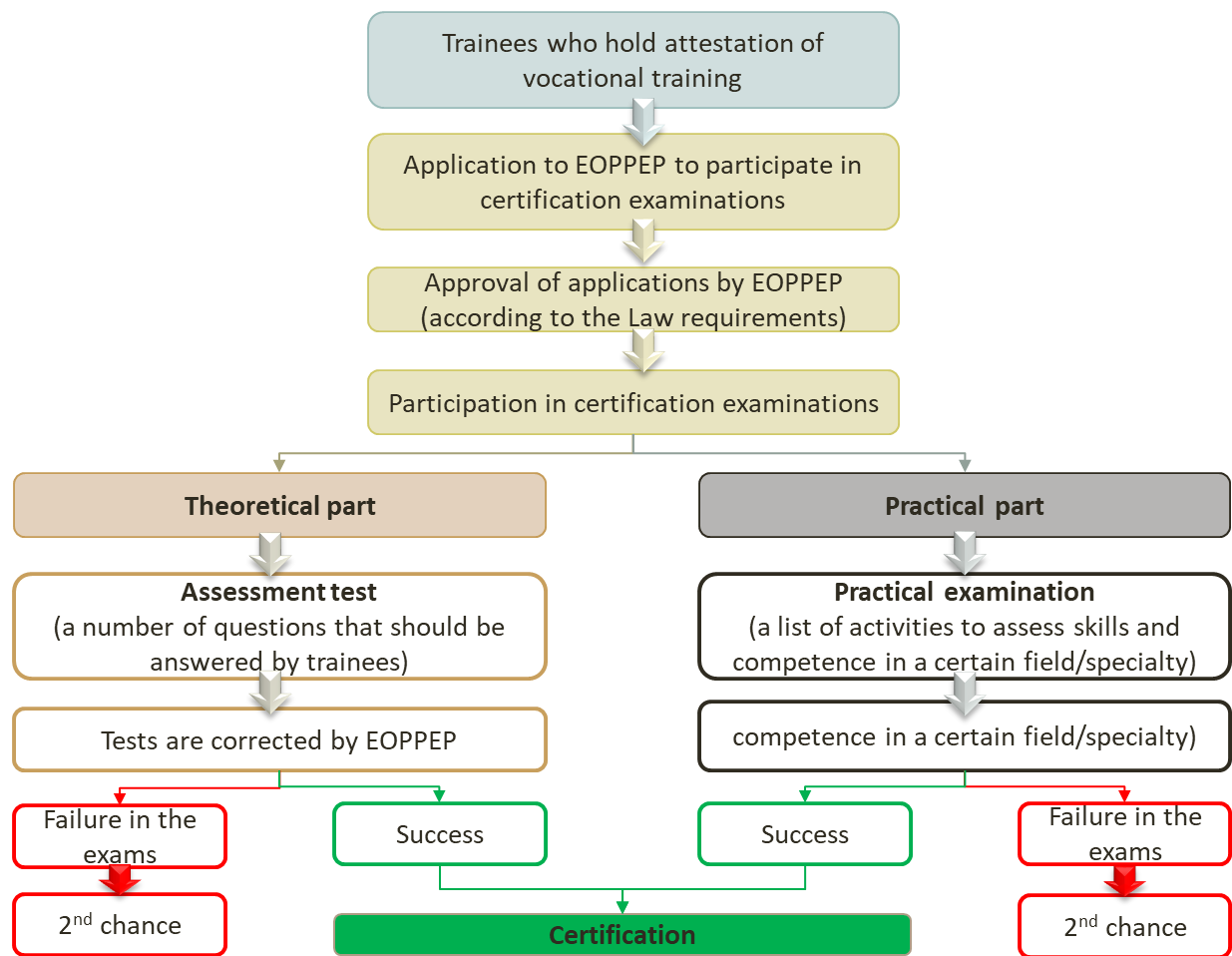
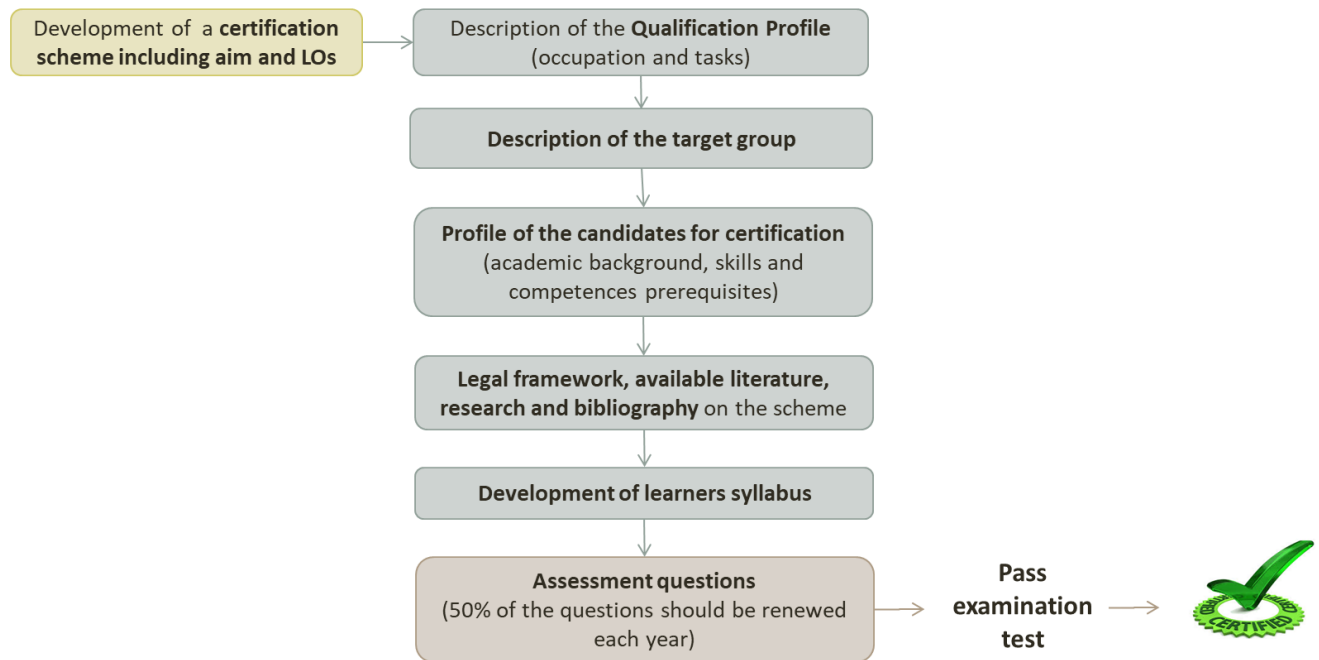


Figure 1. Main steps of certification process through EOPPEP

In case the certification process is followed through certification bodies, the main steps are given in **Figure 2**.



**Figure 2.** Main steps of certification process through certification bodies

In order to develop the certification scheme for the skills and competences of a profession by a certification body the following steps need to take place:

- Provision of the purpose and the results that we are expecting of the certification scheme that will be developed
- An extensive description of the occupation and tasks of the scheme
- The profile of the candidates for certification. The job description, academic background, skills and competences that a candidate should have in order to take part at the certification process.
- A description of the target group that the certification scheme will aim.
- The current legal framework, available literature, research and bibliography on the scheme as well as available international schemes and standards.
- Development and Provision of the Syllabus that the trainees have to study in order to develop their skill and competences and prepare for the certification procedure.

Assessment questions (multiple choice, true/false, matching etc.). The assessment questions should be matched to each module of the syllabus and be divided in three different teams.

The questions are grouped according to their difficulty:

A: Low difficulty (25% of the total questions)

B: Medium difficulty (50% of the total questions)

C: High difficulty (25% of the total questions)

In case of open questions, the developer of the material has to correct those after each exam in order for the final grade to apply. An amount of 50% of the assessment questions should be renewed each year.

In the case the training centre decides that the best solution is to proceed with an accredited scheme, according to ISO 17024:2012, the certification body may proceed with that. However, since all the material and certification procedures should be reviewed and assessed by supervisors appointed by ESYD this procedure may take from 6 to 8 months, after all relevant documents are provided and the cost is very high in order to be accredited by ESYD.

Certification has some value in that it demonstrates a basic level of knowledge and willingness to demonstrate the fact that a person is serious about his/her profession.

Both in formal and informal education pathway, a certification demonstrates a certain set of skills and competences acquired throughout the learning process. In this occasion, the certified learner has proven that he/she holds the necessary traits that fulfil the pertinent professional profile. In addition, employers in the hiring and training process have certain standards that future employees have to meet. Among professionals and professional societies, the accreditation process ensures the quality and relevance of entry-level professionals to the job profile. However, certification cannot be a substitute for effective/efficient recruitment. It can help a pre-screen of potential employees, but it cannot be a substitute for a detailed discussion or interview. Furthermore, pertinent licensing bodies of a profession need to guarantee that graduates / entry-level professionals are capable of appropriate practice. In informal/ VET accreditation, there are also potential for educational progression, not only in the vocational route followed, but in other formal educational pathways as well.

#### 4.4.3 Your organisation's experience of accreditation

*Is your organisation an accredited learning centre? Give details.*

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

DIMITRA is accredited by the EOPPEP for offering both iVET and cVET courses, and Consulting Services. DIMITRA is certified according to the ISO 9001:2015 Quality Management System standard by TÜV AUSTRIA to the following:

- Vocational Education and Training
- Consulting services for the Promotion of Entrepreneurship & Human Resources development
- Design and management of European co-funded projects.

Moreover, DIMITRA is certified according to the ISO 9001:2015 Quality Management System standard by TÜV AUSTRIA to VET, consulting services for the Promotion of Entrepreneurship & Human Resources development and design and management of European co-funded projects.

DIMITRA has extensive experience of recognising, validating and accrediting courses following the process through certification bodies. During the last years, DIMITRA is in close collaboration with Aristotle Certification, Training, Assessment - ACTA. ACTA is a Certification and Training Centre that is established by the Aristotle University of Thessaloniki, the biggest Higher Institution in Greece. The goal of ACTA is to provide certification for skills and competences, in Greece and abroad, and to unite research, education and training with the job market. ACTA is accredited certified by EOPPEP Organisation for the Certification of Qualifications and vocational Guidance and accredited by ESYD – Hellenic Accreditation System and it provides Certification for competences and skills in areas such as ICTs, Administration, Tourism and Hospitality, Marketing, E-commerce, Consultant Services, Customer Services and many more. ACTA has great experience working with external partners in developing new certification schemes and its very experience personnel is always ready to provide guidance throughout the processes. It has several Certification centres all over Greece and has organised a «Supervisors' body». The certification tests are

taking place at those centres with the presence of one or more supervisors of the «Supervisors' body». All the certification schemes developed by ACTA are following the standards of ISO 17024:2012.

Some representative European projects have been run by DIMITRA and include certification process are given below:

- CertiMenTu - Certification of Mentors and Tutors
- CS.Tour - Cultural Awareness and Social Skills Key Competences in Tourism, in which an accreditation scheme-standard was developed for both the key competences No 6 and 8 for stakeholders related to these sectors (business world, Associations of Hoteliers, tourism graduates, Vet Institutes and Training Centres, trainers and consultants).
- CQJB - Certification and Qualification for Europe's Job Brokers (ongoing EU project), in which a new curriculum programme and joint certification model as a mobile and transferable qualification, the European Professional Certificate for Job Brokers will be developed. The transnational framework for certification is the international standard ISO17024 (Certification of Persons) and the involved higher education partners (and associates) will adapt this certification for professional certification of the European Credit Transfer System (ECTS) accreditation.

#### **4.4.4 Assessing the benefits of accreditation**

Certification can be an investment of time and resources, it helps provide recognition for specialised knowledge, skill and/or competences, which can be a significant benefit when it comes to landing certain tasks. Certification is not valuable only for learners, but also for unemployed people, employees and potential employees, and employers as well.

For unemployed people and employees, the main benefits could be that they gain a competitive advantage, as certifications can differentiate one from other professionals in the same field, showing that someone has a demonstrated commitment to understanding and excelling in his/her profession. This gives an important advantage in today's competitive labour market. Moreover, certified persons stay on top of trends and learn how to use that new software or social platform or techniques before it becomes a household name.



Professional certifications can also help people to receive advanced training, information, and knowledge from specialised courses that provide up-to-date tools and technical strategies.

They increase their earning potential, the time and effort invested in professional certifications often results in increased income. They update knowledge, skills and competences by acquiring new and updated information or techniques.

There are also benefits regarding employers; as the accreditation certifies that the graduate has acquired a certain set of skills and competences that are in correspondence with the pertinent job features. Moreover, professionals manage to keep a certain quality level in their provision of services. According to feedback received by Greek stakeholders, certification of crafts qualifications seems to be important. The target group of a certification process will be:

- Trainers of crafts
- Future trainers/educators of crafts that need to certify their skills in order to educate other adults
- Craft professionals

The feedback we have received regarding the accreditation of Crafts qualification is that there is quite an interest and willingness for certain standards to be met; hence, to be certified with a certain set of skills that will be useful to amplify there is, there would be some issues that need to be assessed before the development of certification, such as:

- Recruitment of candidates, who will be interested in being certified, may be a difficult process that means certification is not a cost effective approach.
- Examination part to present high difficulty and rate of certified candidates to be low
- Skills and competences not to be in line with actual labour market need for crafts

The implementation phase of CRAFTS 3.0 projects supports better understanding of crafts professionals' training needs and the importance to have a certification about their profession. More and more craft professionals are looking at certification to assess whether an individual possesses the skills and knowledge required for successful performance in a particular job role. However, target group expresses its doubts whether the certification

reflects its skills and competences as this profession is divided into several areas. By becoming certified in a field of expertise, and by maintaining that certification year after year, it is showed that a professional:

- Meets standards that have been established and verified by a certification body
- Is dedicated to maintaining quality and competency in his/her work on a regular basis

#### **4.4.5 The European dimension**

The fact that the qualification has a European aspect and formed according to the ECVET and EQF standards is an advantage, as there is a continental balance regarding the set of skills a professional profile when represented. Hence, there will be compatibility and coherence between the Member States of the European Union.

ECVET, which concerns qualifications at all levels of the EQF:

- allows transfer of units of learning outcomes
- operates through partnerships between institutions
- eliminates the need for a second assessment of students moving between these institutions.

Where the national vocational system allows it, units of learning outcomes can be recognised regardless of where and how they have been acquired. They may be used on the labour market and towards acquisition of a full qualification.

ECVET is a component of EQF and ECVET can be a quantitative auxiliary descriptor in the framework of EQF. The qualitative competence description is provided by EQF and/or NQR. Implementation of ECVET should follow the description of the learning outcomes of individual course units as established by EQF/NQR. More specifically, in Greece, NQF is in line with EQF, so there are not any difficulties to implement any qualification framework having a European dimension.

The accreditation seems to be of high importance in this sector in Greece, as there is not soothing similar until now, while a certification could provide added value in relevant professionals, such as:

- To provide additional knowledge, skills and competences concerning the use of digital techniques and tools in order to be more efficient to implement them in their daily tasks.
- To enhance career development prospects through having achieved recognised qualifications through a certification process.

#### **4.4.5 Conclusions**

In Greece, there are several entities that accredit Craft qualification, such as the National Organisation for the Certification of Qualification & Vocational Guidance (EOPPEP), the Hellenic Accreditation System (ESYD) and other certified bodies. The above entities manage to ensure that the professional qualifications in Greece are aligned with the Craft Qualification in Greece, in general.

In Greece, the crafts curriculum could be recognised, validated and accredited as presented in **Figure 2**. Summing up the main steps are:

- To outline a certain qualification profile for crafts
- To develop an integrated curriculum including learning outcomes
- To develop a certification scheme including all appropriate parameters and assessment questions

## 3.5 Portugal

### Introduction

The **National Qualifications System** has led to the creation of: the National Qualifications Framework, which defines the structure of the qualification levels, using the European Qualifications Framework as the reference point, describing the national qualifications in terms of learning results, in accordance with the descriptors linked to each qualification level; and the National Qualifications Catalogue, which is a dynamic instrument, integrating the qualifications based on competencies and identifying, for each one, the respective benchmarks for the competencies, training and qualification level in line with the National Qualifications Framework.

Within the scope of the **National Qualifications System** (Decree-Law no. 396/2007 in the wording given by Decree-Law no. 14/2017, of 26 January) the National Qualifications Framework and the National Qualifications Catalogue were created as dynamic instruments integrating the qualifications based on the respective framework of competencies, training and qualification level in accordance with the National Qualifications Framework.

The Portuguese National Qualifications Framework adopts the principles of the European Qualifications Framework for lifelong learning for each qualification level (in decree no. 782/2009 of 23 July).

The NQF includes the different educational levels (from primary school to higher education), professional training, which encompasses the craftsmanship area and the processes of recognition, validation and certification of competencies acquired through non-formal and informal means, developed in the National Qualifications System (in decree no. 782/2009 of 23 July).

The National Education and Professional Training System allows the accumulation of credits acquired through qualifications and their total or partial transfer to other qualifications, to support school and work progression. This system of credits incorporates the principles

outlined in the European Parliament and Council Recommendation, of 18 June 2009, concerning the creation of the European Credit System for Vocational Education and Training (ECVET) in accordance with what is defined in the National Qualifications System, namely regarding qualification credits for the purposes of recognition and mobility in the European space.

The qualifications are defined in the National Qualifications Catalogue, which includes the respective framework of competencies, organised into short-duration training units (25h or 50h) and the qualification level in line with the National Qualifications Framework. The National Qualifications Catalogue stipulates the attribution of credits for all the short-duration training units and competency units in accordance with the organisation of the frameworks.

The credits for a qualification and for each of the units it comprises are obtained when the learning results are obtained or the competencies to which they refer are shown. Hence, obtaining a qualification will lead to the respective certification and corresponding accumulation of the total number of credits attributed to the qualification, and the units needed for the purpose, irrespective of the way the qualification was obtained.

### **The accreditation system and process**

In Portugal the National Agency for Qualification and Vocational Education, I.P. (ANQEP, IP) is a public institute subordinated to the Ministries of Education, and of Labor, Solidarity and Social Security, in coordination with the Ministry of Economic, is responsible for the continuous development of the National Qualifications Framework (NQF) in concordance with the European Qualifications Framework (EQF).

The National Agency for Qualification and Vocational Education (ANQEP) is responsible for coordinating the implementation of youth and adult education and vocational training policies and ensuring the development and management of the recognition, validation and certification system

*How does the Crafts Qualification align with the catalogue of professional qualifications in your country? Do these qualifications differ in different regions?*

Craftsmanship is one of the 40 Education and Training Areas that comprise the National Qualifications Catalogue.

The specific professional occupations available to serve the Craftsmanship Education and Training area are listed in the catalogue and encompass three certification levels (levels 2, 4 and 5 of the EU) with 19 professional occupations in fields such as metals, textiles, wood, jewellery, stonework, ceramics, glasswork, etc.

There are also other professional occupations which, although integrated in other training areas, are often used in Craftsmanship Training, such as fashion designing, interior woodwork carpentry, cabinet making, creative ceramics, wood preservation and restoration (statues and carvings).

Portuguese Vocational training system is a national wide system so there are no regional differences concerning qualifications.

*What are the steps towards achieving accreditation? How long does the process take? What are the costs?*

Public entities created to develop vocational training don't need to submit accreditation and are under the supervision of the Education Ministry or Labour Ministry ( Ex: public vocational training centres; Professional Schools )

In Portugal there are two systems of accreditation of training entities:

- The accreditation inserted in the quality policy of the services of training entities, optional access
- The compulsory accreditation for access and development of vocational training activity, regulated by sectoral legislation

The accreditation of training entities is tended by the DGERT, as the competent central department of the Ministry responsible for vocational training. Nevertheless, sectoral legislation may assign this competence to other sectoral authorities.

There are also specifics in the certification of training entities based in the Autonomous Regions and in the certification of local authorities and similar entities.

DGERT is responsible for the general disclosure of certified training entities under these certification schemes.

In order to obtain certification, the training entity must objectively demonstrate that its structure and training practices are appropriate to the offer developed and meets the prerequisites and the quality benchmark.

This demonstration is done through an application for certification consisting of a set of information and documents submitted in a proper form, through the electronic platform of certification.

Deadline for evaluation and decision

90 working days (maximum), counted after confirmation of payment of the application fee.

In the decisions to be issued by the DGERT to the applications for certification, there is no place for tacit approval.

Rates:

- Up to 3 education and training areas = 500 € (five hundred euros)
- For each additional education and training area = 150 € (one hundred and fifty euros)

*What are relative advantages and disadvantages of formal/Higher Education accreditation?*

To have Crafts qualifications integrated within the Portuguese National Qualifications Framework which adopts the principles of the European Qualifications Framework for lifelong learning is a clear advantage for students who wish to choose crafts as an educational and training option.

In Portugal we don't have many examples of higher degrees in Crafts and this has the clear disadvantage of not allowing craftspeople to continue their educational and training path and making them stop at the most at level 5.

We have a few examples of Higher Education in Heritage - Conservation and restoration: Universidade Católica Portuguesa – (BA); Universidade Nova de Lisboa (BA); Instituto Politécnico de Tomar – licenciatura e mestrado (BA/MA) and in Jewellery: Escola Superior de Arte e Design - (BA) There are many examples of Arts and Design degrees but these degrees have either a more artistic approach or an industry focus.

*Informal/VET accreditation or other routes to accreditation? Which would be your preferred option and why?*

In Portugal we also have a system of recognition of professional competencies acquired in non-formal and informal contexts. These competences acquired by craftsmen throughout their life in their workshops, can be formally recognised and certified as educational and professional qualifications - Processes of Recognition, Validation and Certification of Competencies. This system also integrates the Portuguese National Qualifications Framework which adopts the principles of the European Qualifications Framework for lifelong learning.

All the options are needed and having them all within National Qualifications Framework is an advantage.

## **Your organisation's experience of accreditation**

*Is your organisation an accredited learning centre? Give details.*

CEARTE Vocational Training Centre for Crafts and Heritage is a Vocational training center, created in 1986 by means of protocol between the IEFP (Institute of Employment and Professional Training) and the Caritas Diocesana of Coimbra.

It integrates the Portuguese public network of vocational Training Centres (22 Centers) supervised by IEFP,IP which is the national institute for employment and vocational training



Intervention Area: Crafts and Heritage and other training areas demanded by the labour market

As a public entity created to develop vocational training CEARTE doesn't need to be submitted to an accreditation procedure and is under the supervision of the Labour Ministry

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

Since 2007 Portugal has a National Catalogue of Qualification (CNQ) which is an instrument of strategic management of qualifications of non-superior level that integrates the National System of Qualifications (Decree-Law no. 396/2007, of December 31).

The competence to validate and accredit qualification courses of non-superior level belongs to a national entity – ANQEP.

**Most of the Crafts qualifications belonging to the National Catalogue of Qualification were proposed and developed by CEARTE.**

CEARTE also **belongs** to the ANQEP's committee that validates the qualifications for CRAFTS education and training. Area.

For the development of level 5 qualifications CEARTE has specific protocols with 1 University and 2 Higher Education Institutes: Universidade de Coimbra Instituto Politécnico de Tomar e ESAD – Escola Superior de Artes e Design

### **Assessing the benefits of accreditation**

*What are the benefits of accreditation? For whom?*

#### **For students**

- a qualification certified and recognised at national and/or international level
- facilitates students choices and progress within the educational and vocational training system
- enhances trainees' mobility – national mobility between training institutions and mobility abroad
- facilitates mobility of students as future workers in the EU labour market

### For training centre

- makes vocational and training system (VET) more transparent
- enhances the credibility of the centre
- Facilitates the access to UE funds

*Are you able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in your country? Who would be the key target group and how important is it to them to achieve accreditation? What feedback have you had from learners, partners and participants?*

To be a trainer in Portugal you have to be accredited (technical and pedagogical competences). There is a reasonable offer of training of trainers both Initial and continuous. Although there are some crafts areas where demand of training courses is high and sometimes the offer of certified trainers is not enough

But the main difficulty is to find trainers in specific areas of crafts which are disappearing. Normally these are artisans of advanced age and with low education but with many and high specialized competences. The great challenge is not to lose this knowledge and pass them to the next generation. – find new ways **to transfer skills of master craftsmen to the next generation.**

*What are the barriers or obstacles that need to be overcome in achieving accreditation?*

At the present moment the main obstacle is accrediting of new Crafts curriculum. The procedure for this accreditation involves making a proposal, developing curriculum, developing contents, get the approval of partners committee, the approval of a national agency and integration in the national qualification Catalogue. This process sometimes takes long time.

*In what ways has the process of piloting the different IOs changed your understanding of these issues?*

Piloting IOs and participating in the project helped us to get experience in the development of qualifications based on learning outcomes

### **The European dimension**

*How important is it that the qualification has a European dimension and aligns with the ECVET and EQF?*

- makes vocational and training system (VET) more transparent
- enhances trainees' mobility – national mobility between training institutions and mobility abroad
- eliminates the need for a second assessment of trainees changing between institutions
- Stimulates partnerships between institutions;

And very important

- facilitates mobility of workers in the EU labour market by allowing an easier and better understanding of the professional competences acquired in the training context

*Does aligning with ECVET and EQF cause difficulties in your national context?*

No

*How strongly do you think that accreditation is something you would seek to pursue?*

Our purpose is to contribute to the improvement of already existing systems of accreditation of:

- training entities
- vocational training courses
- recognition, validation and certification of competences method
- Trainers accreditation

## Conclusions

Next steps toward recognising, validating and accrediting the Crafts curriculum in Portugal:

- accrediting of new Crafts VET curriculum
- accrediting of new Crafts competences profiles for recognition, validation and certification of non-formal and informal competences
- develop innovative certified training projects to allow the transfer of skills of master craftsmen to the next generation - areas of crafts which are disappearing.
- develop new certified curricula for continuous training of trainers

## 3.6 Romania

### 4.6.1 Introduction

The reform of the Romanian education system is underpinned by legislation, mainly the National Education Law, with subsequent amendments. Promoting a broad lifelong learning perspective, the law also emphasises the importance of validation and implementation of learning outcomes.

In Romania professional education is provided by two complementary systems: initial forming system (IVET) and continuous forming system (CVET). Professional forming strategy in Romania respects the principles and instruments set by the EU for cooperation in VET – EQF, ECVET and EQAVET. The expertise exists in the system regarding the regulation and implementation of ECVET in professional forming and education, however it is not adequately developed, most of all in the trembling craft sector (lack of training centres, didactic materials, handicraft trainers, accredited crafts, etc.). There is a lack of validation of non-formal and informal learning within formal education, needed to support entry and mobility within education. Qualifications should respond better to labour market needs and there is a requirement for greater transparency of learning outcomes and labour force mobility. National qualifications also need to be understood abroad and linked to the EQF, to promote mobility of learners and workers between European countries.

Steps are being taken to regulate the issuing of certificates and diplomas that indicate NQF levels. EQF levels are expected to be indicated on qualifications once the referencing process is completed. The national referencing process should represent a national process where national stakeholders and relevant authorities agree on the comparison between qualifications levels and the EQF levels.

### 4.6.2 The accreditation system and process

*What are the competent bodies for the accreditation of a Crafts curriculum in your country?*

*What type of institutions are these?*

In Romania the National Qualification Authority (ANC), subordinated to the Ministry of Education, is responsible for the continuous development of the National Qualifications Framework (NQF or ROQF) in concordance with the European Qualifications Framework

(EQF). ANC collaborates with a number of specialized institutions (ISCIR, IGSU, etc.), which have the exclusive right to endorse occupational standards in the crafts sector and to occasionally include new crafts to the National Occupations Classification (COR) system of Romania.

*How does the Crafts Qualification align with the catalogue of professional qualifications in your country? Do these qualifications differ in different regions?*

There is a total absence in the country of the training of traditional building craft trainers because these crafts (which we are also involved with in the field of built heritage restoration) are not yet included in the COR system, therefore official accredited training and trainers do not exist at all. There are not exists regional differences concerning qualifications.

*What are the steps towards achieving accreditation? How long does the process take? What are the costs?*

A training centre with the aim of achieving accreditation must have in the statutes references to the possibility of organising and conducting training programs for adults with specification of occupations – required on the labour market (for example: training in professions related to the built heritage conservation). The initiating body of the training program must have a tax certification. Next to this legal aspect, the professions which will be in the focus of the training program must be included in the National Occupations Classification (COR) system of Romania and must have developed professional standards approved by the National Qualification Authority (ANC), subordinated to the Ministry of Education. For example, the price of elaborating a standard by a specialist in 2016 was about 1000-1500 euros. The trainers of the centre have to prove that they have specialization corresponding to the training program in which they are involved, respectively that they achieved training in formation according to occupational standards. The centre must file a dossier with the required documents at the County Commission of Authorization of Training Providers and pay a fee equal of 2 minimum wage (in 2016 this amount was 2500 lei, meaning 555,55 Euro).

*What are relative advantages and disadvantages of a) formal/Higher Education accreditation, b) informal/VET accreditation or c) other routes to accreditation? Which would be your preferred option and why?*

The formal/Higher Education accreditation has a big disadvantage; in Romania this kind of education unfortunately focuses only to the theoretical aspect of the training, offer only long-term trainings in the case of postgraduate studies too. We don't know about other routes to accreditation.

Our options would be the informal/VET accreditation, because this is the field where on activate, and which permits large possibilities to handicrafts training and real practical tuition, professional reconversion and short term trainings (1 or 2 weeks, etc.).

#### **4.6.3 Your organisation's experience of accreditation**

Is your organisation an accredited learning centre? Give details.

NO

*Does your organisation have previous experience of recognising, validating and accrediting courses? If not, can you identify an accredited institution to partner with?*

Yes, with the Babes-Bolyai University, Cluj-Napoca – a postgraduate course for architects and engineers in the field of restoration and conservation of historical monuments

#### **4.6.4 Assessing the benefits of accreditation**

*What are the benefits of accreditation? For whom?*

The accreditation could have benefits especially for the target group of our trainings. Our centre (Built Heritage Conservation Training Centre) offer theoretical and practical tuition in the field of built heritage related crafts (traditional carpentry, joinery, masonry and stone masonry), completing the quality and the level of university studies of architects, engineers, art historians, archaeologists, etc. Among the participants of our trainings figures employees of construction enterprises involved in restoration of historical monument, without qualified personnel in this sector. The accredited trainings could assure for participants a certificate recognised at national and/or international level. The benefits of the accreditation could refer also to our organisation as a qualified training centre.

*Are you able to assess the level of demand for accreditation of the Crafts qualification among Crafts teachers in your country? Who would be the key target group and how important is it to them to achieve accreditation? What feedback have you had from learners, partners and participants?*

No, we are not able to. The target group of our trainings would be young architects, engineers, specialists in the field of built heritage conservation, enterprises working in historical monuments restoration.

With a 17 years' history, our trainings implemented at Bánffy Castle Bontida had a very positive feedback. We had around 1700 participants from 26 countries from the world, especially from the UK and Europe. The educational activity and the principle of restoration through education and education through restoration applied by us was awarded with the Main Prize of Europa Nostra Award in 2008.

*What are the barriers or obstacles that need to be overcome in achieving accreditation?*

The main barriers are the lack of the occupational or COR-codes referring to these crafts from Romanian occupational system.

*In what ways has the process of piloting the different IOs changed your understanding of these issues?*

Positively...

#### **4.6.5 The European dimension**

*How important is it that the qualification has a European dimension and aligns with the ECVET and EQF?*

Due to the fact, that our training courses are international from the point of view of participants, it is important to offer them a qualification aligned with the ECVET and EQF.

*Does aligning with ECVET and EQF cause difficulties in your national context?*

We don't think so; there are other trainings in our country which are in line with these levels, and the educational reform in Romania is based on European directives.

*How strongly do you think that accreditation is something you would seek to pursue?*

Very



#### **4.6.6 Conclusions**

The best next steps are to develop specialised trainers in the field in line with the COR / list of occupations in our country and to develop occupational standards and validate them at national level by [ANC](#)

## 4 Craft 3.0 Pilot Review

### 4.1 Context and Procedures.

This Review, carried out by Rinova, summarises the results of the evaluation of the Piloting of the Crafts Curriculum. It has been undertaken in the context of Intellectual Output 6, and focuses upon the results of the pilot, its impact upon learners in the context of vocational education and training, what worked well and lessons learnt. The results of this evaluative review also feed into the evaluation of the Crafts 3.0 programme being undertaken by Innoquality Systems Ltd.

The review covers both stages of the pilot. A proposed methodology for the first stage of the pilot was decided and agreed in common with the partners which included a Train the Trainers process. This was then reviewed and discussed in order to put in place a plan for the second stage of the piloting when the trainers explored the project tools with final users.

According to the needs expressed by partners we proposed a number of Actions to be shared by the consortium whilst configuring a flexible scenario which every partner can adapt to their specific circumstances and participants:

#### 4.1.2 Modular approach for the piloting:

- Implementation will focus on 2 modules, B & C. It was agreed that Module B is the key priority aspect to be shared in the piloting.
- Module B will be the Control Item for the evaluation, acting as reference and benchmark for the whole evaluation process.

The list of organizations and modules to be piloted in the initial stage was foreseen to be:

<b>FOACAL:</b>	<b>A, B, C</b>
<b>CEARTE:</b>	<b>A, B, C</b>
<b>DIMITRA:</b>	<b>B, C, D</b>
<b>RINOVA:</b>	<b>B, C, D (D as the key part)</b>
<b>FTT:</b>	<b>A, B, C, D (different trainers will attend different parts of the course).</b>

This initial list was indicative and it was expected to change once the participants were engaged so as to deliver the most customized approach depending on the target group.

### **4.1.3 Participants**

The curriculum was piloted by 60 participants in the 6 Pilot Countries.

The methodology of evaluation was based on a set of surveys to scope minimally the context and strongly on the qualitative feedback obtained in 1 to 1 review sessions with each partner described below.

### **4.1.4 Structure and Stages**

#### *Stage 1*

Stage 1 was intended to cover the curriculum. Participants were exposed and engaged in the curriculum at different levels of depth depending on the needs of the organization. This was expected to produce both the validation at partnership level of the curriculum content and to introduce the skills needed for the second stage.

#### *Stage 2*

In this stage the participants used the platform to generate their own content. This stage was fundamentally practical and with a higher level of freedom and customization.

### **4.1.5 Covid - 19 Impact on the process.**

The Covid situation impacted the delivery of the piloting. Every delivery partner was affected in a different way, depending on the course of the pandemic in their countries, the different restrictions imposed and the different timelines crossover between those measures and the partner's agenda.

Only the Stage 2 of the process was affected. Still every partner covered at least the targets in terms of numbers for both 5 trainers and 25 trainees or end users impacted by the actions of the project.

We can describe the direct impact of the Covid from 2 angles:

### *Operational Impact.*

In most of the piloting partner countries the restrictions on mobility and the diverse grades of lockdown happened at the time of the second stage in the Pilot. As traditional in-person workshops were not possible, partners had to request more autonomous, independent effort from the practitioners on their own practice, which was itself affected by the Covid restrictions and this made it very difficult for the partners to keep in touch and track participants and continue the engagement.

Still this impact was overcome by giving a bit more time to partners to complete the minimum set of actions required to have a relevant feedback and result. Rinova collected the last pieces of feedback and results by the beginning of August, a delay of only a month, and given the circumstances, this is considered a very good result and a proof of the resilience and adaptability of the organisations.

### *Contextual Impact:*

Because of the nature of the CRAFT 3.0 project, it has been directly impacted by the acceleration in the digital transformation produced by the lockdown period.

The extraordinary circumstances in which almost every industry has pushed their digital communication capacities to the maximum, has produced, quoting some authors, “the amount of digital transformation expected for the next three years in just three months”.

The learning sector has been one of the most directly impacted by this tendency and in most cases in a positive way. Somehow the whole situation has helped to achieve one of the objectives of the project. All the Craft practitioners involved have become aware and conscious of the need to incorporate digital and remote learning tools to their practice, and they are aware of the tools and different options available.

However, the downside for the Craft project is that the accelerated demand for digital learning produced a whole wave of development in e-learning tools and platforms that supported online synchronous learning, leaving the piloting solutions provided by Craft in a difficult position to compete for the attention that the Industry was suddenly giving to this trend. The second stage of the project was impacted by this excess of offers, with many

practitioners moving away from the platform to deliver content to their students using other solutions for several reasons.

At the same time this situation highlighted and confirmed in the feedback, the relevance of the curriculum and the need of the Craft sector to move further into this Digital transformation.

## **4.2 Feedback from Partners.**

Here we compile the specific information for every partner which informs the general conclusion and Impact described above, this information comes from the quantitative data gathered on the surveys and the one-to-one feedback sessions that Rinova carried out through the process.

### **4.2.3 Pilot - Transylvania Trust (Rumania)**

Transylvania Trust started Stage 1 with 6 practitioners, their profile was very specific: all of them were carpenters and masons, which are the key disciplines involved in the restoration activity of the Trust.

It was delivered over 2 months starting in February and comprising 2 sessions face to face and a number of hours of self-paced learning online using the platform

The modules which were considered to be most relevant to this organisation were Module B and parts of Module C.

Starting in February, this was the first time all of them approached an online learning platform. Later on and during the Covid lockdown period they were exposed by colleagues and participants to many other options.

The Trust delivered 5 courses using the knowledge gained with the curriculum, but for the delivery of the second Stage, during the Covid period, they found it more useful to use Google Classroom.

Still they did use the online capabilities just for the knowledge aspects of it, as their discipline needs a high level of practice with workshop tools.

In the direct feedback from tutors:

They report a technical issue with the quizzes in the platform. They think the platform is good for showing the curriculum. People were interested in the graphic and video content but not the reading material. This is a key feedback element.

#### **4.2.2 Pilot - Dimitra (Greece):**

Dimitra had 5 trainers from a range of subsectors:

- Fashion Design
- Binding
- Wood Sculpture
- Jewellery
- Wood Pyrodrawings and printings.

The average age was 35 (30-40) one candidate above threshold on each side (27-43).

The pilot took place from February to May 2020 and again whilst the first stage was run smoothly with an initial session face to face and a second session to help them upload the content to the platform, the delivery with their own students was affected by the early lockdown in Greece.

Feedback surveys required an extra effort by Dimitra as they had to translate them in order to be filled in by participants.

They created 5 courses on the platform almost fully completed, but it was a process which required extra support from Dimitra to be delivered.

They reported:

“The beginning was difficult with a hard slope learning curve that eased later on , candidates required more effort than expected, nevertheless the sensation at the end was positive and the process fruitful.”

Only one person had previous experience with online learning.

In terms of the Craft curriculum; B, C and D were the most interesting. C and D for mentors and D especially highlighted by 2 trainers, which have their own business.

For the trainers, the content of the CRAFT course and learning one platform was the most relevant element of the experience.

They missed an online chat feature to communicate with their students.

There were also comments about the localization of video content , mainly in English, which would be sorted in this case with subtitles. This is relevant at EU levels, it raises the localization of curated content issues again, which is a redundant topic in several projects. A localization solution is needed.

They report also the bug of the quizzes

The platform is time consuming to create the content, and at organizational level it does not fit with Dimitra's practice as they use Moodle, so they were also discussing with trainers how to adapt the lessons learnt to the organizations LMS.

#### **4.2.3 Pilot - Foacal (Spain)**

Foacal delivered the pilot starting in November 2019 for the first stage and a second stage planned for March that was directly affected by the Covid lockdown in Spain.

They engaged 17 participants in the pilot: all the trainers have relationships and deliver courses for the organisation.

The user feedback related to the platform was that it worked well to show the curriculum on one side, and on the other side it appeared time consuming, not very intuitive and not immediate in order to produce their own content, nevertheless 3 courses were tested on production on the Crafts platform.

The context of Foacal with most of their practitioners used to their very own non-formal dynamics and a high level of direct contact with participants created some reluctance initially to use the platform with their pupils. This reluctance was wiped out by the Covid lockdown as digital and remote learning became the only available option to keep in touch and support their students. Developing e-learning is a total new activity for them, most of them still delivering knowledge using paper-based and face-to-face teaching.

An added boundary at Foacal was reported to be the IP issues; old practitioners are still reluctant to make public their course contents, to protect them from being copied.

#### **4.2.4 Pilot - Cearte (Portugal).**

Cearte split the pilot. Of their 26 craft practitioners involved , 7 just piloted Module A, and 19 piloted Module B, in the following time frames:

Module A - 18/12/2019 to 31/01/2020

## Module B - 23/04/2020 to 28/05/2020

CearTE used the Craft Platform to engage the participants with the curriculum and as an exercise to create online content for a given platform but they were conscious in advance and this was already identified by Rinova's expert at the Coimbra meeting that they would not be able to deliver the second stage using the platform as they use a mandatory LMS provided by the Portuguese Learning authority.

For Module B they used a BigBlue button for delivery which is integrated in their system, called Human Train.

<https://www.humansoft.pt/formacao/humantrain.html>

In the process, they created 5 courses in the Craft platform and later on re-used the content.

One interesting feedback in this case that contrasts with other organisations is that, whilst LearnPress (the option chosen by CRAFT), was found not to be user friendly by 4 out of 5 organisations, CearTE found LearnPress was more user friendly than their current solution, but they were not able to apply it due to the administration load and the capabilities of scale which are limited and in their case imposed by regulations.

They also provided positive feedback about the CRAFT curriculum and its relevance: that it was well structured and well run with relevant activities.

As lessons learnt CearTE discovered several things due the pilot:

- They need a tool that allows synchronous learning sessions
- It would be interesting to have an Internet forum for each course
- Trainees need to upload their activities and/or formative works
- A platform for them has to allow coordination, and administrative control of actions and courses as they belong to the national training system.

The knowledge of Wordpress needed to deliver in the Craft platform was excessive for them

### **4.2.5 Pilot - Rinova (UK)**

The Rinova Pilot started Stage 1 in November 2019 and it ran till January 2020, involving 6 trainers from their partner Create Space.



Crate Space is a Charity operating in London which specialises in Craft and Technology. This pilot was intended to cover the other end of the craft sector in which practitioners are already heavily involved with technology, except one who was experiencing it for the first time.

As a general feedback these practitioners found the content of the curriculum interesting, especially Modules B and D, but they report also the lack of interactive content and the excess of reading material. For a community already used to digital tools the platform seemed weak. Quoting a participant's direct feedback:

"The concepts that we worked on in the craft pilot sessions helped me to structure the workshops, but became less relevant in terms of tools to be used and the capabilities of Learn Press".

The practitioners were all freelancers that were highly impacted by the Covid situation and not all of them were able to deliver with their own students during this period, still the impact created by just 2 of the practitioners was high enough to surpass all the targets of the project:

Patricia Bidi has been doing more than 15 workshops online during the Covid Period, on the topics of Drawing Techniques, reaching an audience of about 100 participants, and signed a contract for an e-learning course with a client which uses Google Classroom. 15 people sign up for each course cohort. One cohort is already confirmed. She made use of Module B to improve this delivery and Rinova will support her with a further session in July and August. In general aspects the Craft 3.0 platform does not look user friendly enough compared to existing ones.

The acceleration of the digital transformation during Covid has highlighted the topic of craft, and clarified which areas of craft digital learning works for and what it does not work for. The suitability of digital learning is related to both the level of the training and the specific craft discipline, for example, whilst is feasible for drawing, it is not at all for pottery.

One participant reported that whilst her teaching, all event-based, got cancelled; the push given by Craft encouraged her to attend a workshop about the specific use of other video tools and how to create "content to sell" in the e-learning market, and her Craft business:

<https://www.marthamayronson.com/>

The inclusion of audio and podcasts as learning material was highlighted as a common feedback, with the absolute need to create content that avoids the attention span problems and simplifies the intake of learning material with a higher granularity.

Most of the practitioners went into blended strategies using Google Classroom to host the knowledge material.

### **4.3 Pilot Evaluation: Lessons learnt**

As an overall resume these are the lessons learnt during the piloting which already inform the practice and future plans of the partners.

#### **4.3.1 Craft tuition needs a blended delivery model, it is not feasible to be driven fully online.**

There are some exceptions to this rule of thumb, regarding the material needs of the discipline, ie, drawing workshops were successful fully online in the UK delivery, but only because they were at a very early stage, with the participants just starting to introduce themselves in the discipline, a more advanced training would have become more difficult to deliver.

Craft disciplines and practices which rely on intensive workshop capacities such as ceramics, screen printing, 3D printing, woodwork etc, are impossible to deliver fully online.

#### **4.3.2 The platform was a very efficient tool to collect and deliver knowledge information.**

Knowledge delivery and in particular the exposure of the trainers to the concepts and information of the CRAFT 3.0 curriculum was successfully achieved in all partnerships through the platform. This opens an exploitation path by extracting this content from the CRAFT platform and/or transferring it to the systems that each organisation is using.

### **4.3.3 Bigger training organisations need Learning Management Systems; freelancers tend to use specialised tools.**

There is a significant difference in terms of digitalisation between training organisations with a large number of participants, who are regulated by official qualifications, and the work of small focused organizations and freelancers.

In the larger organizations the administration needs and the compliance with their regulatory frameworks, implies the need for Learning Management Systems (LMS). These are more complex tools that require specialised job roles for maintenance and a large group of teachers and practitioners to generate the content.

On the other hand, smaller and discipline-focused organisations require a more direct and agile approach, and look for specialised solutions or simply tools that deliver the content without the burdens of the administration and server maintenance.

### **4.3.4 Avoid Reading material.**

This is another rule of thumb that arose from the pilot. Online course and information delivery must be as interactive as possible. Reading content is tiring and time consuming and disengages VET learners.

## 5 Conclusions

The unprecedented Covid pandemic has strongly accelerated demand for innovation in digital learning, which has in turn strongly enhanced the relevance of the Crafts curriculum and its principal objective of supporting digitalisation of teaching methods in traditional crafts. We have seen in the course of the project a turn-around in attitudes amongst traditional Crafts teachers in accepting the necessity of digitalisation in order to reach learners who could no longer physically attend courses. Equally the project has exposed the limitations of digital teaching of some practical crafts skills, which demand hands on application and access to physical tools and equipment and concludes that Crafts tuition needs a blended learning delivery.

A second consequence of the Covid crisis has been an accelerated response to the demand for online learning technology, which has in many ways overtaken the project's initial objectives in ways that could not have been foreseen. A project such as this does not have the resources to devise technical learning applications capable of competing with the versatile range of constantly innovating products and platforms now available. So the second key conclusion is that the primary focus for further development of the Crafts curriculum should be upon content development, which is designed to be applied transferrably as much as possible across platforms. This is the strength of the curriculum that has been identified through evaluation, and which can be further developed, elaborated and added to.

In order to pursue European accreditation of the Crafts 3.0 Curriculum there are two routes that can be followed. Both are related to scenarios of an implementation of the Crafts 3.0 Curriculum as a training offer.

OPTION ONE: The Crafts 3.0 Curriculum or parts of it are used as basis for the development of a University or Higher Education programme. In this scenario the Crafts 3.0 curriculum would be directly accredited as part of the formal educational system and awarded with a number of ECTS credits depending on the amount of learning related with the training

programme. These ECTS credits would be recognised by other Universities (or other bodies accredited to award ECTS credits) in the respective country as well as in all Countries belonging to the European Higher Education Area (EHEA).

OPTION TWO: The Crafts 3.0 Curriculum or parts of it are used to develop a non-formal training offer conducted by a VET training provider. In this scenario the Crafts 3.0 Curriculum would remain a non-formal training offer and the goal would be that this non-formal training as part of lifelong learning activities of a learner are recognised by competent bodies and awarded with ECTS.

### **5.1 OPTION ONE analysis**

In the scenario that aims at implementing the Crafts 3.0 Curriculum as a study or training offer of a University the Crafts 3.0 training would be part of the formal educational system of a partner country

The alignment to ECVET guidelines facilitates the transfer of the Crafts 3.0 curriculum into University and Higher Education programmes.

European accreditation in this context does not mean that there will be one common training programme all over Europe but it means that learning activities can be recognised all over the EU (specifically by universities).

Concerning a European accreditation the university scenario represents a national form of accreditation with a European perspective. There would be recognition of learning activities but there will most likely be no uniform curriculum/training programme because the curriculum would be implemented as part of national university training programme (except in the case of a joint university programme of two or more universities in different partner countries). On the other hand the developed training programme would most likely better reflect national needs than one uniform curriculum for all partner or EU countries.

The realisation of the scenario where the Crafts 3.0 Curriculum serves as a basis for a training or study programme at a university would require the following basic steps:

Alignment of the Crafts 3.0 Curriculum to ECVET guidelines. This has been undertaken as the Curriculum design was based on ECVET guidelines. Further development of examples for assessment activities will assist to validate the achievement of learning outcomes

Identification of a competent body that is authorised to award ECTS credits (e.g. accredited universities) and interested in the implementation of a study or training program based on the Crafts 3.0 Curriculum or parts of it.

Development of a training programme and corresponding assessment procedures for the validation of the achievement of learning outcomes.

The scenario where the Crafts 3.0 Curriculum is implemented as non-formal training will not need any additional steps except for activities that promote the use of the self-directed learning resources and Apps by the target group. One possible realisation of this scenario will basically be already in place after the development of this guide. It will represent a distant learning form of non-formal training. To use the Crafts 3.0 Curriculum to develop a new training offer would also belong to this kind of scenario.

## **5.2 OPTION TWO Analysis**

In relation to the recognition of learning activities outside the formal educational system it has to be said that this issue is currently under development in Europe and – although member states have increased their efforts<sup>6</sup> - practices to recognise and/or validate non-formal learning activities are not universally available in all member countries. So there would no guarantee that the implementation of the Crafts 3.0 curriculum as a non-formal training offer will lead to a recognition of learning activities involved even when the training programme is aligned to ECVET standards.

Decision to implement this option will depend on the willingness of at least one university in each partner country to implement the curriculum as a training programme (except in case of a distant learning university or a joint degree programme of universities in all partner countries).

<sup>6</sup> [http://www.cedefop.europa.eu/files/executive\\_summary\\_-\\_validation\\_inventory\\_2016\\_0.pdf](http://www.cedefop.europa.eu/files/executive_summary_-_validation_inventory_2016_0.pdf)

Due to the fact that the implementation of this strategy will be within a national context there will be no common Crafts 3.0 training programme in partner countries.

The partners would have to share or give up control over contents of the training curriculum

It is important that the Crafts 3.0 Curriculum has been aligned to ECTS guidelines in order to facilitate and support the realisation of both the scenarios above. By structuring the curriculum (learning programme) in terms of Learning Outcomes (LOs) and by defining these against the European Qualification Framework levels, this ensures that it is potentially transferable across different VET and HE frameworks in Europe. Creating examples for assessment activities that can be used for the validation of the achievement of learning outcomes will also assist progression towards accreditation.