

**INTEGRATION OF THE
QUALITY ASSURANCE SYSTEM
“ECO-QUALIFY”
INTO EQF AND ECVET**

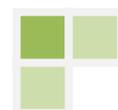
HANDBOOK

PROGRAMME: **LEONARDO DA VINCI PARTNERSHIPS**

PROJECT NO: **2010-1-AT1-LEO04-02829**

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1. Introduction – Summary of the Partnership Project

ECO-QUALIFY is a comprehensive European Quality Assurance System for further education in the area of organic food retail. It offers a basis for meaningful assessment and certification systems and contributes to the alignment of different training and evaluation systems.

The partnership projects aim was to analyze the possibilities of integrating ECO-QUALIFY outcomes into the European Qualification Framework (EQF) with its different levels of knowledge, skills and competencies. Another intention was to evaluate opportunities of integrating Eco-Qualify into the European Credit system for Vocational Education and Training (ECVET); to identify basic units in order to establish a shared credit system for transferring recognized qualifications into vocational and educational (VET) contexts for the different European Countries involved. The third aim was to develop “translation devices” which will enable qualifications to be recognizable inside the National Qualification System (NQS) of each partner involved.

The approach we followed was to shift from input to output oriented identification of qualifications. We wanted to create learning outcomes which would become fully adaptable to EQF methodology. Therefore we chose a bottom-up approach (oriented towards educational and training activities from the work and market sector) in order to ensure the transferability of our project results to other sectors where informal and non-formal knowledge is concerned.

We developed a methodology which enabled us to implement qualifications from labor contexts into the European Qualification Framework and the different National Qualification Systems. We established a link between ECO-QUALIFY qualifications and EQF levels. Finally, we developed a methodology for the "translation" of ECO-QUALIFY qualifications in ECVET units and points.

Important elements of the ECO-Qualify system are qualification standards focusing on the content of educational offers. These qualification standards define the operational and the management level of a company with regard to the necessary knowledge, skills and competencies in the areas of product, operating and market.

Project Objectives and Strategy

Previous ECO-QUALIFY LDV projects set out to establish learning paths needed for basic and advanced qualifications in organic food retail. The most important learning contents have been formalized inside the different QAS, published on the partners’ websites. In continuity with these projects, “ECO-QUALIFY for EQF” intended to attain three closely connected **objectives**:



- 1. To translate the qualifications devised in the Quality Assurance System “Eco-Qualify” into the European Qualifications Framework.** VET and sector experts entrusted by the partners were to settle a clear correspondence between learning outcomes forecast by Eco-qualify II and the 8 qualification levels established by the European Qualifications Framework for lifelong learning” (2008/C 111/01). This comparison process was to be carried out by discussing learning contents during the meetings. Afterwards, each partner was to separately revise the results, check them in his/her own specific national context, resorting to data, information and indications provided by the advisors already used in previous Eco-Qualify projects, until finally a shared “comparison table” was devised.
- 2. To create an Eco-Qualify qualifications credit system.** Following criteria set out in Annex II of 18 June 2009 “Recommendation on the establishment of a European Credit System for Vocational Education and Training (ECVET)” (2009/C 155/02) and using the Eco-Qualify-EQF “comparison table” obtained as first objective, the project partners were to identify corresponding learning units and credit points for each qualification level, so that Eco-Qualify qualifications would be identifiable, recognizable and eventually ready to be implemented all over Europe. Learning units and credit points were to be set by experts and formalized in a shared technical document, complying with the above mentioned Annex.

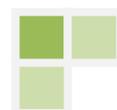
While developing these activities, partners were all engaged in the third project objective, namely to **refer Eco-Qualify qualifications to National Qualification Frameworks**, as they were not yet working within the same framework. Each partner was to present the national state-of-the-art results to the others. By the second meeting, all partners were to describe the way to get assessment and validation of Eco-Qualify qualifications on their Country’s level. Having defined the Eco-Qualify-VET “comparison table” and settled Eco-Qualify-ECVET units and points, each partner will now present these results to their NQF authorities, so that Eco-Qualify qualifications can be used for the establishing of the NQFs in the field of organic retail.

Results and Outcomes

1. Draft of comparison table between Eco-Qualify and EQF
2. Description of NQF systems
3. Outlines of methodology on EQVET units and credits attribution

The group of partners created three results for the integration of these qualification standards into EQF and the different NQFs.

The first product is a comparison table between Eco-Qualify and EQF presenting the transfer of Eco-Qualify qualifications into the EQF system, comparing the Eco-Qualify knowledge,



skills and competencies to the EQF levels. According to the profession profiles in the field of organic trade, this table is referring only to the first five of the eight EQF levels. Each level corresponds to a professional specific domain and it is comparable with a single NQF level. Additionally the partners developed a comprehensive survey linking all knowledge, skills and competencies included in the Eco-Qualify learning framework to the EQF levels, with detailed descriptions of the learning outcomes according to the EQF approach.

For the second part of the handbook the partners have collected information on the development of the NQF systems in their countries. Some are presenting strategies which they think useful for integrating ECO-QUALIFY qualifications into the NQFs, thus wishing to contribute to the effectiveness of the system. The development, however of the NQFs in most countries is still mostly at early stages. Backgrounds and legal requirements differ. It is therefore difficult to elaborate on a unique strategy to make the qualifications defined by ECO-QUALIFY recognizable inside the different NQFs. By compiling and integrating the EU texts into this handbook, the group intends to show how far each country has gone in the process of implementing and developing ECVET and EQF; what has been done and what is yet to be done becomes clearly visible

The third part of our project results are outlines of a methodology on EQVET units and credits attribution, leading to the integration of Eco-Qualify qualifications into the ECVET. The strategy is a bottom-up approach (from work and market sector to educational and training activities) assuring the transferability of the project results to other sectors where informal and not-formal knowledge is concerned. It identifies basic units and points able to establish a shared credits system for transferring recognized qualifications in different European countries vocational and educational contexts. The partners focused on the following approach: based on a two year learning process a total amount of 120 credit points was defined for the whole Eco-Qualify learning path and a percentage for each one of the five main learning levels was calculated, according to its importance, complexity and effort.

Target groups and users are the providers of vocational qualification and training, professional associations, businesses, entrepreneurs and employees and other stakeholders connected to vocational training in this branch. They can use the integrated ECO Qualify to improve the quality of their courses and certification, gaining expertise about the threefold European qualification system (EQF, ECVET, NQF). Furthermore they can place a more authoritative position towards national assessment and the validation of competent bodies.



2. Comparison between Eco-Qualify and EQF

2.1. European Qualifications Framework (EQF)

“The EQF is a common European reference framework which links countries qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens mobility between countries and to facilitate their lifelong learning.

The Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications framework for lifelong learning (2008/C 111/01)¹ formally entered into force in April 2008. It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF, and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level.

The EQF will relate different countries national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorate) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

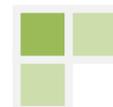
The eight reference levels are described in terms of *learning outcomes*. The EQF recognises that Europe’s education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study. Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.”²

¹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

² http://ec.europa.eu/education/pub/pdf/general/eqf/broch_en.pdf, DOI 10.2766/14352

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2.2. Benefits of the EQF

“The Recommendation will establish a common European reference which will link the various national qualifications systems together and facilitate greater communication between them. A network of independent but related and mutually understandable qualifications systems will thereby be created.

Using learning outcomes as a common reference point, the Framework will facilitate comparison and transfer of qualifications between countries, systems and institutions and will therefore be relevant to a wide range of users, at European as well as at National level. Most European countries have decided to develop National Qualifications Frameworks reflecting and responding to the EQF. These developments are important to ensure that the European level cooperation process is properly anchored at National level. The rapid development of NQFs since 2004 demonstrates the need for increased transparency and comparability of qualifications at all levels and shows that the basic principles underpinning the EQF are broadly shared. This closer relationship between countries qualifications systems will have many beneficiaries:

- The EQF will support greater mobility of learners and workers. It will make it easier for learners to describe their broad level of competence to recruiters in other countries. This will help employers interpret the qualifications of applicants and so support labour market mobility in Europe.

At a very practical level, from 2012 all new qualifications should bear a reference to the appropriate EQF level. The EQF will thus complement and reinforce existing European mobility instruments such as Europass, Erasmus, and ECTS.

- The EQF should benefit individuals by increasing access to, and participation in, lifelong learning.

By establishing a common reference point, the EQF will indicate how learning outcomes may be combined from different settings, for example formal study or work, and from different countries, and can thus contribute to reducing barriers between education and training providers e.g. between higher education and vocational education and training, which may operate in isolation from each other. This will promote progression so that learners do not have to repeat learning for example.

- The EQF can support individuals with extensive experience from work or other fields of activity by facilitating validation of non-formal and informal learning. The focus on learning outcomes will make it easier to assess whether learning outcomes acquired in these settings are equivalent in content and relevance to formal qualifications.

- The EQF will support individual users as well as providers of education and training by increasing transparency of qualifications awarded outside the national systems, for example



by sectors and multinational companies. The adoption of a common reference framework based on learning outcomes will facilitate the comparison and (potential) linking together of traditional qualifications awarded by national authorities and qualifications awarded by other stakeholders. The EQF will thus help sectors and individuals take advantage of this growing internationalisation of qualifications.

The EQF is an ambitious and far-reaching instrument which has implications for education and training systems, the labour market, industry and commerce and citizens.”³

2.3. European Credit System for Vocational Education and Training

“The European Credit System for Vocational Education and Training (ECVET) is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications. Following its adoption by the European Parliament and by the Council (18 June 2009)⁴, ECVET is now in a phase of progressive implementation.

ECVET concepts and principles will be tested and introduced to ensure that conditions for the gradual application of ECVET to VET qualifications are in place across Europe by 2012. In this perspective, this document is designed to support and encourage projects, initiatives and experiments in ECVET at European, national and regional levels. It is based on the Recommendation of the European Parliament and of the Council (in particular its annexes). It enables the stakeholders concerned to become familiar with ECVET.

The European Credit system for Vocational Education and Training (ECVET) is the new European instrument to promote mutual trust and mobility in vocational education and training. Developed by Member States in cooperation with the European Commission, ECVET has now been adopted by the European Parliament and the Council on 18 June 2009.

*The adoption and implementation of ECVET in the participating countries is **voluntary**.*

In the upcoming years, Participating Countries and the Commission will support a Europe-wide testing of this instrument with all stakeholders being invited to participate.

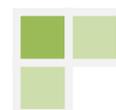
ECVET is based on concepts and processes which are used in a systematic way to establish a common and user-friendly language for transparency, transfer and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualifications systems across Europe.”⁵

³ http://ec.europa.eu/education/pub/pdf/general/eqf/broch_en.pdf, DOI 10.2766/14352

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⁴ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/faq_en.pdf, Dossier 2011.3115, ECVET Questions and answers, p. 1



2.4. Benefits of ECVET

“ECVET’s purpose is to enable recognition of learners achievements during periods of mobility by creating a structure, bringing a common language, and stimulating exchanges and mutual trust among VET providers and competent institutions across Europe. In the context of international mobility but also mobility within countries, ECVET aims to **support recognition of learning outcomes** without extending learners’ education and training pathways.

ECVET contributes to **making recognised mobility** an integrated part of individuals’ learning pathways. It makes it easier for employers to understand qualify actions achieved abroad. It also improves the credibility of international education and training experience by identifying and documenting what the learner has achieved.

ECVET supports flexibility of programmes and pathways to achieve qualifications, **enhancing the opportunities for lifelong learning**. It makes it easier to recognise the learning achievements that young people or adults have gained in other contexts - be it countries, institutions or systems (for example initial or continuous training) but also formal, non-formal, or informal ways of learning.

By giving learners the possibility to undertake parts of their training abroad, VET providers can enrich the training provision, **raise the attractiveness of training programmes** and enhance their pan-European reputation. The improved possibilities for lifelong learning created by ECVET facilitate cooperation between VET providers and companies. This means that ECVET can **strengthen the link between education and training and the labour market.**”⁶

2.5. ECVET and other European Instruments

“European cooperation in education and training has amongst its objectives the development of common instruments to support lifelong learning and mobility. These instruments were developed and should be implemented in synergy and mutually-reinforcing way. The testing and implementation of ECVET has important complementarities with the following European instruments:

- The European Qualifications Framework (EQF) and ECVET share the same approach to learning outcomes. EQF levels also provide a reference for ECVET.
- The Europass documents, namely the Europass Certificate Supplement and Europass Mobility, will integrate ECVET concepts to describe the qualifications and the achieved credit of each single learner.

⁶ http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/flyer_en.pdf, page 2



- The European Quality Assurance Reference Framework will underpin the implementation of ECVET.
- European Credit Transfer and Accumulation System (ECTS) for higher education and ECVET will be complementary.
- The European principles for validation of non-formal and informal learning will benefit from the introduction of ECVET as it will facilitate the validation of non-formal and informal learning in view of achieving qualifications.”⁷

The ECVET key features and basic elements

“According to the technical specifications of ECVET, qualifications are described in terms of units of learning outcomes. The Recommendation on ECVET (2009) defines a unit of learning outcomes as *“a component of a qualification, consisting in a coherent set of knowledge, skills and competences that can be assessed and validated”*. A credit for learning outcomes on the other hand means *“a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications”*. This means that an assessed unit of learning outcomes leads to obtaining a credit of learning outcomes. The credits thus describe what knowledge, skills and competences a learner who successfully passed the unit gained.

The ECVET points are a *“numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification”*.⁸

There is a convention to which 60 ECVET credits points are attached to the learning outcomes expected to be achieved in one year of formal full time VET. The credit and ECVET points are thus different entities. While a credit is a set of knowledge, skills and competences the learner has achieved, ECVET points provide information about the weight of units within the qualification.

The system is designed to enable the learner to collect credits for learning outcomes achieved through formal, informal as well as non-formal learning settings. Thus it creates the bases for assessment, validation and accumulation of learning outcomes of prior learning.

ECVET credit points allocation

ECVET points are allocated to a qualification as a whole and to its units. Allocation of ECVET points to a qualification is based on using an agreement according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. As specified in the Recommendation, *“for a given qualification, one formal learning*

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/flyer_en.pdf, page 3

⁸ The development of ECVET in Europe, CEDEFOP, Publications Office of the European Union, 2010, working paper number 10.



context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.”

The number of ECVET points expresses the relative weight/significance of a unit. According to the ECVET Recommendation, the allocation of ECVET points is subject to the following approaches or a combination of them:

- Different stakeholders “value” the different units which are part of the qualification according to the relative importance of the unit’s learning outcomes for the labour market, for progression to other qualification levels or for social integration;
- The complexity, scope and volume of learning outcomes in the unit (i.e. the complexity, scope and volume of knowledge) in relation to the learning outcomes of the overall qualification. Skills and competences in the unit are evaluated with regard to their share in the overall skills and competences of the entire qualification;
- The effort necessary for a learner (estimation of the learners’ effort, workload or learning time needed) to achieve the unit’s required learning outcomes; 14

Whichever method or combination of methods is chosen, the size of the unit should be reasonable – too small units could lead to fragmentation without proper understanding, and too large ones could impair mobility.”⁹

Table no1 - Comparison table between ECO QUALIFY levels to EQF

EQF LEVEL 1:

Labour market sectoral skill need: **general agro-food Shop Beginner**

K: basic knowledge about agro-food products

S: basic abilities in carrying out simple tasks in shops

C: operating under direct supervision and control

It Includes:

Content – Basic qualifications (A06_001) **Module I**

The **Module I** is fully compliant with EQF characteristics:

Level 1 - 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

EQF LEVEL 2:

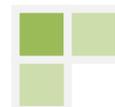
Labour market sectoral skill need: **Organic products' shop Junior Sales Assistant (shop apprentice)**

K: basic knowledge about organic products

S: assisting of sales person and providing support to customers

C: not completely autonomous ability to sell organic products; operating under supervision

⁹ http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/brochrec_en.pdf



It includes:

Content - Products - Total Assortment Organic Food Shop (A06_002) **Module II**

The **Module II** is fully compliant with EQF characteristics:

Level 2 - The learning outcomes relevant to Level 2 are:

K: basic factual knowledge of a field of work or study

S: 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

C: work or study under supervision with some autonomy

EQF LEVEL 3:

Labour market sectoral skill need: **Organic products shop Sales Assistant**

K: operational knowledge of selling organic products

S: full practical ability to sell organic products

C: full autonomy in selling organic products under supervision of manager

It includes:

Content - Products - Total Assortment Organic Food Shop (A06_002) **Module II A**

The **Module IIA** is fully compliant with EQF characteristics:

Level 3 - The learning outcomes relevant to Level 3 are:

K: knowledge of facts, principles, processes and general concepts, in a field of work or study

S: a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

C: take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems

EQF LEVEL 3:

Labour market sectoral skill need: **Organic products shop Sales Assistant**

K: operational knowledge of selling organic products

S: full practical ability to sell organic products

C: full autonomy in selling organic products under supervision of manager

It includes:

Content - Products - Total Assortment Organic Food Shop (A06_002) **Module II A**

The **Module IIA** is fully compliant with EQF characteristics:

Level 3 - The learning outcomes relevant to Level 3 are:

K: knowledge of facts, principles, processes and general concepts, in a field of work or study



S: a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

C: take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems

EQF LEVEL 4:

Labour market sectoral skill need: **Organic Products Shop Area Manager**

K: knowledge of general concepts in organic food selling, organic food market knowledge

S: ability to solve tasks related to shop management

C: autonomy in taking responsibility for completion of tasks related to the management of specific products or areas of an organic products shop

It includes:

Business competencies (A06_003) **Module III**; Market (A06_004) **Module IV**

Both Modules III and Module IV are fully compliant with EQF characteristics:

Level 4 - The learning outcomes relevant to Level 4 are:

K: factual and theoretical knowledge in broad contexts within a field of work or study

S: a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study

C: 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

EQF LEVEL 5:

Labour market sectoral skill need: **Organic Products Shop General Manager**

K: factual and theoretical knowledge of organic food shop management

S: wide range of cognitive and practical ability to absolve all the tasks related to organic food shop management

C: full autonomy in managing an organic products shop, supervising employees activities and taking responsibility to evaluate and decide

It includes:

Content - Qualification standards at the management level (A06_005) **Module V**

The Module V is fully compliant with EQF characteristics:

Level 5 - The learning outcomes relevant to Level 5 are:

K: comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

S: a comprehensive range of cognitive and practical skills required to develop creative solu-



tions to abstract problems
C: exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

Table no 2 – Modules with Training Hours and ECVET Points (Version 1)

This version states the amount of training hours from the original ECO-QUALIFY Manual

Nr.	TOPIC / MODULES	TOF	Total hours	Shop Beginner	Junior Shop Assistant	Shop Assistant	Shop Area Manager	Shop Manager
1.0	Basic Knowledge	Module I	344	104	240			
1.0	Product Knowledge I	Module II	192		192			
2.0	Additional Qualifications	Module IIA	140			140		
3.0	Business Competencies	Module III	90				90	
4.0	Product Knowledge II	Module IV	142			142		
5.0	Managing Level	Module V	456				456	
6.0	Marketing Management		112					112
Total			1476	104	432	282	546	112
ECVET points			120	10%	25%	20%	30%	15%

100.00%

Table notes:

- relevance in percentage
- 60 ECVET points conventionally represent one year of learning activity
- 1500 hours are the duration of a master course
- 3500 hours are the duration of a complete apprenticeship course
- 1100 hours are the duration of a year course in the vocational training institution

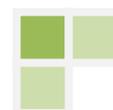


Table no3 - – Modules with Training Hours (Version 2)

This version shows a limited number of training hours listing all topics within a more modular approach thus creating a more coherent learning packages. It remains to be seen which version will be applied in future.

Modules /Teaching Subjects

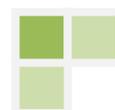
Nr.	TOPIC / Modules	Terms of Reference	Tr.h.	Lv 1	Lv 2	Lv 3	Lv 4	Lv 5
1.	BASIC KNOWLEDGE ORGANIC FOOD RETAIL		120	X	x	x	X	X
2.	PRODUCT KNOWLEDGE I	Fresh Products	120	X	x	X	X	X
3.	PRODUCT KNOWLEDGE II	Packed Products	120	X	x	X	X	X
4.	PRODUCT KNOWLEDGE III	Non-Food	120	X	x	X	X	X
5.	NUTRITION, DIETITICS, & SUPPLEMENTS		90	X	x	X	X	X
6.	BUSINESS ADMINISTRATION & MANAGEMENT	Retail Management	300			x	X	X
7.	MARKETING	Marketing	60			x	X	X
TOTAL			930					



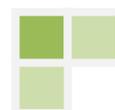
Teaching Subjects – Outline breakdown table

This table shows the various teaching subjects - in order of the above overview (Version 2) - and on which EQF-Level they are relevant (might be taught).

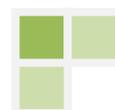
1.	BASIC KNOWLEDGE ORGANIC RETAIL		120	1	2	3	4	5
1.1	Organic Agriculture			x	x	x	X	X
1.2	Sustainable Economics	Fair Trade			x	x	X	X
		Environmental Protection			x	x	X	X
		Organic Food Production			x	x	X	X
		CRS – Corporate Social Resp.				X	X	X
1.3	Handling of Merchandise	Goods Handling/ordering		x	x	X	X	X
		Goods Storage/Care for Goods		x	X	X	X	X
		Labelling & Declarations			x	x	X	X
		Goods Management				X	X	X
		Goods display & Shop Layout		x	x	X	X	X
1.4.	Working Procedures	QM and Business Processes		x	x	x	X	X
		Protection & Industrial Safety		x	x	X	X	X
		Hygiene in the shop - HACCP		x	x	X	X	X
1.5.	Communication in Retail							
		Communication Skills		x	x	X	X	X
		Sales Communication/Training			x	X	X	X
		Advisory Communication			x	X	X	X
		Complaints Management			x	X	X	X
1.6	Comp. Handling of Goods (WMS)			x	x	X	X	X
2.	PRODUCT KNOWLEDGE I: FRESH PRODUCTS		120					
2.1	Vegetables and Fruit			x	x	x	X	X
2.2	Bread & Bakery Products			x	x	x	X	X
2.3	Milk & Dairy Products			x	x	x	X	X
2.4	Cheese			x	x	x	X	X
2.5	Meat Products & Fish			x	x	x	X	X
2.6	Fish			x	x	x	X	X
3.	PRODUCT KNOWLEDGE II: PACKED PRODUCTS		120					
3.1	Grocery dry Products			x	x	X	X	X
3.2.	Cereal/grains and Cereal Products			x	x	X	X	X
3.3	Dry Fruit & Nuts			x	x	X	X	X
3.4	Seeds for Sprouting & Sprouts			x	x	X	X	X



3.5	Oil, Fat			x	x	X	X	X
3.6	Honey, sugar and sweeteners			x	x	X	X	X
3.7	Spreadable & Spicing Products			x	x	X	X	X
3.8	Beverages (alcoholic and non-alcoholic)			x	x	X	X	X
3.9	Coffee, Tea			x	x	X	X	X
3.10	Baby Food			x	x	X	X	X
3.11	Delicatesses			x	x	X	X	X
3.12	Frozen Products			x	x	X	X	X
3.13	Snacks & Sweets,			x	x	X	X	X
3.14	Semi-finished Products			x	x	X	X	X
4.	PRODUCT KNOWLEDGE III NON-FOOD PRODUCTS		120					
4.1	Cosmetics				x	x	X	X
4.2	Essential Oils				x	x	X	X
4.3	Detergents & Washing Agents				x	x	X	X
4.4	Household Utensils & Grinders				x	x	X	X
4.5	Textiles				x	x	X	X
4.6	Pet food				x	x	X	X
5.	NUTRITION, DIETICTS, HEALTH FOOD		90					
5.1.	Nutrition Knowledge				x	x	X	X
5.2	Nutrition Related Diseases				x	x	X	X
5.3	Healthy nutrition				x	x	X	X
5.4	Nutrition in diseases / diets				x	x	X	X
5.5	Nutritional Supplements				x	x	X	X
5.6	Herbs & Medicines				x	x	X	X
6.	BUSINESS ADMINISTRATION & MANAGEMENT		300					
6.1	Business Philosophy & Values			x	x	x	X	X
6.2	Sustainability/ Ecological Management				x	x	X	X
6.3		Work Organisation		x	x	X	X	X
6.4		Quality Management (QM)		x	x	X	X	X
6.5		Problem Solving Management			x	X	X	X
6.6		Protection & Safety Managemt.		x	x	x	X	X
6.7		Goods Management & Records		x	x	X	X	X
6.8		Goods Purchasing			x	x	X	X
6.9	Project Management					x	X	X
6.10	Resource Management					x	X	X
6.11		Human Resource Management				x	X	X
6.12		Labour Legislation				x	X	X
6.13		Organization Business Training				x	X	X



6.14	Legislative Basics on Retail						x	X	X
6.15	Accounting I						x	X	X
6.16	Accounting II						x	X	X
6.17	Investments & Financing							x	X
6.18	Controlling I							X	X
6.19	Controlling II							x	X
7.	MARKETING		60						
6.20	Marketing Tools						x	X	X
6.21	Marketing Survey							x	X
6.22	Customer-orientated M.S.							x	X
6.23	Competition-orientated M.S.							x	X
6.24	Marketing Tools							x	X
6.25	Advertising							x	X
6.26	Education & Promotion							x	X
6.27	Marketing mix / 5 Ps	Product, Price, Place, Personnel, Promotion					x	x	X



3. Integration of Eco-Qualify Learning Outcomes into EQF and ECVET

Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession <i>Organic products' Sales Assistant</i>
1	Basic Knowledge (Eco-Qualify Module 1)

Structure of unit

Unit number	Unit title	Credit points	Validation
001	Basic Knowledge	344 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Basic Knowledge Sales Assistant		3

Unit description:
The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:

- ✓ Knowledge of the basics of trading organic food (K)
- ✓ Ability to explain the basics of organic food (S)
- ✓ The basics of organic food can be explained to customers (C)

Learning outcomes, included in the unit:

- LO 1. Organic Agriculture
- LO 2. Fair Trade
- LO 3. Hygiene
- LO 4. Care for Goods
- LO 5. Good Storage
- LO 6. Communication Skills
- LO 7. Computing, Technology Knowledge
- LO 8. Environmental Protection
- LO 9. Processing
- LO 10. Nutrition Science
- LO 11. Organic Food Production



LO 1. Organic Agriculture

Subjects of Learning Outcomes	Knowledge	Skills	Competences
LO 1. Organic Agriculture	Assistant is familiar with the basics and methods of organic agriculture; organisations, criteria, regulations and certifications; advantages and differences to conventional agriculture.	Assistant is able to explain the basics, criteria, regulations and certifications of organic farming; is able to demonstrate the advantages of organic and differences to conventional agriculture; is able to explain price differences.	Assistant will apply knowledge about basics and methods organisations and criteria, regulations and certifications; advantages and prices differences in daily work and communication; will request missing information about technical aspects and certification of the products.
LO 2. Fair Trade	Assistant knows about the background and advantages of fair trade; national and international certification organisations and standards; impact on farm structures and globalisation.	Assistant is able to explain concept and certification standards of fair trade; is able to demonstrate advantages and impact on farm structures and globalisation.	The effect of globalisation to the traditional farm structures and the impact of conventional economic structures and social and ecological poverty at global and regional levels can be communicated to customers.
LO 3. Hygiene	Assistant knows about legal provisions of European regulation regarding foodstuffs	Assistant is able to explain European regulation regarding foodstuffs.	Assistant is able to apply European regulation regarding foodstuffs in everyday behaviour at the shop.
LO 4. Care for Goods	Assistant knows about basics care for goods and is familiar with trade management; knows about the effects of water, air, light, temperature, and pests on goods.	Assistant is able to explain the effects of water, air, light, temperature, and pests on goods.	Assistant is able to apply trade management and to treat goods in accordance to requirements of basics of care.
LO 5. Good Storage	Assistant is familiar with the basics of goods storage and the effects of water, air, light, temperature, and pests on goods.	Assistant is able to explain the effects of water, air, light, temperature, and pests on goods.	Assistant is able to store goods in accordance with their unique features.
LO 6. Communication Skills	Assistant is confident in communicating with customers, colleagues, suppliers and superiors. He confidently deals with customer requests	Ability to inform, advice and deal with the customer requests.	Good communication within team work, consultancy process and good sales communication.
LO 7. Computing, Technology Knowledge	Familiarity with operating computers and good knowledge of common software systems Knowledge of the operating mode, the deck and merchandise management system ap-	Able to use computer and common software systems, the operating mode, the merchandise management system can be used at the desk and storage, etc.	To attend an e-learning training course and other qualification measures in this area of work with computing technology. Ability to maintain and support the merchandise management system.



Subjects of Learning Outcomes	Knowledge	Skills	Competences
	pliance used at the desk, in the storage, etc.		
LO 8. Environmental Protection	Basic knowledge about the measures for the protection of resources, energy savings and prevention of waste. Basic knowledge of the system of returnable packages with a deposit.	Risks to water, soil, air, and other natural resources can be named and explained. The system of returnable packages with a deposit can be used. The environmental benefits from returnable bottles can be explained.	The knowledge in the area of environmental protection enables both responsible handling of natural resources and strengthens economically sound conduct. The environmental benefits from returnable bottles can be assessed.
LO 9. Processing	Basic knowledge about the Stock management, order procedures and package material.	The Stoke management, order procedures and package material can be explained.	
LO 10. Nutrition Science	Elementary knowledge about nutrition.	Basics of nutrition can be described. Well-know alimentary diseases can be explained. Incompatible products can be recognized and described as unsuitable.	Basic knowledge about nutrition can be converted into product-related advertisements. Firm knowledge that in a food shop no diagnoses or health recommendations may be given.
LO 11. Organic Food Production	Basic knowledge of restricted use of additional substances and ban on artificial fortification by adding vitamin and minerals (except for baby food) in the production process of organic foods.	Ability to explain the contribution of allowed additional substances and their health safety.	Health hazards arising from banned additional substances can be described. Knowledge of both legal defaults of EU regulations and guidelines. Knowledge about private laws on ecological cultivation, knowledge about federations which relates to different categories of commodity processing.

Assessment procedure	Assessment criteria
1. Test	1.
2. Case study	2.
Resources for assessment	
1. Study hall 2. Organic food store	
Technology of validation	



Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession <i>Sales manager</i>
1	Basic Knowledge (Eco-Qualify Module 1)

Structure of unit

Unit number	Unit title	Credit points	Validation
001	Basic Knowledge	344 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Basic Knowledge Sales Manager		4

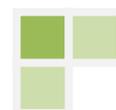
Unit description:

The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:

- ✓ Knowledge of the basics of trading organic food (K)
- ✓ Ability to explain the basics of organic food (S)
- ✓ The basics of organic food can be explained to customers (C)

Learning outcomes, included in the unit:

- LO 1. Organic Agriculture
- LO 2. Fair Trade
- LO 3. Hygiene
- LO 4. Care for Goods
- LO 5. Good Storage
- LO 6. Communication Skills
- LO 7. Computing, Technology Knowledge
- LO 8. Environmental Protection
- LO 9. Processing
- LO 10. Nutrition Science
- LO 11. Organic Food Production



LO 1. Organic Agriculture

Knowledge	Skills	Competences
Sales manager has operational knowledge of basics and methods of organic agriculture; organisations, criteria, regulations and certifications; advantages and differences to conventional agriculture.	Sales manager has full practical ability to organise the supply according to criteria, regulations and certifications of organic farming and to communicate the advantages and the arguments for price differences.	Sales manager has full autonomy in applying criteria, regulations and certifications of organic agriculture as well as advantages and arguments for price differences in daily work and communication.

LO 2. Fair Trade

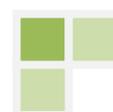
Knowledge	Skills	Competences
Sales manager has operational knowledge about concept and advantages of fair trade; national and international certification organisations and standards; impact on farm structures and globalisation.	Sales manager has full practical ability to organise the supply according the concept and certification standards of fair trade and to communicate the advantages and the impact on farm structures and globalisation.	Sales manager has full autonomy in communicating the effect of globalisation to the traditional farm structures and the impact of conventional economic structures and social and ecological poverty to the customers.

LO 3. Hygiene

Knowledge	Skills	Competences
Sales manager has operational knowledge about European regulation regarding foodstuffs	Sales manager has full practical ability to organise the shop according to European regulation regarding foodstuffs.	Sales manager has full autonomy in applying European regulation regarding foodstuffs to everyday behaviour at the shop.

LO 4. Care for Goods

Knowledge	Skills	Competences
Sales manager has operational knowledge about care for goods and trade management; of methods to avoid the effects of water, air, light, temperature, and pests on goods.	Sales manager has full practical ability to organise the shop to avoid the effects of water, air, light, temperature, and pests on goods.	Sales manager has full autonomy in applying trade management and to treat goods in accordance with their unique features and to adopt environmentally friendly solutions to problems.



LO 5. Good Storage

Knowledge	Skills	Competences
Sales manager has operational knowledge of good storage and methods to avoid the effects of water, air, light, temperature, and pests on goods.	Sales manager has full practical ability to organise the shop according to principles of economical inventory differences.	Sales manager has full autonomy organise the work with the staff with small and economical inventory differences.

LO 6. Communication Skills

Knowledge	Skills	Competences
Good communication with customers, colleagues, suppliers and superiors. Basic understanding of customer's requests	Good ability to inform, advice and deal with customer's requests.	Good communication, very good ability to work in teams, adept at consultancy processes and sales communication.

LO 7. Computing, Technology Knowledge

Knowledge	Skills	Competences
Good ability in operating computers and good knowledge of common software systems Good knowledge of the operating mode, the desk and the merchandise management system appliance used at the desk, in the storage, etc.	Able to use computer and common software systems The operating mode, the merchandise management system can be used at the desk and storage, etc.	To attend an e-learning training course and other qualification measures in this area of work with computing technology. Maintain and support the merchandise management system.

LO 8. Environmental Protection

Knowledge	Skills	Competences
Good knowledge and use of the measures for the protection of resources, energy savings and prevention of waste. Good knowledge of the system of returnable packages with a deposit.	Risks to water, soil, air, and other natural resources can be named and explained. The system of returnable packages with a deposit can be used. The environmental benefits from returnable bottles can be explained.	Risks to water, soil, air, and other natural resources can be explained Good knowledge in this area enables both responsible handling of natural resources and economically practical conduct. The environmental benefits from returnable bottles can be assessed.



LO 9. Processing

Knowledge	Skills	Competences
Good knowledge of stock management, order procedures and package material.	Stock management, order procedures and package material can be explained.	

LO 10. Nutrition Science

Knowledge	Skills	Competences
Good knowledge about nutrition.	<p>Important basics about nutrition can be described.</p> <p>Well-known alimentary diseases can be explained.</p> <p>Incompatible products can be recognized and described as unsuitable.</p>	<p>Good knowledge of the nutrition can be converted into product-related advertisements.</p> <p>Good knowledge that in a food shop no diagnoses or health recommendations may be given.</p>

LO 11. Organic Food Production

Knowledge	Skills	Competences
Good knowledge of restricted use of additional substances and ban on artificial fortification by adding vitamin and minerals (except for baby food) in the production process of organic foods.	Good ability to explain the contribution of allowed additional substances and their health safety.	<p>Health hazards arising from banned additional substances can be described.</p> <p>Knowledge of both legal defaults of EU regulations and guidelines. Knowledge about private laws on ecological cultivation, knowledge about federations which relate to different categories of commodity processing.</p>

Assessment procedure	Assessment criteria
1.	1.
2.	2.
Resources for assessment	



Technology of validation

Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession <i>Shop area manager</i>
1.	Basic Knowledge (Eco-Qualify Module 1)

Structure of unit

Unit number	Unit title	Credit points	Validation
001	Basic Knowledge	344 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Basic Knowledge Sales Manager		4
<p><u>Unit description:</u> The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:</p> <ul style="list-style-type: none"> ✓ Knowledge of the basics of trading organic food (K) ✓ Ability to explain the basics of organic food (S) ✓ The basics of organic food can be explained to customers (C) 		

Learning outcomes, included in the unit:

LO 1. Organic Agriculture

LO 2. Fair Trade

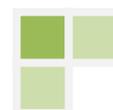
LO 3. Hygiene

LO 4. Care for Goods

LO 5. Good Storage

LO 6. Communication Skills

LO 7. Computing, Technology Knowledge



LO 8. Environmental Protection

LO 9. Processing

LO 10. Nutrition Science

LO 11. Organic Food Production

LO 1. Organic Agriculture

Knowledge	Skills	Competences
Shop area manager has knowledge of basics and methods of organic agriculture; organisations, criteria, regulations and certifications; advantages and differences to conventional agriculture.	Shop area manager has basic ability to absolve tasks related to the shop supply according to criteria, regulations and certifications of organic farming.	Shop area manager has autonomy in taking responsibility for completion of applying criteria, regulations and certifications of organic agriculture as well as using advantages and arguments for price differences in daily work and communication.

LO 2. Fair Trade

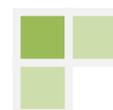
Knowledge	Skills	Competences
Shop area manager has knowledge about concept and advantages of fair trade; national and international certification organisations and standards; impact on farm structures and globalisation.	Shop area manager has basic ability to absolve tasks related to the supply according the concept and certification standards of fair trade.	Shop area manager has the autonomy in taking responsibility for communicating the effect of globalisation to the traditional farm structures and the impact of conventional economic structures and social and ecological poverty to the customers.

LO 2. Hygiene

Knowledge	Skills	Competences
Shop area manager has knowledge about European regulation regarding foodstuffs.	Shop area manager has basic ability to absolve tasks related to organising the shop according to European regulation regarding foodstuffs.	Shop area manager has the autonomy in taking responsibility for applying European regulation regarding foodstuffs in everyday behaviour at the shop.

LO 4. Care for Goods

Knowledge	Skills	Competences
Shop area manager has knowledge of care for goods and trade management; of methods to avoid the effects of water, air, light, tempera-	Shop area manager has basic ability to absolve tasks of trade management and handling of goods in accordance with their unique fea-	Shop area manager has the autonomy in taking responsibility for applying trade management and to treat goods in accordance with



ture, and pests on goods.	tures and environmentally friendly methods.	their unique features using environmentally friendly methods.
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LO 5. Good Storage

Knowledge	Skills	Competences
Shop area manager has knowledge of good storage and methods to avoid the effects of water, air, light, temperature, and pests on goods.	Shop area manager has basic ability to absolve tasks for organising the shop according to principles of economical inventory differences.	Shop area manager has the autonomy in taking responsibility for organising the work process, involving the staff. Able to work economically efficient and introduce methods aimed at high sustainability.

Assessment procedure	Assessment criteria
1.	1.
2.	2.
Resources for assessment	
Technology of validation	



Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession "Sales person"	
2.	Products – Total Assortment in Organic Food Store

Structure of unit

Unit number	Unit title	Credit points	Validation
2	Products – Total Assortment in Organic Food Store	6	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Sales person	3	3

Unit description:

The unit aims to provide knowledge, skills and competences on various products being trade objects in organic retailing, individual product groups, their useful characteristics satisfying certain needs as goods produced in order to be sold in organic food shops or in big supermarkets bio assortment.

Learning outcomes included in the unit

LO 1. Product knowledge

LO 2. Classifying goods

LO 3. Assortment

LO 4. Coding goods

LO 5. Quality changes

LO 6. Conservation and preservation

LO 7. Quality and standartization

LO 8. Packing and labelling

LO 9. Managing organizational and economic problems concerning total assortment in organic food stores

LO 1. Product knowledge

Knowledge	Skills	Competences
Basic factual knowledge on product groups: vegetables and fruits, bread and bakery products, dairy products, milk, dairy products	Basic cognitive and practical skills to use relevant information about different organic product groups. Describing production,	Understanding nutritional and environmental benefits as well as different use of different types of products, hygienic requirements, principles of attrac-



<p>and eggs, soya products, cereals and cereal products, dry fruit, seeds for sprouting and sprouts, oil, fat and nuts, honey, spreadable and spicing products, beverages, stimulants, baby food.</p> <p>Additional knowledge on specific products – meat and smoked meat products, natural products and natural cosmetic products, frozen products, semi-finished products, delicatessen, herbs and medications, fish, essential oils, nutritional supplements, detergents and washing agents, snack, household utensils and cereal grinders.</p> <p>Explaining seasonal availability.</p>	<p>transport and packaging</p> <p>Analyzing unique features of different products.</p>	<p>tive presentations in connection to goods special features and quality.</p>
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LO 2. Classifying goods

Knowledge	Skills	Competences
<p>Explaining goods classifications, main principles, types of classifications.</p>	<p>Analyzing and identifying goods in accordance to the types of classifications used.</p>	<p>Dividing goods in groups, subgroups, categories, types, varieties, etc. in accordance to their special characteristics.</p>

LO 3. Assortment

Knowledge	Skills	Competences
<p>Explaining assortment's essence, different types and influencing factors.</p>	<p>Analyzing and identifying the combination of varieties, types, categories, etc. that presents certain goods on the market.</p>	<p>Arranging goods.</p>



LO 4. Coding goods

Knowledge	Skills	Competences
Explaining goods codes, types of coding, structure and ways of establishing a coding system.	Analyzing the coding system.	Building codes.

LO 5. Quality changes

Knowledge	Skills	Competences
Explaining changes in goods quality resulting from different factors and processes – physical, chemical, physiological, microbiological, autolytic processes.	Analyzing changes in goods quality.	Foreseeing and preventing changes in goods' quality Applying and controlling sanitary and hygienic requirements for receiving, unpacking, storage and sales of goods in accordance to legislative acts.

LO 6. Conservation and preservation

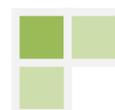
Knowledge	Skills	Competences
Explaining the main methods of conservation and preservation Explaining negatives and positives of different methods.	Analyzing the types of conservation and preservation used Observation of hygienic requirements in everyday practice.	Choosing and proposing the most appropriate methods for certain goods. Taking health-, environment and economy-related decisions regarding storage.

LO 7. Quality and standardization

Knowledge	Skills	Competences
Explaining goods' quality and its parameters Explaining methods of standardization.	Analyzing and assessing goods' quality.	Applying quality requirements and standards. Controlling. Making expertises and recommendations.

LO 8. Packing and labeling

Knowledge	Skills	Competences
Explaining packing and labelling regulations, expiration dates, list of ingredients, price.	Making appropriate placement of labels, decorative and colourful arrangements of goods, skills in packaging, arranging goods and displays,	Doing labelling in the shop in accordance to advertisement policy, aesthetics and whole design rules.



	heeping cleanliness	
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LO 9. Managing organizational and economic problems concerning total assortment in organic food stores

Knowledge	Skills	Competences
Explaining technique and technological characteristics of goods and ergonomic parameters of stock items.	Understanding interior and exterior of trade objects in accordance with management, marketing and advertising policy. Preventing environmental pollution. Appropriate reactions to accidents.	Organizing and controlling supply and correct storage of organic products, effective usage of facilities and equipment in accordance to technical and exploitation characteristics of all apparatuses and installations. Observing exploitation and safe work rules. Building customers confidence.

Assessment procedure	Assessment criteria
1. Test	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessmentmaking, processes, events and technology comparisons.
2. Case study	2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
1. Study hall 2. Organic food store	
Technology of validation	
Explaining main characteristics of organic products, their supply, receiving, storage, packaging and labelling, safety work requirements, health and environmental requirements. Showing good skills in personal and technological hygiene maintenance, identifying assortment needed and products volumes, controlling storage and quality maintenance, arranging and labelling in organic food stores.	



Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession "Sales Manager"	
2.	Products – Total Assortment in Organic Food Store

Structure of unit

Unit number	Unit title	Credit points	Validation
2	Products – Total Assortment in Organic Food Store	6	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Sales manager	5	5

Unit description:

The unit aims to provide knowledge, skills and competences on various products being trade objects in organic retailing, individual product groups and their useful characteristics satisfying certain needs as goods produced in order to be sold in organic food shops or in big supermarkets' bio assortment.

Learning outcomes included in the unit

LO 1. Product knowledge

LO 2. Classifying goods

LO 3. Assortment

LO 4. Coding goods

LO 5. Quality changes

LO 6. Conservation and preservation

LO 7. Quality and standartization

LO 8. Packing and labelling

LO 9. Managing organizational and economic problems concerning total assortment in organic food stores

LO 1. Product knowledge

Knowledge	Skills	Competences
Basic factual knowledge on product groups: vegetables and fruits, bread and bakery products, dairy products, milk, dairy products	Basic cognitive and practical skills to use relevant information about different organic product groups. Describing production,	Understanding nutritional and environmental benefits as well as different use of different types of products, hygienic requirements, principles of attrac-



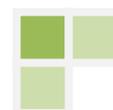
<p>and eggs, soya products, cereals and cereal products, dry fruit, seeds for sprouting and sprouts, oil, fat and nuts, honey, spreadable and spicing products, beverages, stimulants, baby food.</p> <p>Additional knowledge on specific products – meat and smoked meat products, natural products and natural cosmetic products, frozen products, semi-finished products, delicatessen, herbs and medications, fish, essential oils, nutritional supplements, detergents and washing agents, snack, household utensils and cereal grinders</p> <p>Explaining seasonal availability</p>	<p>transport and packaging</p> <p>Analyzing unique features of different products.</p>	<p>tive presentations in connection to goods’ special features and quality.</p>
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LO 2. Classifying goods

Knowledge	Skills	Competences
<p>Explaining goods’ classifications, main principles, types of classifications.</p>	<p>Analyzing and identifying goods in accordance to the types of classifications used.</p>	<p>Dividing goods in groups, subgroups, categories, types, varieties, etc. in accordance to their special characteristics.</p>

LO 3. Assortment

Knowledge	Skills	Competences
<p>Explaining assortment’s essence, different types and influencing factors.</p>	<p>Analyzing and identifying the combination of varieties, types, categories, etc. that presents certain goods on the market.</p>	<p>Arranging goods.</p>



LO 4. Coding goods

Knowledge	Skills	Competences
Explaining goods' codes, types of coding, structure and ways of establishing a coding system.	Analyzing the coding system.	Building codes.

LO 5. Quality changes

Knowledge	Skills	Competences
Explaining changes in goods quality resulting from different factors and processes – physical, chemical, physiological, microbiological, autolytic processes.	Analyzing changes in goods' quality.	Foreseeing and preventing changes in goods' quality. Applying and controlling sanitary and hygienic requirements for receiving, unpacking, storage and sales of goods in accordance to legislative acts.

LO 6. Conservation and preservation

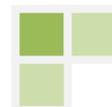
Knowledge	Skills	Competences
Explaining the main methods of conservation and preservation. Explaining negatives and positives of different methods.	Analyzing the types of conservation and preservation used. Observation of hygienic requirements in everyday practice.	Choosing and proposing the most appropriate methods for certain goods. Taking health-, environment and economy-related decisions regarding the storage.

LO 7. Quality and standardization

Knowledge	Skills	Competences
Explaining goods' quality and its parameters Explaining methods of standardization.	Analyzing and assessing goods' quality.	Applying quality requirements and standards. Controlling. Making expertises and recommendations.

LO 8. Packing and labeling

Knowledge	Skills	Competences
Explaining packing and labelling regulations Expiration dates, list of ingredients, price.	Making appropriate placement of labels, decorative and colourful arrangements of goods. Skills in packaging, arranging goods and displays.	Doing labelling in the shop in accordance to advertisement policy, aesthetics and whole design rules.

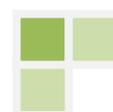


	Keeping cleanliness.	
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LO 9. Managing organizational and economic problems concerning total assortment in organic food stores

Knowledge	Skills	Competences
Explaining technique and technological characteristics of goods and ergonomic parameters of stock items.	Understanding interior and exterior of trade objects in accordance to management, marketing and advertising policy. Preventing environmental pollution. Appropriate reactions to accidents.	Organizing and controlling supply and correct storage of organic products, effective usage of facilities and equipment in accordance to technical and exploitation characteristics of all apparatuses and installations observing exploitation and safe work rules. Building customers confidence.

Assessment procedure	Assessment criteria
1. Test	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons.
2. Case study	2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
1. Study hall 2. Organic food store	
Technology of validation	
Explaining main characteristics of organic products, their supply, receiving, storage, packaging and labelling, safety work requirements, healthy and environmental requirements. Showing good skills in personal and technological hygiene maintenance, identifying assortment needed and products volumes, controlling storage and quality maintenance, arranging and labelling in organic food stores.	



Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession " Shop assistant "	
3.	Business competencies

Structure of unit

Unit number	Unit title	Credit points	Validation
3	Business competencies	90 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Business competencies Shop assistant	4	4

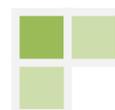
Unit description:

The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:

- ✓ Knowledge of the basics of business organisation (K)
- ✓ Ability to implement the basics of business organisation (S)
- ✓ The basics of business organisation can be applied (C)

Learning outcomes, included in the unit

- LO 1.** Labeling and declaration
- LO 2.** Goods management
- LO 3.** Working procedures in a business
- LO 4.** Protection and industrial safety
- LO 5.** Accounting



LO 1. Labelling and declaration

Knowledge	Skills	Competences
Basic knowledge of international and national legal provisions regarding labelling and declaration.	Basic ability to implement international and national legal provisions regarding labelling and declaration.	Performing international and national legal provisions regarding labelling and declaration under supervision.

LO 2. Goods management

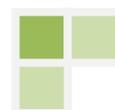
Knowledge	Skills	Competences
Basic knowledge of goods and data flow.	Basic ability to explain objectives and tasks of goods management.	Goods management under supervision.

Knowledge	Skills	Competences
Basic knowledge of organisation of planning and purchasing of goods	Basic ability to perform special features of purchasing goods in everyday business activities.	Planning and purchasing of goods under supervision.

Knowledge	Skills	Competences
Basic knowledge of receiving, checking and recording of purchased goods. Knowledge of handling delivery notes.	Basic ability to carry out the receipt of goods.	Receiving goods and handling delivery notes under supervision.

Knowledge	Skills	Competences
Basic knowledge of warehouse organisation as well as all legal storage regulations.	Basic ability to describe the warehouse organisation as well as all legal storage regulations.	Organising warehouse and creating and applying storage regulations in everyday practise under supervision.

Knowledge	Skills	Competences
Basic knowledge of the system of stock level control in terms of quantity and/or quality.	Basic ability to implement and document stock level control.	Implementing and documenting stock level control under supervision.



LO 3. Working procedures in a business

Knowledge	Skills	Competences
Basic knowledge of business working procedures are known.	Basic ability to describe, implement and document business working procedures in the shop and every department or area.	Assess, plan and carry out working procedures under supervision.

Knowledge	Skills	Competences
Basic knowledge of sales clearance.	Basic ability to plan and carry out sales clearance.	Assess, plan and carry out sales clearance under supervision.

Knowledge	Skills	Competences
Basic knowledge of the cash system and cash registration.	Basic ability to <ul style="list-style-type: none"> - use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register - carry out daily clearance 	<ul style="list-style-type: none"> - Use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register - carry out daily clearance on an everyday basis under supervision.

Knowledge	Skills	Competences
Basic knowledge of working tools - scales, cereal grinders, cutters, and graters.	Basic ability to operate working tools.	Operate working tools under supervision.

LO 4. Protection and industrial safety

Knowledge	Skills	Competences
Basic knowledge of legal provisions concerning protection and industrial safety.	Basic ability to apply legal provisions concerning protection and industrial safety.	Applying legal provisions concerning protection and industrial safety under supervision.



Knowledge	Skills	Competences
Basic knowledge of measures to prevent accidents in the shops.	Basic ability to implement measures to prevent accidents in the shops.	Implementing measures to prevent accidents in the shops under supervision.

LO 5. Accounting

Knowledge	Skills	Competences
Basic knowledge of basic accounting.	Basic ability to perform preparatory work for accounting, such as stocktaking and statistics.	Stocktaking and statistics under supervision.

Knowledge	Skills	Competences
Basic knowledge of the calculation factor specific for individual groups of goods	Basic use of the calculation factor specific for individual groups of goods.	Using calculation factor specific for individual groups of goods under supervision.

Assessment procedure	Assessment criteria
1. Test 2. Case study	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons. 2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	



Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession "Shop General Manager"
3.	Business Competencies

Structure of unit

Unit number	Unit title	Credit points	Validation
003	Business competencies	90 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Business competencies General manager	4	4
Unit description: The unit will provide the student with comprehensive knowledge, skills and competences in the following topics: <ul style="list-style-type: none"> ✓ Knowledge of the basics of business organisation (K) ✓ Ability to implement the basics of business organisation (S) The basics of business organisation can be applied (C) 		

Learning outcomes, included in the unit

- LO 1.** Labelling and declaration
- LO 2.** Goods management
- LO 3.** Working procedures in a business
- LO 4.** Protection and industrial safety
- LO 5.** Accounting

LO 1. Labeling and declaration

Knowledge	Skills	Competences
Knowledge of international and national legal provisions regarding labelling and declaration.	Basic ability to implement international and national legal provisions regarding labelling and declaration.	Limited autonomy in performing international and national legal provisions regarding labelling and declaration.



LO 2. Goods management

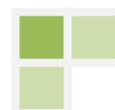
Knowledge	Skills	Competences
Knowledge of goods and data flow	Basic ability to explain objectives and tasks of goods management.	Limited autonomy in goods management.

Knowledge	Skills	Competences
Knowledge of organisation of planning and purchasing of goods	Basic ability to perform special features of purchasing goods in everyday business activities.	Limited autonomy in planning and purchasing of goods.

Knowledge	Skills	Competences
Knowledge of receiving, checking and recording of purchased goods. Knowledge of handling delivery notes.	Basic ability to carry out the receipt of goods.	Limited autonomy in receiving goods and handling delivery notes.

Knowledge	Skills	Competences
Knowledge of warehouse organisation as well as all legal storage regulations.	Basic ability to describe the warehouse organisation as well as all legal storage regulations.	Limited autonomy in organising warehouse and creating and applying storage regulations in everyday practise.

Knowledge	Skills	Competences
Knowledge of the system of stock level control in terms of quantity and/or quality.	Basic ability to implement and document stock level control.	Limited autonomy in implementing and documenting stock level control.



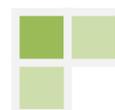
LO 3. Working procedures in a business

Knowledge	Skills	Competences
Knowledge of business working procedures are Known.	Basic ability to describe, implement and document business working procedures in the shop and every department or area.	Limited autonomy to assess, plan and carry out working procedures.

Knowledge	Skills	Competences
Knowledge of sales clearance.	Basic ability to plan and carry out sales clearance.	Limited autonomy to assess, plan and carry out sales clearance.

Knowledge	Skills	Competences
Knowledge of the cash system and cash registration.	Basic ability to <ul style="list-style-type: none"> - use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register - carry out daily clearance 	Limited autonomy to <ul style="list-style-type: none"> - use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register carry out daily clearance on and everyday basis

Knowledge	Skills	Competences
Knowledge of working tools - scales, cereal grinders, cutters, and graters.	Basic ability to operate working tools.	Limited autonomy to operate working tools.



LO 4. Protection and industrial safety

Knowledge	Skills	Competences
Knowledge of legal provisions concerning protection and industrial safety.	Basic ability to apply legal provisions concerning protection and industrial safety.	Limited autonomy in applying legal provisions concerning protection and industrial safety.

Knowledge	Skills	Competences
Knowledge of measures to prevent accidents in the shops.	Basic ability to implement measures to prevent accidents in the shops.	Limited autonomy in implementing measures to prevent accidents in the shops.

LO 5. Accounting

Knowledge	Skills	Competences
Knowledge of basic accounting.	Basic ability to perform preparatory work for accounting, such as stocktaking and statistics.	Limited autonomy in stocktaking and statistics.

Knowledge	Skills	Competences
Knowledge of the calculation factor specific for individual groups of goods.	Basic use of the calculation factor specific for individual groups of goods.	Limited autonomy in using calculation factor specific for individual groups of goods.

Assessment procedure	Assessment criteria
1. Test 2. Case study	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons. 2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	



Technology of validation
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.

Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession "General Manager"	
3.	Business competencies

Structure of unit

Unit number	Unit title	Credit points	Validation
003	Business competencies	90 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Business competencies General manager	5	5

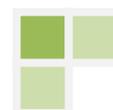
Unit description:

The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:

- ✓ Knowledge of the basics of business organisation (K)
- ✓ Ability to implement the basics of business organisation (S)
- ✓ The basics of business organisation can be applied (C)

Learning outcomes, included in the unit

- LO 1.** Labelling and declaration
- LO 2.** Goods management
- LO 3.** Working procedures in a business
- LO 4.** Protection and industrial safety
- LO 5.** Accounting



LO 1. Labeling and declaration

Knowledge	Skills	Competences
Operational knowledge of international and national legal provisions regarding labelling and declaration.	Full practical ability to implement international and national legal provisions regarding labelling and declaration.	Full autonomy in performing international and national legal provisions regarding labelling and declaration.

LO 2. Goods management

Knowledge	Skills	Competences
Goods and data flow can be described.	Full practical ability to explain objectives and tasks of goods management.	Full autonomy in goods management.

Knowledge	Skills	Competences
Operational knowledge of organisation of planning and purchasing of goods	Full practical ability to perform special features of purchasing goods in everyday business activities.	Full autonomy in planning and purchasing of goods.

Knowledge	Skills	Competences
Operational knowledge of receiving, checking and recording of purchased goods. Knowledge of handling delivery notes.	Full practical ability to carry out the receipt of goods.	Full autonomy in receiving goods and handling delivery notes.

Knowledge	Skills	Competences
Operational knowledge of warehouse organisation as well as all legal storage regulations.	Full practical ability to describe the warehouse organisation as well as all legal storage regulations.	Full autonomy in organising warehouse and creating and applying storage regulations in everyday practise.



Knowledge	Skills	Competences
Operational knowledge of the system of stock level control in terms of quantity and/or quality.	Full practical ability to implement and document stock level control.	Full autonomy in implementing and documenting stock level control.

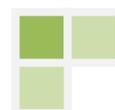
LO 3. Working procedures in a business

Knowledge	Skills	Competences
Operational knowledge of business working procedures are Known.	Full practical ability to describe, implement and document business working procedures in every department or area of the shop.	Full autonomy to assess, plan and carry out working procedures.

Knowledge	Skills	Competences
Operational knowledge of sales clearance.	Full practical ability to plan and carry out sales clearance.	Full autonomy to assess, plan and carry out sales clearance.

Knowledge	Skills	Competences
Operational knowledge of the cash system and cash registration.	Full practical ability to <ul style="list-style-type: none"> - use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register - carry out daily clearance 	Full autonomy to <ul style="list-style-type: none"> - use and explain the cash system and cash registration to staff - issue vouchers and receipts - count cash balance in the cash register - carry out daily clearance on an everyday basis

Knowledge	Skills	Competences
Operational knowledge of working tools - scales, cereal grinders, cutters, and graters.	Full practical ability to operate working tools.	Full autonomy to operate working tools.



LO 4. Protection and industrial safety

Knowledge	Skills	Competences
Operational knowledge of legal provisions concerning protection and industrial safety.	Full practical ability to apply legal provisions concerning protection and industrial safety.	Full autonomy in applying legal provisions concerning protection and industrial safety.

Knowledge	Skills	Competences
Operational knowledge of measures to prevent accidents in the shops.	Full practical ability to implement measures to prevent accidents in the shops.	Full autonomy in implementing measures to prevent accidents in the shops

LO 5. Accounting

Knowledge	Skills	Competences
Operational knowledge of basic accounting	Full practical ability to perform preparatory work for accounting, such as stocktaking and statistics.	Full autonomy in stocktaking and statistics.

Knowledge	Skills	Competences
Operational knowledge of the calculation factor specific for individual groups of goods	Full practical use of the calculation factor specific for individual groups of goods	Full autonomy in using the calculation factor specific for individual groups of goods

Assessment procedure	Assessment criteria
1. Test	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons.
2. Case study	2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	



Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession "....."
4.	Market Qualifications

Structure of unit

Unit number	Unit title	Credit points	Validation
004	Market Qualifications	142 structured learning hours	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
.....	2/3

Unit description:

Measures for optimizing and supporting sale primarily oriented on customers.

Learning outcomes, included in the unit

- LO 1. Product-Knowledge
- LO 2. Goods display and layout of selling space
- LO 3. Advisory communication
- LO 4. Sale communication
- LO 5. Claim management
- LO 6. Nutrition science
- LO 7. Nutrition related diseases
- LO 8. Marketing tools – retail structure, price policy and range of goods



LO 1. Product knowledge

Knowledge	Skills	Competences
Basic factual knowledge about the following product groups offered in organic food shops or in the bio assortment of big supermarkets.	Basic cognitive and practical skills required to use relevant information about different organic product groups in order to carry out tasks and to solve routine problems using simple rules and tools working in organic shops or in the bio assortment of big supermarkets .	Work in organic shops or in the bio assortment of big supermarkets under supervision with some autonomy.

LO 2. Goods display and layout of selling space

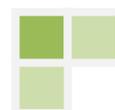
Knowledge	Skills	Competences
The principles of attractive displaying of goods, layout of selling space and shop windows are known.	The principles of attractive displaying of goods, layout of selling space and shop windows can be implemented.	The knowledge in this area enables the optimum use of the selling space and shelves for goods.

LO 3. Advisory communication

Knowledge	Skills	Competences
The General Manager is familiar with techniques of advisory communication.	Different techniques of advisory communication can be used.	

LO 4. Sale communication

Knowledge	Skills	Competences
The sales communication processes can be described.	Different techniques of sales communication can be used in everyday work.	The following six phases of the overall selling process is part of the sales communication: Preparation Contact Communication Argumentation Closing Subsequent purchasing



LO 5. Claim Management

Knowledge	Skills	Competences
	The General Manager ist familiar with the latest methods of claims management,can apply it in everyday work and satisfy the customer`s needs even in problematic situations.	Transparent claim management is implemented.

LO 6. Nutrition science

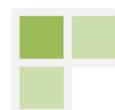
Knowledge	Skills	Competences
Basic principles of the general nutritional sciences are known.	Basic principles of the general nutritional sciences can be used during advisory communication.	

LO 7. Nutrition related diseases

Knowledge	Skills	Competences
The most frequent nutrition-related diseases are known and their main features can be described.	Suitable products can be chosen from the organic food assortment and appropriate suggestions made to the customer.	The sales person gives specialized and competent advice and reinforce the customer`s confidence in the specialized organic food shop.
The relation between the disease and nutrition can be described.	The positive effect of these products on a sick body can be described.	
	Customers with nutrition-related diseases can be advised about products helping against their disease.	

LO 8. Marketing tools – retail structure, price policy and range of goods

Retail structure		
Knowledge	Skills	Competences
The retail structure can be shown and described. The position of the organic food shop can be described and analysed.	Development trends in the market can be observed.	



Important conjunctions can be explained.	Information needed can be acquired and assessed independently.	
Price policy		
Knowledge	Skills	Competences
Familiarity with price policy mechanisms.	Knowledge about price policy mechanisms enables convincing price argumentation (explanation of the relationship between the price and performance) during communication with the customer.	
Range of goods		
Knowledge	Skills	Competences
The entire range of goods of a specialized organic food shop is known.		The knowledge in this area enables an optimum use of selling area or goods shelves. They contribute to overall looks and create a positive shopping atmosphere.
The structure of the range (basic range, extra range or additional range) can be planned and realized.		

Assessment procedure	Assessment criteria
1. Test	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons.
2. Case study	2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	



Units of learning outcomes (ULO) are presented in the following table:

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Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession <i>Organic products' shop Sales Assistant</i>
5	Management

Structure of unit

Unit number	Unit title	Credit points	Validation
005	Management		

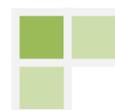
Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
<i>Organic products' shop Sales Assistant</i>	3	3

Unit description: This unit will list knowledge, skills and competencies needed in the most important business areas relevant to the organic sector.

An organic products shop Sales Assistant needs to have knowledge of facts, principles, processes and general concepts about organic shop management and all organic product groups. (K).

S/he needs to have a range of cognitive and practical skills required to accomplish tasks and solve problems concerning his area of responsibility in an organic shop. S/he needs to be able to select and apply basic methods, tools, materials and information appropriate for the tasks to be accomplished. (S/C).

S/he needs to take responsibility for the completion of tasks in his/her work. She has to adapt her own behavior to circumstances in solving problems.



Learning outcomes, included in the unit:

1st block

LO 1. Business philosophy

LO 2. Electronic media

LO 3. Communication among staff, with customers and business partners.

LO 4. Management of time utilization

2nd block

LO 5. Goods management and record keeping

LO 6. Goods purchasing

LO 7. Work organization

LO 8. Quality management

LO 9. Human resource management

LO 10. Problem-solving

LO 11. Controlling I

LO 12. Labour law

LO 13. Protection and industrial safety

LO 14. Legislative basics

LO 15. Ecological management

LO 16. Project management

LO 17. Organization of business training

LO 18. Accounting (oriented on managerial tasks)

LO 1. Business philosophy

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Knowledge of facts, principles, processes and general concepts in organic businesses. ▪ Knowledge of facts, principles, processes and general concepts about mission, values and ways of conduct in organic farming and organic shops. ▪ Knowledge of facts, principles, processes and general concepts concerning team building practices. 	<ul style="list-style-type: none"> ▪ Ability to communicate the business philosophy. ▪ Ability to put the mission, values and ways of conduct for the shop into practise. ▪ Ability to present goods and use marketing tools according to the business philosophy. 	<ul style="list-style-type: none"> ▪ S/he can help run an organic enterprise and take care of organic aims, values and objectives.



LO 2. Electronic media

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Familiar with the use of computers, the internet, and common user systems. ▪ Knowledge about business systems for goods record keeping, accounting, and personal management. 	<ul style="list-style-type: none"> ▪ Skills in the use of computers, the Internet, and common user systems. 	<ul style="list-style-type: none"> ▪ Taking responsibility for completion of tasks, for which using the computer system is necessary. ▪ Taking responsibility for completion of tasks using the business systems for goods record keeping, accounting, and personal management.

LO 3. Internal and external communication

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Knowledge of facts, principles, processes and general concepts of communication <ul style="list-style-type: none"> - among staff - with customers - with business partners. 	<ul style="list-style-type: none"> ▪ Good range of cognitive and practical skills required concerning interpersonal and communication skills. 	<ul style="list-style-type: none"> ▪ The organic products' shop sales assistant is taking responsibility for completion of communicating in house and with business partners. ▪ S/he is able to apply his/her communicative skills in all areas of customer care. ▪ S/he is able to build good relationships with customers and adapt his/her own behaviour to circumstances in solving communication problems.

LO 4. Management of time

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Knowledge of facts, principles, processes and general concepts of time management and their application. 	<ul style="list-style-type: none"> ▪ Ability to write basic plans of working hours. 	<ul style="list-style-type: none"> ▪ The organic products' shop sales assistant is keeping in line with the time management concerning working schedules. ▪ S/he can help control all schedules.



LO 5. Goods management and record keeping

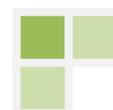
Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts of organic goods management. Basic knowledge about using recording and scanner systems. 	<ul style="list-style-type: none"> Ability to help maintain a functioning system of organic goods management. Ability to help maintain a recording and scanner system. 	<ul style="list-style-type: none"> Confident in helping with organising records, stocks and orders.

LO 6. Goods purchasing

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts of organic goods purchasing practices. 	<ul style="list-style-type: none"> Ability to help keep the assortment of organic goods up to standard. 	<ul style="list-style-type: none"> The organic products' shop sales assistant is confident in helping with the goods ordering and purchasing system in the shop. S/he is confident in assisting the shop area manager concerning goods purchase and delivery acceptance.

LO 7. Work organization

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about most important types of work in the organic food store. 	<ul style="list-style-type: none"> Ability to help organize and control work procedures and structures of the area. Ability to keep up the performance and economic viability of the specialized area. 	<ul style="list-style-type: none"> The organic products' shop sales assistant is confident in helping to control all structures within the shop.



LO 8. Quality management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about the shop's quality management system. 	<ul style="list-style-type: none"> Ability to conduct all tasks according to the rules and regulations of the shop's quality management system. Ability to make him/herself familiar with new quality organic products. 	<ul style="list-style-type: none"> The organic products' shop sales assistant is confidently using the quality management system.

LO 9. Human resource management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about different methods of managing staff at beginner's level. 	<ul style="list-style-type: none"> Beginners can be introduced into basic tasks and motivated according to the shop's quality management system. 	<ul style="list-style-type: none"> The organic products' shop sales assistant is confidently dealing with the administration, rights, training and supervision of beginners in the shop.

LO 10. Problem-solving

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about basic methods of solving interpersonal, and organisational problems in organic food stores. Knowledge of facts, principles, processes and general concepts about mediation. 	<ul style="list-style-type: none"> The organic products' shop sales assistant can deal with basic interpersonal and organisational problems in the team. 	<ul style="list-style-type: none"> Confident in solving basic organisational and interpersonal problems in the team.



LO 11. Controlling I

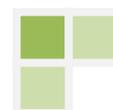
Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about accounting and money flow within an organic food store. 	<ul style="list-style-type: none"> Ability to assist with the basic tasks of controlling in an organic food shop. 	<ul style="list-style-type: none"> The organic products' shop sales assistant is confident with assisting with basic tasks of controlling.

LO 12. Labour law

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about the most important laws concerning labour. 	<ul style="list-style-type: none"> Ability to act if laws of labour are infringed. 	<ul style="list-style-type: none"> Confident about dealing with management or employee organisation if laws of labour are infringed.

LO 13. Protection and industrial safety

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about protection and industrial safety (health and accident protection). Knowledge of facts, principles, processes and general concepts about measures of preventing accidents in an organic food store. Knowledge of facts, principles, processes and general concepts about measures that have to be taken in case of an accident. 	<ul style="list-style-type: none"> Ability to assist with controlling important safety measures, concerning all working processes in the shop. Potentially dangerous materials in the area are handled according to the shops and legal safety regulations. Ability to take immediate action in case of an accident to get help or prevent further damage. 	<ul style="list-style-type: none"> Dangerous situations and accidents can be dealt with confidently. Confident in assisting with regular safety checks.



LO 14. Legislative basics of retail

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Knowledge of facts, principles, processes and general concepts about legislative basics of retail. ▪ Knowledge of facts, principles, processes and general concepts about tax law, trade law, civil law, law related to indebtedness, warranty, and general commercial conditions. 	<ul style="list-style-type: none"> ▪ Ability to react appropriately to customers' complaints. 	<ul style="list-style-type: none"> ▪ The organic products' shop sales assistant is familiar with dealing with basic tasks concerning the legislative basics of retail, e.g. customers' complaints.

LO 15. Ecological management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Knowledge of facts, principles, processes and general concepts about the complex ecological management for specialized organic food shops. ▪ Knowledge of facts, principles, processes and general concepts about ecological laws and regulations relevant for the specialized organic food trade. ▪ Knowledge of facts, principles, processes and general concepts about regulations on minimizing packaging waste and waste law. 	<ul style="list-style-type: none"> ▪ The complex ecological management for his/her area in the shop can efficiently be put into practice. ▪ The environment is being treated in a responsible way. ▪ Packaging waste is being kept at a minimum. 	<ul style="list-style-type: none"> ▪ The organic products' shop sales assistant is able to assist with sustainable management.



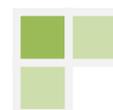
LO 16. Project management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about management systems. 	<ul style="list-style-type: none"> The management of all projects can assisted. Balance between time, cost, and qualitative objectives with existing resources can be established. 	<ul style="list-style-type: none"> The organic shop area manager can supervise all ongoing projects and solve problems, which occur during the efforts to reach corporate targets.

LO 18. Accounting (oriented on managerial tasks)

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Knowledge of facts, principles, processes and general concepts about accounting. Knowledge of facts, principles, processes and general concepts about legal provisions regarding the balance financial statements. Knowledge of facts, principles, processes and general concepts about the commercial code of the country. 	-	-

Assessment procedure	Assessment criteria
<ol style="list-style-type: none"> Written test Personal interview 	<ol style="list-style-type: none"> Knowledge on topics concerned, skills of applying this knowledge in known situations, making of analyses and assessments, processes, events and technology comparisons. Decision making concerning practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
<ol style="list-style-type: none"> Room in Institute for vocational training. Organic food store. 	



Technology of validation

1. Personal interview and test. 2. The interviewee must be able to explain and demonstrate his skills and competences in an interview.

ECOQUALIFY FOR EQF AND ECVET

Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession <i>Organic products shop area manager</i>	
5	Management

Structure of unit

Unit number	Unit title	Credit points	Validation
005	Management		

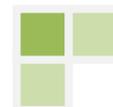
Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Organic products shop area manager	4	4

Unit description: This unit will list knowledge, skills and competencies needed in the most important business areas relevant to the organic sector.

An organic products shop area manager needs to have factual and theoretical knowledge of facts, principles, processes and general concepts about organic shop management and all organic product groups. (K).

S/he needs to have a range of cognitive and practical skills required to accomplish tasks and solve problems concerning his area of responsibility in an organic shop.

S/he needs to exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change. S/he needs to be able to supervise the work of others taking some responsibility for the evaluation and improvement in his/her area of organic shop management.



Learning outcomes, included in the unit:

1st block

LO 1. Business philosophy

LO 2. Electronic media

LO 3. Communication among staff, with customers and business partners.

LO 4. Management of time utilization

2nd block

LO 5. Goods management and record keeping

LO 6. Goods purchasing

LO 7. Work organization

LO 8. Quality management

LO 9. Human resource management

LO 10. Problem-solving

LO 11. Controlling I

LO 12. Labour law

LO 13. Protection and industrial safety

LO 14. Legislative basics

LO 15. Ecological management

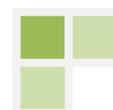
LO 16. Project management

LO 17. Organization of business training

LO 18. Accounting (oriented on managerial tasks)

LO 1. Business philosophy

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about principles and theories of organic businesses. ▪ Factual and theoretical knowledge about mission, values and ways of conduct in organic farming and organic shops. ▪ Factual and theoretical knowledge about team building practices. 	<ul style="list-style-type: none"> ▪ Organic business philosophy can be communicated. ▪ The mission, values and ways of conduct for the shop are highly regarded and can be put into practice. ▪ Presentation of goods and marketing tools can be conducted according to the business philosophy. 	<ul style="list-style-type: none"> ▪ The organic products shop area manager can communicate the philosophy behind organic farming. ▪ S/he is confident in running a specialised area of an organic enterprise and regards organic aims, values and objectives highly. ▪ The organic shop area manager confidently communicates about organic topics whilst selling organic products.



LO 2. Electronic media

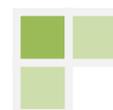
Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about the use of computers, the internet, and common user systems. ▪ Factual and theoretical knowledge about business systems for goods record keeping, accounting, and personal management. 	<ul style="list-style-type: none"> ▪ Skills in the use of computers, the Internet, and common user systems. 	<ul style="list-style-type: none"> ▪ S/he is able to use computers, the internet, and common user systems. ▪ S/he is confident in using business systems for goods record keeping, accounting, and personal management

LO 3. Internal and external communication

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about methods and ways of communicating - among staff - with customers - with business partners 	<ul style="list-style-type: none"> ▪ Good command of interpersonal and communication skills. 	<ul style="list-style-type: none"> ▪ The organic shop area manager is competent in communicating in house and with business partners of his/her area. ▪ S/he is able to apply his/her communicative skills in all areas of customer care and supervise planning. ▪ S/he is able to build good relationships with customers and solve communication problems among staff.

LO 4. Management of time

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about different techniques of time management and their application in order to run the organic business efficiently. 	<ul style="list-style-type: none"> ▪ Ability to plan working hours of his/her team effectively. ▪ Ability to help develop ideas about strategic plan- 	<ul style="list-style-type: none"> ▪ The organic shop area manager is competent in conducting efficient time management concerning working schedules and strategic planning of his/her shop area.



	<p>ning and implement necessary measures.</p>	<ul style="list-style-type: none"> ▪ S/he can optimise and control all schedules and confidently keeps an overview in his/her area. ▪ S/he can improve performance and effectiveness of his/her shop area and the quality of a working day for her/his team.
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LO 5. Goods management and record keeping

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about organic goods management. ▪ Factual and theoretical knowledge about recording and scanner systems. 	<ul style="list-style-type: none"> ▪ Ability to maintain a functioning system of organic goods management in his/her shop area. ▪ Ability to maintain a recording and scanner system. 	<p>The organic shop area manager is confident in supervising his/her team in ordering, recording goods and stocking them.</p> <ul style="list-style-type: none"> ▪ S/he can prevent loss of organic goods and solve problems in case off loss in her shop area.

LO 6. Goods purchasing

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about organic goods purchasing practices. ▪ Factual and theoretical knowledge about contracts preparation and negotiation. 	<ul style="list-style-type: none"> ▪ Responsibility for ordering and purchasing proper amount of goods with organic certificate for the shop area. ▪ Ability to keep the assortment of organic goods in area of responsibility up to standard. 	<ul style="list-style-type: none"> ▪ The organic shop area manager is confidently dealing with the goods ordering and purchasing system in the shop. ▪ S/he supervises the staff in his/her area of responsibility concerning goods purchase and delivery acceptance.



LO 7. Work organization

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about all types of work important for the organic food store area s/he is responsible for. ▪ Factual and theoretical knowledge about characteristics and specific aspects of the area of the organic food shop. 	<ul style="list-style-type: none"> ▪ Ability to organize, optimize, and control work procedures and structures of the area s/he is responsible for. ▪ Ability to improve the performance and economic viability of the specialized area. 	<ul style="list-style-type: none"> ▪ The organic shop area manager supervises the control of all structures within the area in the shop s/he is responsible for. ▪ S/he is able to train new employees for work in his/her area. ▪ The organic shop area manager is able to conceptualise new organisational structures for his/her area, implement and maintain them.

LO 8. Quality management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about the shop's quality management system. ▪ Factual and theoretical knowledge about different tools and systems of quality management. 	<ul style="list-style-type: none"> ▪ Ability to introduce the shop's quality management system in his/her area and to conduct all tasks according to its rules and regulations. ▪ Ability to introduce new quality organic products for his/her area. 	<ul style="list-style-type: none"> ▪ The organic shop area manager can devise and implement new quality management units for his/her area. ▪ S/he is confident in explaining and passing the system on to others. ▪ S/he is able to alter and develop the system in order to continually improve it.



LO 9. Human resource management

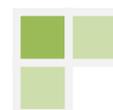
Knowledge	Skills	Competences
<ul style="list-style-type: none"> Factual and theoretical knowledge about different methods of managing staff. Factual and theoretical knowledge about mediation and problem solving. 	<ul style="list-style-type: none"> Employees can be led and motivated according to the shop’s quality management system. Ability to identify problems staff might have in the part of the shop s/he is responsible for and generate solutions. 	<ul style="list-style-type: none"> The organic shop general manager can manage and control his shop area according to set quality standards. This also includes staff administration, rights, training and supervision. Problems amongst the staff in the designated shop area can be mediated and dealt with accordingly.

LO 10. Problem-solving

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Factual and theoretical knowledge about the most important problems arising in organic food stores. Factual and theoretical knowledge about basic methods of solving interpersonal, managerial and organisational problems in organic food stores. Factual and theoretical knowledge about mediation. 	<ul style="list-style-type: none"> The organic shop area manager is able to handle problems that might arise in her/his team. 	<ul style="list-style-type: none"> The organic shop general manager is confident in solving problems and making decisions. S/he is familiar with techniques for setting priorities and staff assessment.

LO 11. Controlling I

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Factual and theoretical knowledge about accounting and money flow within an organic food store. 	<ul style="list-style-type: none"> Ability to carry out the basic tasks of controlling in an organic food shop. 	<ul style="list-style-type: none"> The organic shop area manager is familiar with the controlling system in use.



<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about methods of controlling. 		<ul style="list-style-type: none"> ▪ The organic shop area manager is able to apply corporate controlling, personal controlling, range of goods controlling, and the controlling of goods' record keeping in his/her area.
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LO 12. Labour law

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about the most important laws concerning the area of labour. ▪ Factual and theoretical knowledge about industrial relations. 	<ul style="list-style-type: none"> ▪ Ability to answer all questions concerning the employee's contracts. ▪ Experience with basic problems at the work place concerning workers' rights. 	<ul style="list-style-type: none"> ▪ The organic shop area manager is dealing confidently with working contracts and caring for his/her team in that area.

LO 13. Protection and industrial safety

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about protection and industrial safety (health and accident protection). ▪ Factual and theoretical knowledge about measures of preventing accidents in an organic food store. ▪ Factual and theoretical knowledge about measures that have to be taken in case of an accident. 	<ul style="list-style-type: none"> ▪ Important safety measures, concerning all working processes in the area of the shop s/he is responsible for can be organised and are continually being controlled. ▪ Potentially dangerous materials in the area s/he is responsible for are handled according to the shop's safety regulations. ▪ His/her team is regularly being informed about the shop's safety measures in her/his area. 	<ul style="list-style-type: none"> ▪ Potential dangers during the working process in his/her area of responsibility can be assessed and prevention plans against accidents made. ▪ Appropriate dealing with serious accidents on the basis of encompassing knowledge and experience. ▪ Implementation and carrying out of regular safety checks in her/his area under the supervision of experts.



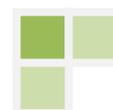
	<ul style="list-style-type: none"> ▪ Staff joining his/her team are informed about safety regulations. ▪ In case of an accident immediate action is being taken in order to prevent further damage and get help in the fastest way. 	<ul style="list-style-type: none"> ▪ Future planning concerning even better safety standards implementing the latest technology and methods.
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LO 14. Legislative basics of retail

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about legislative basics of retail. ▪ Factual and theoretical knowledge about tax law, trade law, civil law, law related to indebtedness, warranty, and general commercial conditions. 	<ul style="list-style-type: none"> ▪ Basics about legal issues can be dealt with according to the shop's requirements. ▪ Appropriate reaction to customer complaints. 	<ul style="list-style-type: none"> ▪ The organic shop area manager is familiar with all contracts concerning the suppliers of his area of responsibility and confident in interpreting them.

LO 15. Ecological management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about the complex ecological management for specialized organic food shops. ▪ Factual and theoretical knowledge about ecological laws and regulations relevant for the specialized organic food trade. ▪ Factual and theoretical knowledge about regula- 	<ul style="list-style-type: none"> ▪ The complex ecological management for his/her area in the shop can efficiently be put into practice. ▪ The environment is being treated in a responsible way. ▪ Ecological laws and regulations relevant for the spe- 	<ul style="list-style-type: none"> ▪ The organic shop area manager is able to keep and improve methods for sustainable management.



<p>tions on minimizing packaging waste and waste law.</p>	<p>cialized organic food trade are regarded.</p> <ul style="list-style-type: none"> ▪ Packaging waste can be minimised. 	
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LO 16. Project management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about project management systems. 	<ul style="list-style-type: none"> ▪ Projects in the shop area s/he is responsible for can be planned, formed, and managed. ▪ Balance between time, cost, and qualitative objectives with existing resources can be established. 	<ul style="list-style-type: none"> ▪ The organic shop area manager can supervise all ongoing projects and solve problems, which occur during the efforts to reach corporate targets.

LO 17. Organization of business training

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about the legal and organisational aspect of training for employees. 	<ul style="list-style-type: none"> ▪ Training for his/her team can be planned, organised and conducted. 	<ul style="list-style-type: none"> ▪ The organic shop area manager can plan and organise business trainings for his/her team. ▪ S/he is able to train his team in his areas of expertise.

LO 18. Accounting (oriented on managerial tasks)

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Factual and theoretical knowledge about accounting. ▪ Factual and theoretical knowledge about legal provisions regarding the balance financial state- 	<ul style="list-style-type: none"> ▪ All quantifiable processes in his/her shop area can be systematically recorded, controlled, and assessed. ▪ Economical behaviour for all business planning and decision-making in his/her 	<ul style="list-style-type: none"> ▪ The organic shop area manager is able to handle all tasks connected to accounting in his area and supervises the routine work of his team. ▪ S/he is able to solve prob-



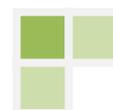
ECOQUALIFY FOR EQF AND ECVET

Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession <i>Organic products shop general manager</i>
5	Management

Structure of unit

Unit number	Unit title	Credit points	Validation
005	Management		



Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
Organic products shop general manager	5	5
<p>Unit description: This unit will list special knowledge, skills and competencies needed in the most important business areas relevant to the organic sector.</p> <p>An Organic shop general manager needs to have comprehensive, specialised, factual and theoretical knowledge about organic shop management and all organic product groups and an awareness of the boundaries of that knowledge. (K).</p> <p>S/he needs to have a comprehensive range of cognitive and practical skills required to personnel and finances in an organic products shop and solve any problems concerning the highest management level in the shop. She can develop creative solutions for abstract problems (S/C).</p>		

Learning outcomes, included in the unit:

1st block

LO 1. Business philosophy

LO 2. Electronic media

LO 3. Communication among staff, with customers and business partners.

LO 4. Management of time utilization

2nd block

LO 5. Goods management and record keeping

LO 6. Goods purchasing

LO 7. Work organization



LO 8. Quality management

LO 9. Human resource management

LO 10. Problem-solving

LO 11. Controlling I

LO 12. Labour law

LO 13. Protection and industrial safety

LO 14. Legislative basics

LO 15. Ecological management

LO 16. Project management

LO 17. Organization of business training

LO 18. Accounting (oriented on managerial tasks)

LO 19. Investments and financing

LO 20. Controlling II

LO 21. Management of resources



LO 1. Business philosophy

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about principles and theories of organic businesses. ▪ Comprehensive, specialised, factual and theoretical about mission, values and ways of conduct in organic farming and organic shops. ▪ Comprehensive, specialised, factual and theoretical knowledge about team building practices. 	<ul style="list-style-type: none"> ▪ Organic business philosophy can be put into practise and communicated. ▪ The mission, values and ways of conduct for the shop can be set. ▪ Presentation of goods and marketing tools can be planned and implemented according to the business philosophy. ▪ Team building and motivational input for all shop area managers and teams. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is self confident in communicating the philosophy behind organic farming. ▪ S/he is very experienced in running an organic enterprise and taking care of organic aims, values and objectives. next to improving economic viability. ▪ The organic shop general manager strategically plans communication about organic topics.

LO 2. Electronic media

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about the use of computers, the internet, and common user systems. ▪ Comprehensive, specialised, factual and theoretical knowledge about specific business systems for goods record keeping, accounting, and personal management. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive skills with the use of computers, the Internet, and common user systems. ▪ Comprehensive range of cognitive skills to evaluate business systems for goods record keeping, accounting, and personal management. 	<ul style="list-style-type: none"> ▪ The organic shop general manager has all competencies needed to introduce new computer systems and tools. ▪ S/he is able to plan training for new staff members. ▪ S/he can conduct and organise supervision and support for computer and software systems used by the staff.

LO 3. Internal and external communication

Knowledge	Skills	Competences
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<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about methods and ways of communication <ul style="list-style-type: none"> - among staff - with business partners - with customers. 	<ul style="list-style-type: none"> ▪ Excellent command of interpersonal and communication skills. ▪ Comprehensive range of cognitive skills to generate solutions concerning all areas of communication of the organic enterprise, both internal and external. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is competent in managing all deals and communicating with business partners. ▪ S/he is able to apply his communicative skills in all areas of customer care and supervise the planning processes of all teams ▪ S/he is able to build good relationships and solve communication problems among staff.
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LO 4. Management of time

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about different techniques of time management and their application in order to run the organic business efficiently. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive skills to plan working hours of all teams effectively. ▪ Comprehensive range of cognitive skills to develop ideas about strategic planning and implement necessary measures. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is competent and self reliable in conducting efficient time management concerning working schedules and strategic planning for him/herself and all shop area managers. ▪ S/he can optimise and control all schedules and can keep an overview. ▪ The performance (effectiveness) of the shop and the quality of a working day for all employees can be improved.



LO 5. Goods management and record keeping

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about organic goods management. ▪ Comprehensive, specialised, factual and theoretical knowledge about recording and scanner systems. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive skills to introduce and maintain a functioning system of organic goods management. ▪ Comprehensive range of cognitive skills to introduce and maintain a recording and scanner system. 	<p>The organic shop general manager is confident in supervising his/her team in setting up, maintaining and improving an organic goods management system.</p> <ul style="list-style-type: none"> ▪ S/he confidently records and oversees all shop area manager's stocks, orders. ▪ S/he can prevent loss of organic goods and solve problems in case off loss.

LO 6. Goods purchasing

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about organic goods purchasing practices. ▪ Comprehensive, specialised, factual and theoretical knowledge about contracts preparation and negotiation. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive skills to design and improve a suitable purchasing system. ▪ Comprehensive range of cognitive skills to keep an overview (including needs identification) of the goods flow in the shop. ▪ Responsibility for shop area's ordering and purchasing (finding suppliers; concluding contracts) proper amount of goods with organic certificate. ▪ Comprehensive range of cognitive skills needed to increase the assortment of organic goods. 	<ul style="list-style-type: none"> ▪ The organic shop general manager can create, maintain and continually improve the goods ordering and purchasing system in the shop. ▪ S/he confidently finds suppliers and concludes contracts. ▪ She supervises the shop area managers concerning goods purchase and delivery acceptance.



LO 7. Work organization

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge of all types of work important for organic food store procedures and structure of the business. ▪ Comprehensive, specialised, factual and theoretical knowledge of all characteristics and specific aspects of a specialised organic food shop. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive skills required to organize, optimize, and control all business work procedures and structures. ▪ Ability to find solutions to abstract problems concerning organisation. ▪ Comprehensive range of cognitive skills to improve the performance and economic viability of the specialised organic food shop. ▪ Comprehensive range of cognitive skills to improve the quality of a working day for employees. 	<ul style="list-style-type: none"> ▪ The organic shop general manager supervises the control of all business structures. ▪ S/he is able to manage all shop area managers and train them. ▪ The organic shop general manager is able to conceptualise new organisational structures, implement and maintain them, whilst being confident in dealing with unpredictable change.

LO 8. Quality management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge of the shop's quality management system. ▪ Comprehensive, specialised, factual and theoretical knowledge about different tools and systems of quality management. 	<ul style="list-style-type: none"> ▪ Ability to introduce the shop's quality management system and to conduct all tasks according to its rules and regulations. ▪ Ability to introduce standardised quality for products, processing and communication. 	<ul style="list-style-type: none"> ▪ The organic shop general manager can devise and implement new quality management units. ▪ S/he is confident in explaining and passing the system on to others. ▪ S/he is able to alter and develop the system in order to improve it continually and deal with any unpredictable situations and act accordingly.



LO 9. Human resource management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about different methods of managing staff. ▪ Comprehensive, specialised, factual and theoretical knowledge about psychology and human behaviour. ▪ Comprehensive, specialised, factual and theoretical knowledge about mediation and problems solving. 	<ul style="list-style-type: none"> ▪ Employees can be led and motivated. ▪ Human resource management is executed at the highest level of expertise. ▪ Comprehensive problem solving skills in the area of human resource management. 	<ul style="list-style-type: none"> ▪ Confident management and control of human resources. ▪ This includes staff administration, rights, training and supervision. ▪ Problems amongst the staff and between staff and management can be mediated and dealt with.

LO 10. Problem-solving

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge of the most important problems arising in organic food stores. ▪ Comprehensive, specialised, factual and theoretical knowledge about basic methods of solving interpersonal, managerial and organisational problems in organic food stores. ▪ Factual and theoretical knowledge about mediation. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is able to handle any problems concerning staff, the shop management, business partners and suppliers. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is confident in solving problems and making decisions in unknown situations. ▪ S/he is familiar with techniques for setting priorities, staff assessment, and adoption of new resolutions.



LO 11. Controlling I

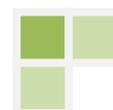
Knowledge	Skills	Competences
<ul style="list-style-type: none"> Comprehensive, specialised, factual and theoretical knowledge about accounting and money flow within an organic food store. Comprehensive, specialised, factual and theoretical about methods of controlling. 	<ul style="list-style-type: none"> Comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems concerning controlling in an organic food shop. 	<ul style="list-style-type: none"> The organic shop general manager is confidently dealing with different controlling systems and able to apply this knowledge to his organic food store. The management is confidently applying corporate controlling, personal controlling, range of goods controlling, and the controlling of goods' record keeping, dealing appropriately with all unpredictable change.

LO 12. Labour law

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Comprehensive, specialised, factual and theoretical knowledge about the most important laws concerning labour. Comprehensive, specialised, factual and theoretical knowledge about industrial relations. 	<ul style="list-style-type: none"> Comprehensive range of cognitive and practical skills to prepare standard contracts. Ability to answer all questions concerning the contract. Experience with basic problems at the work place concerning workers' rights. 	<ul style="list-style-type: none"> The organic shop general manager is able to devise legally sound contracts. S/he is able to go to court in case of legal problems and to defend the management's point of view. She is able to deal with small legal problems.

LO 13. Protection and industrial safety

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Comprehensive, specialised, factual and theoretical knowledge about protection and industrial safety (health and accident protection). 	<ul style="list-style-type: none"> Important safety measures, concerning all working processes can be organised and are continually being controlled. 	<ul style="list-style-type: none"> Potential dangers during the working process can be assessed and prevention plans for accidents made Appropriate dealing with



<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about measures of preventing accidents in an organic food store. ▪ Comprehensive, specialised, factual and theoretical knowledge about measures that have to be taken in case of an accident 	<ul style="list-style-type: none"> ▪ Potentially dangerous materials are handled according to the shops and legal safety regulations ▪ The staff is regularly being informed about the shop's safety measures ▪ New staff are informed about safety regulations ▪ In case of an accident immediate action is being taken in order to prevent further damage and get help in the fastest way. 	<p>serious accidents on the basis of encompassing knowledge and experience</p> <ul style="list-style-type: none"> ▪ Implementation and carrying out of regular safety checks under the supervision of experts ▪ Future planning concerning even better safety standards implementing the latest technology and methods
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LO 14. Legislative basics of retail

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about legislative basics of retail. ▪ Comprehensive, specialised, factual and theoretical knowledge about tax law, trade law, civil law, law related to indebtedness, warranty, and general commercial conditions. 	<ul style="list-style-type: none"> ▪ Comprehensive range of cognitive and practical skills required to deal with legal issues. ▪ Appropriate reaction to law suits. ▪ Appropriate reaction to customer complaints. ▪ Appropriate legal reaction to problems with suppliers. 	<ul style="list-style-type: none"> ▪ Comprehensive knowledge about and the ability to pass on important facts on all aspects of law connected to organic retail shops. ▪ Ability to work out contracts with suppliers and big customers. ▪ Appropriate reaction to changes in this particular field of law can be instigated.



LO 15. Ecological management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about the complex ecological management for specialized organic food shops. ▪ Comprehensive, specialised, factual and theoretical knowledge about ecological laws and regulations relevant for the specialized organic food trade. ▪ Comprehensive, specialised, factual and theoretical knowledge about regulations on minimizing packaging waste and waste law. 	<ul style="list-style-type: none"> ▪ The complex ecological management for specialized organic food shops can efficiently be put into practice. ▪ The environment is being treated in a responsible way. ▪ Ecological laws and regulations relevant for the specialized organic food trade can be implemented. ▪ Appropriate dealing with all packaging waste is maintained. 	<ul style="list-style-type: none"> ▪ The organic shop general manager is able to implement and improve sustainable management methods.

LO 16. Project management

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about project management systems. 	<ul style="list-style-type: none"> ▪ Projects can be planned, formed, and managed. ▪ Balance between time, cost, and qualitative objectives with existing resources can be established. 	<ul style="list-style-type: none"> ▪ The organic shop general manager can supervise all ongoing projects and solve problems, which occur during the efforts to reach corporate targets. ▪ The organic shop general manager confidently improves project management. ▪ The organic shop general manager confidently deals with all problems which might arise and finds creative solutions for them.



LO 17. Organization of business training

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge of the legal and organisational aspect of training for employees. 	<ul style="list-style-type: none"> ▪ Training for employees can be planned, organised, conducted and evaluated. 	<ul style="list-style-type: none"> ▪ The organic shop general manager can plan and organise business trainings, supervise them and evaluate their results. ▪ S/he is able to find and train suitable personnel.

LO 18. Accounting (oriented on managerial tasks)

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge on accounting. ▪ Comprehensive, specialised, factual and theoretical knowledge on legal provisions regarding the balance financial statements. ▪ Comprehensive, specialised, factual and theoretical knowledge about the commercial code of the country. 	<ul style="list-style-type: none"> ▪ All quantifiable processes in the company can be systematically recorded, controlled, and assessed. ▪ Economical behaviour for all business planning and decision-making in the shop is being well conducted. ▪ Clearing of costs and activities related to the business can be performed. ▪ The operational economy of the specialized organic food shop can be controlled. ▪ A business goal can be set (accounting of profit and loss), and prices can be calculated. ▪ Company accounting is being conducted according to general accounting rules. ▪ Ability to produce annual financial statements required by law. 	<ul style="list-style-type: none"> ▪ The organic shop manager is able to handle all tasks connected to accounting with great skill and supervises the routine work of his staff in that field. ▪ S/he is able to solve problems concerning accounting in unknown and difficult situations.



	<ul style="list-style-type: none"> ▪ Trade cases can be re-recorded, and records made. ▪ The balance can be calculated and assessed. ▪ Form of assets and sources of assets, use of resources and origin of resources, investments and financing can be put against each other as of a certain day. ▪ The structure of assets and capital can be clearly demonstrated. 	
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LO 19. Investments and financing

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge of investment and financial planning 	<ul style="list-style-type: none"> ▪ Investment and financial planning can be carried out and controlled. ▪ The ability to make and oversee appropriate investments. 	<ul style="list-style-type: none"> ▪ The organic shop manager is self-confident in doing all financial planning. ▪ S/he is at ease with maintaining the economic viability of the organic shop.

LO 20. Controlling

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical knowledge about control and evaluation approaches. 	<ul style="list-style-type: none"> ▪ Business and economic evaluation can be made and used as a basis of a control system. 	<ul style="list-style-type: none"> ▪ The organic shop manager is self-confident in controlling and improving all areas of business.

LO 21. Management of resources

Knowledge	Skills	Competences
<ul style="list-style-type: none"> ▪ Comprehensive, specialised, factual and theoretical of the management of resources. 	<ul style="list-style-type: none"> ▪ Handling of capital, product, employee, and customer can be planned and implemented. Ability to 	<ul style="list-style-type: none"> ▪ Handling of capital, product, employee, and customer can be planned and executed.



	find creative solutions in unknown situations.	<ul style="list-style-type: none"> ▪ Implementation of new tools can be supervised.
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Assessment procedure	Assessment criteria
<p>5. Written exam</p> <p>6. Interview</p> <p>3. Group assessment</p>	<p>5. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, making of analyses and assessments, processes, events and technology comparisons.</p> <p>6. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.</p> <p>7. Excellent ability and experience in reviewing performance of self and others and supervision in all context of working activities.</p>
Resources for assessment	
<p>1. Room in Institute for vocational training centre.</p> <p>2. Assessment group</p>	
Technology of validation	
<p>3. Written exam.</p> <p>4. Interview.</p> <p>5. Interaction with a test group of employees.</p>	



Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession "Sales assistant"
6.	Marketing management

Structure of unit

Unit number	Unit title	Credit points	Validation
006	Marketing management	112 structured learning hours (SLH)	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
		2
<p>Unit description: The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:</p> <ul style="list-style-type: none"> • market survey - systematic data procurement, their processing and interpreting • marketing tools - advertising • promotional and educational activities 		

Learning outcomes, included in the unit

- LO 1. Customer-oriented Market surveys
- LO 2. Competition-oriented Market surveys
- LO 3. Marketing tools - advertising
- LO 4. Marketing tools – education and promotion

LO 1. Customer-oriented Market surveys

Knowledge	Skills	Competences
Basic knowledge about consumer market studies and analyses	Basic abilities in assistance of sales person in consumer market studies and analyses, this includes: monitoring of customers, customer analysis, analysis of customer satisfaction and qualitative analysis.	Not completely autonomous in carrying out consumer and market studies. Evaluating conducted studies under supervision



LO 2. Competition-oriented Market surveys

Knowledge	Skills	Competences
Basic knowledge about methods of analysis concerning competitors.	Basic skills to assist sales person with analysis of competitors.	Not completely autonomous in realizing competition oriented market surveys under supervision.

LO 3. Marketing tools – advertising

Knowledge	Skills	Competences
Basic knowledge about advertising measures and legal templates concerning advertisements, different types of advertisement relevant for specialized organic food shops	Basic abilities in assistance of sales person in assessing, planning and carrying out advertising measures.	Not completely autonomous ability to assess, plan and carry out advertising measures; operating under supervision.

LO 4. Marketing tools – education and promotion

Knowledge	Skills	Competences
Basic knowledge about educational tools and ways of promotion.	Basic abilities in assistance of sales person in implementation of educational tools and ways of promotion.	Not completely autonomous ability to use educational tools and ways of promotion; operating under supervision

Assessment procedure	Assessment criteria
1. Test 2. Case study	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons. 2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	



Units of learning outcomes (ULO) are presented in the following table:

Units of learning outcomes by profession "Sale manager"	
6.	Marketing management

Structure of unit

Unit number	Unit title	Credit points	Validation
006	Marketing management	112 structured learning hours (SLH)	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
		3
<p>Unit description: The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:</p> <ul style="list-style-type: none"> • market survey - systematic data procurement, their processing and interpreting • marketing tools - advertising • promotional and educational activities 		

Learning outcomes, included in the unit

LO 1. Customer-oriented Market surveys

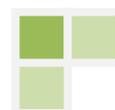
LO 2. Competition-oriented Market surveys

LO 3. Marketing tools - advertising

LO 4. Marketing tools – education and promotion

LO 1. Customer-oriented Market surveys

Knowledge	Skills	Competences
Operational knowledge concerning the realisation of consumer market studies and analyses	Full practical ability to realise consumer market studies and analyses	Confidence in carrying out consumer market studies and analyses under the supervision of a manager; development of essential steps for better performance in cooperation



		with the manager according to analysis-results:
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LO 2. Competition-oriented Market surveys

Knowledge	Skills	Competences
Operational knowledge of methods of analysis concerning competitors	Full practical ability to perform analysis of competitors.	Confidence in carrying out analysis of competitors under the supervision of the manager; taking action according to analysis-results, development of essential steps for improved performance in coop with manager

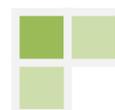
LO 3. Marketing tools – advertising

Knowledge	Skills	Competences
Operational knowledge of advertising measures and legal templates concerning advertisements, different types of advertisement relevant for specialized organic food shops.	Full practical ability to assess, plan and carry out advertising measures and to evaluate the success of advertisements under the supervision of the manager.	Confidence in assessing, planning and carrying out of advertising measures under the supervision of the manager.

LO 4. Marketing tools – education and promotion

Knowledge	Skills	Competences
Operational knowledge of educational tools and ways of promotion.	Full practical ability to implement educational tools and ways of promotion.	Full autonomy in using educational tools and ways of promotion under supervision of manager.

Assessment procedure	Assessment criteria
1. Test	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events



2. Case study	and technology comparisons. 2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	

Units of learning outcomes (ULO) are presented in the following table:

	Units of learning outcomes by profession "Shop area manager"
6.	Marketing management

Structure of unit

Unit number	Unit title	Credit points	Validation
006	Marketing management	112 structured learning hours (SLH)	

Qualification	Level of qualification according to the NQF	Level of qualification according to the EQF
		4

Unit description:

The unit will provide the student with comprehensive knowledge, skills and competences in the following topics:

- market survey - systematic data procurement, their processing and interpreting
- marketing tools - advertising
- promotional and educational activities

Learning outcomes, included in the unit

LO 1. Customer-oriented Market surveys

LO 2. Competition-oriented Market surveys

LO 3. Marketing tools - advertising

LO 4. Marketing tools – education and promotion



LO 1. Customer-oriented Market surveys

Knowledge	Skills	Competences
Familiar with conducting consumer market studies and analyses.	Basic ability to absolve tasks related to consumer market studies and analyses.	Autonomy in taking responsibility for completion of tasks related to consumer market studies and analyses; development of essential steps and changes in performance related to results of analyses.

LO 2. Competition-oriented Market surveys

Knowledge	Skills	Competences
Familiar with methods of competitor analysis.	Basic ability to perform tasks related to competitor analysis.	Autonomy in taking responsibility for completion of tasks related to competitor analysis.s; Development of essential steps and changes in performance related to analysis results.

LO 3. Marketing tools – advertising

Knowledge	Skills	Competences
Familiar with a broad range of advertising measures and legal templates relevant for specialized organic food shops.	Basic ability to perform tasks related to assessing, planning and carrying out advertising measures. Legal templates concerning advertisements (principles of correct competition, ban on misleading advertisements and advertising based on comparisons) can be taken into consideration concerning all advertising measures taken. Different types of advertising are known and types relevant for specialized organic food shops can be described and assessed. Different types of advertisement relevant for specialized organic food shops	Full autonomy in taking responsibility for completion of tasks related to planning and creating of advertisements: The principles of veracity, clarity, effectiveness and economy can be used. Competence to set: * Advertising objectives; * Duration and frequency of the advertisement * Advertising budget; * Advertising object; * Advertising entities; * Advertising mission; * Advertising means * Advertising channels; Advertising measures can be carried out in-house or by an advertising agency. * evaluation of success of adver-



	can be assessed and used. Evaluation of success.	tisements
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LO 4. Marketing tools – education and promotion

Knowledge	Skills	Competences
Knowledge of general concepts in organic food selling, organic food market knowledge.	Basic ability to absolve tasks related to shop management.	Autonomy in taking responsibility for completion of tasks related to establishing a positive image and building customer confidence, creating PR.-tools like: company magazine, webpage, organising contests and exhibitions, excursions, give-aways etc.

Assessment procedure	Assessment criteria
1. Test 2. Case study	1. Extent of profound and systematic knowledge on topics concerned, skills of applying this knowledge in unknown situations, analyses and assessment making, processes, events and technology comparisons. 2. Extent of independent decision making in practical tasks in unknown situations in accordance to good servicing requirements.
Resources for assessment	
Organic food shop	
Technology of validation	
Explaining main characteristics of business competencies in running an organic food shop. Showing good skills in labelling and declaration, goods management, working procedures, protection and industrial safety and accounting in organic food store.	



4. Outline of the Methodology on ECVET

Methodology adopted on ECVET units and credits attribution

When deciding about the methodology of adopting and assigning units and credits in the multilateral partnership project, the partners used the official document *Get to know ECVET better Questions and Answers*, rev. February 2011, which proposes several possible choices. For the purposes of the project the bottom-up approach seemed to be the most appropriate. All organizations involved are either independent professionals or VET organizations. None of the partners had any difficulties in designing learning outcomes and naming related units.

On this ground, they identified and defined 5 main professional profiles, namely:

1. Organic products' SHOP APPRENTICE
2. Organic products' SALES ASSISTANT
3. Organic products' SALES PERSON
4. Organic products' SHOP AREA MANAGER
5. Organic product's SHOP GENERAL MANAGER

A single unit, with its related learning outcomes, has been assigned to each one of these professional profiles: in other words, the partners followed the “**reference units**” approach, as described on p. 66-67 of the above mentioned handbook.

Then, they allocated points, taking into account the relative importance, the complexity and the effort needed by each unit.

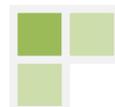
The working process was furthered by the fact that the group had previously assessed and listed all the learning contents in a previous project. The Eco-Qualify Quality Assurance System project results (LEONARDO PROJECT Nr) proved to be a very sound basis for the work on this LEONARDO project.

In order to achieve balance precision and flexibility, the partners preferred to assign a percentage to each unit: Starting from an evaluation of 120 ECVET points for the overall process, corresponding to two years of full-time learning activities, we established the following table:



Every partner was able to adapt this common framework either to his/her own course structures or to the national/regional qualification assessment.

Besides, this overall structure established the common criteria for credit transfer in the framework of the partnership (it was one of the two possible cases forecast by the EU



handbook manual, see there, p. 26) which will be adopted inside the Memorandum of Understanding (MoU) the Partners are now able to formalize.

5. NQF systems and strategies to contribute to their effectiveness

5.1 National Qualification Framework in Bulgaria

MAIN NATIONAL GOALS FOR THE EQF AND ECVET IMPLEMENTATION IN BULGARIA

- To reform the existing VET system. To build up a coherent national VET system comprising all EU-instruments (EQF, ECVET, ECTS, EQARF, Europass)
- To enhance the transnational VET mobility of the individuals

EXISTING PREREQUISITES FOR EQF and ECVET IMPLEMENTATION IN THE BULGARIAN NATIONAL VET-SYSTEM

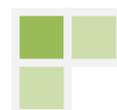
- 9 levels of the Bulgarian NQF
- The National VET system has 4 levels which are compatible to the EQF- levels;
- The List of professions for VET
- Each qualification from the List has its definite level – I, II, III or IV and definite vocational area, with the respective codes
- The National VET Standards are learning outcomes oriented since 2007
 - Each qualification is divided in competences and each competence could be specific for the particular qualification or common for several qualifications
- In the VET Standards, the competences are structured in two groups:
 - General professional competences
 - Specific competences for the specialization
- The assessment of the learning outcomes achieved is made on the basis of criteria and indicators for assessment, which are a part of the National Examination Program for the acquisition of a vocational qualification for a profession

IMPORTANT NATIONAL INITIATIVES

A **National Framework Agreement** for VET-cooperation between the relevant ministries, the six nationally represented employers organizations and the trade unions was signed in 2009.

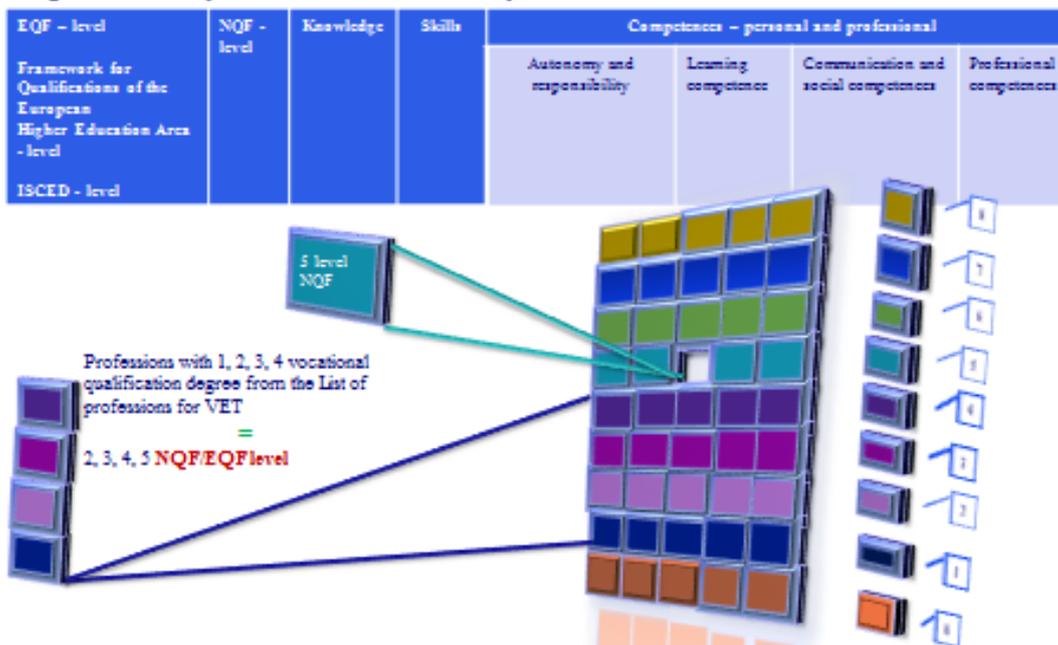
In 2010 proposals were made from the Ministry of education, youth and science (MEYS) for updating the VET Act in order to create the necessary conditions for the implementation of European tools for VET.

Setting **Working Groups** on a national level for the preparation of proposals for improving the legal regulations in the areas of the vocational education, training, guidance and employment with respect to the successful implementation of EU tools for VET.



Bulgarian National Qualifications Framework (NQF) – one of the key prerequisites for creating appropriate conditions for further implementation of EU instruments in the field of VET in Bulgaria

According to Decision № 96 of the Council of Ministers of the Republic of Bulgaria on 2nd of February 2012 the Bulgarian National Qualifications Framework was adopted.



THE NATIONAL QUALIFICATIONS FRAMEWORK WAS APPROVED BY THE BULGARIAN GOVERNMENT

In the beginning of February, **the Bulgarian government adopted a National Qualifications Framework in Bulgaria**. This is done in pursuance of the recommendation of the European Parliament and Council establishing a European Qualifications Framework (EQF) for lifelong learning.

Development of National Qualifications Frameworks in individual countries will understandably correlate their qualification levels to the corresponding EQF levels, thus helping to improve the readability of qualifications in Europe, to foster mobility of students and workers and recognition of qualifications, promote the quality of training and validation and recognition of formal and informal learning.

National Qualifications Framework (NQF) covers the entire education system and all its qualifications. It includes nine levels, incl. zero (preparatory) level. Levels from 1st to 4th match the stages of training and qualifications in the school education system (general and vocational). Level 5 covers training in the college post-secondary education for the acquisition of the fourth degree of professional qualification. Levels of 6th to 8th intended for qualifications acquired in higher education - educational degrees: "Professional bachelor", "Bachelor," and "Master" and educational and scientific degree "Doctor". All these levels are based on results-oriented learning approach and are described in: knowledge (theoretical and/or factual), skills (cognitive and practical) and competence (personal and professional).



By government decision, the Minister of Education, Youth and Science has designated authority for maintenance and updating of NQF.

The National Agency for Vocational Education and Training was supported and approved as a National Coordination Point for implementing the European Credit System for Vocational Education and Training (ECVET).

In the recommendation of the European Parliament and the Council of 18 June 2009 about the establishment of European Credit System for Vocational Education and Training (ECVET) the Member States were invited to take actions for phasing and implementation of European Credit System for Vocational Education and training. Implementation phases include preparation for the introduction of credit system for VET in 2012, and its gradual implementation of the first evaluation in 2014, full implementation of ECVET in the long run for qualifications in VET at all levels of European Qualifications Framework (EQF).



One of the prerequisites for the successful preparation and implementation of credit system for VET is the institutional infrastructure to facilitate the development process and improve the coordination of the implementation of ECVET at national and European level.

This is the suggested logo of the BG ECVET (not approved yet)

By letter /Ref. № 0303-24 from 06.06.2012/ signed by Prof. Sergei Ignatov - Minister of Education and Science has requested the support of the Ministry of Education and Science National Agency for Vocational Education and Training to coordinate activities in the preparation and implementation of European credit System for VET (ECVET). Fixing the National Agency as an institution that will work with other competent institutions to achieve implementation of synchronized proliferation activities and support for implementation of ECVET at national level. As a National Coordination Point National Agency will assist in ensuring consistency of approach and guidelines for development, testing and implementation of ECVET at national, regional and sectoral level.

There is a national experts group for coordination of the activities and issues related to the implementation of the ECVET into the national VET. Assoc. Prof. Mariana Ivanova (who is a partner in the EQF Project) is a member of this group.¹⁰

¹⁰ Information based on: The development of national qualifications frameworks in Europe (September 2009), Luxembourg: Publications Office of the European Union, 2009.



National Qualification Framework in Belgium

“Belgium is a federal country with three official languages (Dutch, French and German). While the German federal entity has not taken any initiative to develop an NQF, both the Flemish and the French speaking communities have done so. Though they started basically at the same time (2005-06) different pathways have been followed, reflecting the differences in the two systems.” (CEDEFOP¹¹).

“The Flemish National Framework of Qualifications (NFQ) was launched in 2005 and incorporates an 8-level (VKS) structure, described by the two main categories of knowledge/skills and context/autonomy/responsibility. On the 10th of April 2009 the Flemish Parliament and Government in Belgium adopted an Act on the qualification structure (*kwalificatiestructuur*) introducing the qualification framework. While the Flemish framework was seen as a pre-condition for referencing to the EQF, it was primarily an instrument for improving the national qualifications system (CEDEFOP). The NFQ has been referenced to the European Qualifications Framework (EQF) since February 2nd 2009 (Nuffic¹²).

A qualification framework for higher education linked to the Bologna process has been developed and implemented (2003). Following the 2009 Act the work on implementing the framework has started. A national conference of all main stakeholders was held in November 2009 and discussions are currently being held with social and educational partners on how to implement the Act (CEDEFOP).

The Qualification Framework in the French-speaking community of Belgium will distinguish eight qualification levels, but has not yet been finalized. However the upper 3 levels have been determined”.(Nuffic, citation www.cedefop.europa.eu/EN/Files/6108_en.pdf).

“The rationale and main policy objectives

The main rationale for pursuing a comprehensive NQF is to increase the transparency of the existing education and training system. The Flemish qualification framework aims at making qualifications and their mutual relations transparent, so that relevant stakeholders in education (students, pupils and providers) and in the labour market (social partners) can communicate unambiguously about qualifications and the associated competences. It should act as

¹¹ *The development of national qualifications frameworks in Europe*, Working paper 8, August 2010 www.cedefop.europa.eu/EN/Files/6108_en.pdf, main source of information used in that paper are from http://www.evcvlaanderen.be/files/DecreetVKS_ENG.pdf [cited 24.06.2010]

¹² *Country Module Belgium*, January 2012 www.nuffic.nl/international-organizations/services/diploma-recognition/country-modules/country-modules.



a reference for quality assurance¹³, for the development and renewal of courses, for the development and alignment of procedures for the recognition of acquired competences, as well as for comparison (nationally and at European levels) of qualifications (CEDEFOP).

The qualifications framework in Wallonia has not yet been finalized (Nuffic).

Involvement of stakeholders

Flanders

In the Flemish NQF process, stakeholders coordinated by the Ministry of Education and Training are involved at all stages of the process. Also relevant ministries (labour and social economy, and culture, youth, sports and media) have been involved in the development. From the education and training side the involvement of all relevant sectors (general education, initial vocational education, continuing vocational education and training, higher education, including short cycle higher education) has been important.

Work in vocational education and training is defining and describing qualifications in term of learning outcomes. These descriptions will be based on the job profiles (occupational standards) defined with the involvement of social partners.

Social partners (employers & employees) through the advisory body SERV

Education partners through the advisory bodies VLOR, VLIR, VLHORA

Training partners: VDAB en Syntra Vlaanderen

Culture & Youth & Sport partners through the advisory body SARC

Higher Education Students and the Organisation of pupils' associations

Administrative Affairs Policy Area

Wallonia

A proposal was initiated by the joint government of the French region, further elaborated in a technical working group (FOREM¹⁴, IFAPME¹⁵, Brussels Formation and Ministry of Education) in broad testing of an 'NQF methodology' involving stakeholders (teachers, social partners) from approximately 50 areas of trade and vocation. In spite of the lack of political clarification, the testing and piloting phases have resulted in a wide involvement of stakeholders. This testing now forms an important base for the further development of the framework. The involvement of a wide range of stakeholders in the development of a system for validation of non-formal and informal learning may prove to be beneficial for the development of the NQF.

Levels and descriptors

¹³ Covered by agencies; AKOV <http://www.ond.vlaanderen.be/wegwijjs/akov/>, Agentschap voor Kwaliteitszorg in Onderwijs en Vorming, for types and levels from 1-4 and NVAO <http://nvaio.com/nqf-vl>, Nederlands-Vlaamse Accreditatieorganisatie for the higher education qualifications from level 5 to level 8.

¹⁴ Le service public wallon de l'emploi et de la formation.

¹⁵ Institut wallon de formation en alternance et des indépendants et des petites et moyennes entreprises.



Flanders

8 levels (Nuffic):

Level 1: Primary education

Level 2: Secondary education (*2de graad BSO*)

Level 3: Secondary education (*2de leerjaar van de 3de graad BSO*)

Level 4: Secondary education (*diploma secundair onderwijs, Se-n-Se*)

Level 5: Higher professional education (*hoger beroepsonderwijs (HBO5)*)

Level 6: Bachelor

Level 7: Master

Level 8: Doctorate

5 level descriptors: knowledge, skills, context, autonomy and responsibility

The first proposed Flemish framework was based on 10-levels, but after the discussion on the EQF, was reduced to 8 described by two main categories of knowledge/skills and context/autonomy/responsibility. A lot of discussion arose on the relationship between professional and higher education qualifications. It was acknowledged that while higher education institutes (universities and university colleges) have a 'monopoly' on the bachelor, master and doctorate titles, this does not rule out the parallel (at levels six to eight) placing of vocationally oriented qualifications. Several stakeholders (for example representing the adult education institutions providing higher Vocational Education and Training – VET, courses for adults) asked explicitly for the placing of particular VET qualifications at levels five or six. The identification of this 'grey zone' between academically and vocationally oriented higher education qualifications resulted in the adoption of a set of descriptors using the same general logic at all levels.

Wallonia

As for the region of Wallonia, an eight-level structure is envisaged, largely reflecting the EQF descriptors. It is not clear at this stage whether the Flemish proposal to distinguish between knowledge and skills on the one hand and context, autonomy and responsibility on the other hand will be taken into account when taking the NQF structure forward."

5.3 National Qualification Framework in Italy

The Italian Referencing Process to EQF

Following the 23 April 2008 EU Recommendation about the European Qualification Framework (EQF), all European Countries has been asked to identify the appropriate correlation of national qualifications and certifications to the eight levels defined by EQF.



By 31 december 2010, every EU Member had to relate its national vocational and educational system to EQF, identifying in a clear way its qualification levels and developing its own National Qualification Frameworks (NQF) in compliance with national rules and practices.

By the end of 2012, all EU Countries should have to:

- adopt measures to assure that any certification concerning qualifications, diploma and Europass documents, provided by the competent authority, appropriately refers to the EQF levels;
- use an approach based on *Learning Outcomes* (LO) to describe qualifications and diploma, promoting the recognition of non-formal/informal learnings;
- apply Quality Assurance criteria in educational and learning systems;
- identify *National Coordination Points*, related to the national main stakeholders, to develop a “referencing” (it.: *referenziazione*) process, to enhance quality and transparency of qualifications.
-

Just to do that, in the last months, the Italian Authorities took the following steps:

- building up of a technical group to draw up a first draft of *Primo Rapporto Italiano di Referenziazione delle Qualificazioni al Quadro Europeo EQF* (First Italian Report on Referencing Qualifications to EQF);
- first draw and sharing of the Report (December 2011);
- meetings to present the first draft to the Regions and Social Partners (January-July 2012);
- meetings with Italian Government and Central Administration offices (including European Affairs Department; Ministry of Education; Ministry of Labour; Isfol; etc.) to define referencing criteria of professions regulated by the law (January-July 2012);
- Public consultation about the Report first draft (June 2012);
- Report Revision following consultations (July 2012);
- Adoption of the Report by the State-Region Conference (July-September 2012);
- Presentation of the Report to the European Commission, General Directorate for Education and Culture DG (September 2012).
-

So far, this Process has been duly accomplished, so that on 12 July 2012 the *Primo Rapporto Italiano di Referenziazione delle Qualificazioni al Quadro Europeo EQF* has been published and the public consultation has been opened lasting till 17 August 2012.

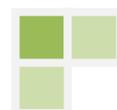
[The First Italian Report on Referencing Qualifications to EQF](#)

The Italian Report is a very wide and articulate document, providing an effective overview of the current Italian educational and vocational training system. It consists of the following parts:

- **Section 1 – Lifelong Learning System Description**

The main players of Italian Education and Training Systems are:

- Ministero dell'Istruzione Università e Ricerca (Education, University and Research



Ministry), entrusted with the definition of general principles and main levels of the education system;

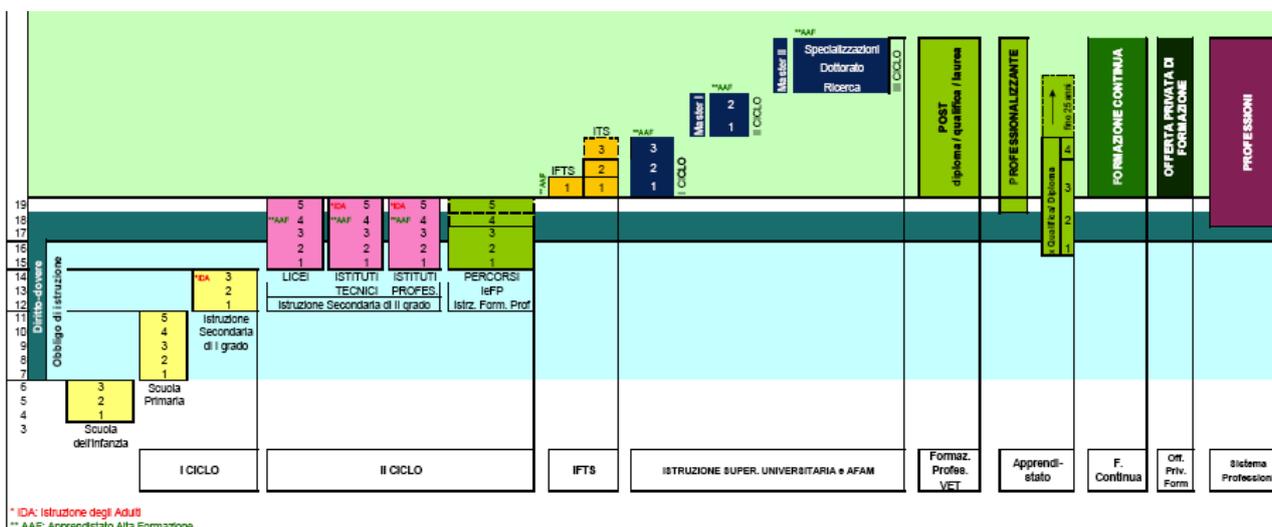
- Ministero del Lavoro e delle Politiche Sociali (Labour and Social Policy Ministry), defining vocational training broad criteria;
- Regions and autonomous Provinces, having exclusive jurisdiction over vocational training offer, including planning, delivering and managing of activities;
- Social Partners, especially involved in the designing of vocational training courses for workers and entrepreneurs, apprenticeship and professional qualifications.

These main actors collaborate to the proper running of a very complex system, worked out by quite a century of historical elaboration and recently updated by the introduction of several new laws, not yet fully integrated.

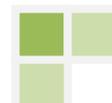
The Italian education system consists of the following main components:

- mandatory education, so called I ciclo (first cycle: 7-14 years);
- second level, II ciclo (second cycle: 15-19 years);
- higher education I ciclo (first cycle) of three years (basic level degree);
- higher education II ciclo (second cycle) of two further years (degree);
- higher education III ciclo (third cycle) of three further years (PhD; masters, etc.);
- Higher Technical Education and Training (IFTS);
- Vocational and Educational Training (VET);
- Apprenticeship;
- Lifelong Learning / Adult Education;
- Private Offer of Vocational, Educational and Lifelong Learning Training;
- Professionals System.

This is the visual representation of the system as a whole:



* ICA: Istruzione degli Adulti
 ** AAF: Apprendistato Alta Formazione



It is worth noting that Section 1 also provides meaningful information about qualification recognition and validation innovative practices introduced by some Italian Regions, especially related to the VET field.

- **Section 2 – Qualifications Recognition in the Italian Educational and Vocational Training System**

The main educational and professional qualifications stemming from such a complex system are described in this section, where they are classified in three main groups:

- qualifications coming from the educational and vocational training system: in this case, certifications and diploma are provided by Schools, Universities and Regions (for vocational training)
- qualifications coming from the professional system: in this case, certifications are provided by Ministries competent in the different professional domains (e.g.: Health Ministry for medical professionals);
- qualifications coming from private bodies, a quite new but relevant source of competence certification.

- **Section 3 – Referencing of Italian Qualifications to the EQF**

From our point of view, this is the most important part of the Report, as it deals with the comparison of the Italian main qualifications to the EQF.

It starts from the already known ten *Criteria and procedures for referencing national qualifications levels to the EQF* worked out by the EQF Advisory Group of the European Commission, made up of National Authorities and other relevant stakeholders.

The Italian Report groups these criteria in two categories:

a) **process** criteria, including:

1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities.
6. The referencing process shall include the stated agreement of the relevant quality assurance bodies.
7. The referencing process shall involve international experts.
8. The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria.



9. The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports.

10. Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

b) **technical** criteria, including:

2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework.

3. The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems.

4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.

5. The national quality assurance system(s) for education and training refer (s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines (as indicated in annex 3 of the Recommendation).

On the ground of criteria 2, 3 and 5, defined as “key criteria” by the Report, a comparison table for the main Italian **public qualifications**, i.e. the qualifications certified by Public Authorities, like Ministries and Regions, is presented.

In the meantime, the Competent Authorities (Ministry of Education, Ministry of Labour and Regions) established a National Plan for Quality Assurance in Education, complying with the EU Recommendation of 2009 EQAVET, based on the following main principles:

- to promote the habit of continuous improvement of quality;
- to promote the evaluation (auto-evaluation and external evaluation);
- to involve all the stakeholders;
- to check satisfaction level of users and stakeholders (trainers, families, enterprises, etc.);
- to make public, knowledge of information and results.

Table 1. Comparison table of Italian Public Qualifications' System to EQF:



EQF Levels	Qualification Category	Competent Authority	Corresponding Learning Path
1	Diploma di licenza conclusiva del ciclo di istruzione	MIUR/Istruzione	Scuole secondaria di I grado
2	Certificazione obbligo di istruzione	MIUR o Regioni a seconda del canale di assolvimento scelto	Fine del primo Biennio dei licei, istituti tecnici, istituti professionali, percorsi di leFP triennali e quadriennali
3	Diploma di qualifica di operatore professionale	MIUR/Istruzione	Triennio dell'istituto professionale
	Attestato di qualifica di operatore professionale	Regioni	Percorsi triennali di leFP Percorsi formativi in apprendistato per il di-dov o percorsi triennali in apprendistato per la qualifica e per il diploma
4	Diploma professionale di tecnico	Regioni	Percorsi quadriennali di leFP Percorsi quadriennali in apprendistato per la qualifica e per il diploma
	Diploma liceale	MIUR/Istruzione	Percorsi quinquennali dei licei (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma di istruzione tecnica	MIUR/Istruzione	Percorsi quinquennali degli istituti tecnici (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma di istruzione professionale	MIUR/Istruzione	Percorsi quinquennali degli istituti professionali (Percorsi formativi in apprendistato di alta formazione e ricerca)
5	Certificato di specializzazione tecnica superiore	Regioni	Percorsi ITS (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma di tecnico superiore	MIUR/Istruzione	Corsi ITS (Percorsi formativi in apprendistato di alta formazione e ricerca)
6	Laurea	MIUR/Università	Percorso triennale (180 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di primo livello	MIUR/Istituti di alta formazione artistica e musicale	Percorso triennale (180 crediti - CFA)
7	Laurea Magistrale	MIUR/Università	Percorso biennale (120 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di secondo livello	MIUR/Istituti di alta formazione artistica e musicale	Percorso biennale (120 crediti - CFA)
	Master universitario di primo livello	MIUR/Università	Percorso minimo annuale (min. 60 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di specializzazione (I)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo biennale (120 crediti - CFA)
	Diploma di perfezionamento o master (I)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo annuale (min. 60 crediti - CFA)
8	Dottorato di ricerca	MIUR/Università	Percorso triennale (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di formazione alla ricerca	MIUR/Istituti di alta formazione artistica e musicale	Percorso triennale
	Diploma di specializzazione	MIUR/Università	Percorso minimo biennale (120 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Master universitario di secondo livello	MIUR/Università	Percorso minimo annuale (min. 60 crediti - CFU) (Percorsi formativi in apprendistato di alta formazione e ricerca)
	Diploma accademico di specializzazione (II)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo biennale (120 crediti - CFA)
	Diploma di perfezionamento o master (II)	MIUR/Istituti di alta formazione artistica e musicale	Percorso minimo annuale (min. 60 crediti - CFA)

Especially relevant for our project is the detailed description of a vocational training qualification (Building Industry Operator) included in the Report, as a sample of the practical application of Learning Outcome method. The most important qualifications have been defined in a *Repertorio Nazionale dell'offerta di Istruzione e Formazione professionale* (National Repertory of Education and Vocational Training Offer), established by the State-Regions Agreement of July 27, 2011.

- **Section 4 – Enclosed Documents**

In this last Section, the Report presents specific forms, synthetically describing the required Knowledge, Skills and Competencies for the main Italian State recognized qualifications.



How to fit “Eco-Qualify to EQF” Qualifications into the Italian NQF?

The main difficulty we could infer from the Report is that it does not take into consideration bottom up processes: but, it is possible that in the next few months, new suggestions will be proposed about the need of forecasting this kind of approach.

In the meantime, the most viable way to connect the Qualifications identified by our project is probably at Regional level, starting from Marche Regione, where we are operating since more than 15 years in VET sector.

Here below, we present the steps we intend to make to meet this goal:

- to ask Marche Region for information about the devised procedure to let our qualifications recognized;
- to involve, if possible, Social Partners at the same level to promote our initiative;
- to apply, if necessary, all the needed changes and modifications to comply with the Regional procedure, informing our project Partners about.

At this moment in time, it is not easy to estimate how much time this way should request: on the basis of previous experiences, we will evaluate it in not less than one year.

5.4. National Qualification Framework in Austria

“Introduction of the national qualifications framework (NQF) is broadly supported by all main political stakeholders in Austria. According to the government programme (2008-13) (26) it is expected that all Austrian national qualifications will be included in the eight-level national structure by 2013.

The NQF development process started after the EQF consultation process in January 2007. Most Austrian stakeholders involved in the consultation process agreed on the need for developing an NQF. The first ‘fact-finding phase’ (February to October 2007) aimed to gather and analyse information, to do research work (27) and to prepare a consultation paper.

The work formed the basis for a national consultation process taking place in the period January to June 2008. A total of 270 responses were received and the expert team presented its conclusions and recommendations in November 2008 to the National steering group. The resulting report (*Konsolidierung der Stellungnahme zum Konsultationspapier*) identified a number of open questions (28) and was used by the Federal Ministry of Education, Arts and Culture and the Federal Ministry of Science and Research to prepare a policy paper (October 2009 (29)) outlining the strategy for the implementation of the Austrian NQF.

This strategy in particular clarifies the relationship between qualifications at levels 1-5 and 6-8. Qualifications at levels 1-5 from all sectors of education and training will be referenced according to the same set of level descriptors. At levels 6-8 two sets of level descriptors will be used, allowing



academically and vocationally oriented qualifications to coexist (30). Dublin descriptors will be used for allocating qualifications related to Bologna cycles (BA, MA, octorate) and awarded by HE institutions (i.e. universities, universities of applied sciences (*Fachhochschulen*) and (26) Regierungsprogramm der 24. Gesetzgebungsperiode (2008-2013), available from Internet www.austria.gv.at/DocView.axd?CobId=32965 [cited 16.3. 2010].

The explanatory tables with criteria and procedures for referencing qualifications to the level of the NQF are currently being developed. The main principle is to use 'reference qualifications' as an orientation for placing qualifications to the NQF levels.

Rationale and the main policy objectives

The main objective of the Austrian NQF is to map all officially recognised national qualifications and present them in relation to each other and to make implicit levels of the Austrian qualification system explicit, nationally as well as internationally. The specific objectives are to:

- (a) assist referencing of Austrian qualifications to the EQF and thus strengthen the understanding of Austrian qualifications internationally;
- (b) make qualifications easier to understand and compare for Austrian citizens;
- (c) improve permeability between VET and HE by developing new pathways and open new progression possibilities;
- (d) reinforce the use of learning outcomes in standard-setting, curricula and assessment;
- (e) support lifelong learning and enable stronger links between the adult learning sector and formal education and training;
- (f) recognise a broader range of learning forms (including non-formal and informal learning).

The NQF development process is organised into three strands (*Korridore*): formal qualifications, qualifications acquired in non-formal learning (for example in adult education institutions outside the formal education and training system) and informal learning. The policy paper (31) suggests some steps for including non-formal qualifications in the NQF. A conceptual paper will be prepared and pilot projects carried out on how to describe these qualifications in the terms of learning outcomes. Discussion will start with all relevant stakeholders on linking validation and allocation of non-formal qualifications to the NQF and on establishing validation and quality assurance procedures.

Involvement of stakeholders

The General Directorate for Vocational Education and Training of the Federal Ministry of Education, Arts and Culture has initiated and is coordinating NQF development in cooperation with the Federal Ministry of Science and Research which is in charge of higher education.

In 2006, an NQF project group was set up. It included representatives from the Federal Ministry of Education, Arts and Culture and the Federal Ministry of Science and Research. The group coordinated the NQF agendas within both ministries and is responsible for strategic planning, commission-



ing research studies and communication with stakeholders. Members of this group were the director general for VET (Federal Ministry of Education, Arts and Culture) as chair, the director general for universities and universities of applied science (Federal Ministry for Science and Research) as joint chair and coordinators of several departments of these two ministries (VET; general education; adult education and lifelong learning; management of staff and school; research; universities and universities of applied sciences).

In February 2007, a national NQF steering group was set up. It is a decisionmaking body and includes 23 members covering all the main stakeholders (all relevant ministries, social partners and *Länder*). The main task of this group is to coordinate the implementation of the NQF and to make sure that the framework reflects the interests of stakeholders. Since qualifications and validation policies require cross-sector cooperation, ensuring coordination and ownership is of crucial importance for success.

A subgroup of the national steering group has been established. Its task is to prepare the meetings of the national steering group, discuss relevant issues and prepare working papers.

Separate working groups have been set up (2006) to pursue the development of a qualifications framework for higher education. Involved in this work are the different departments within Federal Ministry for Science and Research, the students' union, universities and universities of applied sciences. Self-certification to the QF-EHEA is expected by the end of 2010.

Levels and descriptors

Since 2007 Austrian stakeholders have been involved in intense discussions on the character of a future NQF. Central to this discussion has been the need to clarify the development of national qualifications frameworks in Europe (August 2010) main concepts and functions, in particular how the new learning outcomes-based level descriptors will influence the relations between qualifications.

There was a broad agreement on using an eight-level structure. The number of levels is sufficiently distinctive and corresponds well to the main characteristics of the Austrian qualifications system.

The EQF descriptors, based on knowledge, skills and competence, are used as national descriptors. 'Explanatory' table(s) including criteria and procedures are currently being developed to ease referencing of national qualifications to the NQF levels. The qualifications framework for higher education uses Dublin descriptors as a starting point for further development.

Use of learning outcomes

Austria is moving to strengthen the learning outcome approach across education and training as it will be central to the positioning of qualifications onto the NQF.

Many qualifications are already learning outcome oriented, but the approach has not been applied consistently across all sectors and institutions.

In 2005, the Federal Ministry of Education, Arts and Culture launched a project to develop educational standards for core subject areas in general education (32) and in VET (33). The educational standards for VET schools and colleges define 'content' (subject and knowledge areas and topics



with specified goals), ‘action’ (cognitive achievements required in the particular subjects) and personal and social competences related to the respective field. Four competences are described:

- (a) subject-matter competence;
- (b) methodological competence;
- (c) social competence (communication competence, competence to cooperate and interact);
- (d) personal competence (being able to steer own actions by self-motivation and self-control).

In March 2009, the General Directorate for VET of the Federal Ministry of Education, Arts and Culture started a project (Curriculum design – learning outcomes orientation) which aims to integrate educational standards in VET curricula.

In apprenticeship (dual system), the training regulation is issued for each profile by the Federal Ministry of Economics. It consists of the occupational competence profile (*Berufsprofil*) with related activities and work descriptions, and job profile (*Berufsbild*) with knowledge and skills to be acquired by apprentices.

The *Lehrabschlussprüfung* (final apprenticeship examination) is to assess whether the candidate has acquired the necessary skills and competences for entry to qualified work. It comprises a theoretical and a practical test. Master craftsperson examinations (for manual trade vocations) and examinations to prove the respective competence (for other regulated trades) are organised by the economic chambers in the *Länder*.

In higher education a qualification profile, describing the expected learning outcomes (and definitions of learning outcomes) for each module, was introduced by the University Act (*Universitätsgesetz*) in 2002, but implementation differs between HE institutions.

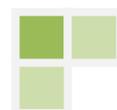
Referencing to the EQF

The referencing process is expected to start in autumn 2010. The work has been supported by the EQF test and pilot projects, notably the Leonardo da Vinci ‘EQFRef:

Referencing process – Examples and proposals (34). The draft referencing report is expected to be prepared by the end of 2011. OeAD (Österreichischer Austauschdienst, Austrian agency for international cooperation in education and research) was designated the national coordination point (NCP) in March 2010. It will be responsible for developing a home page on NQF and should become the main information desk for citizens and institutions.

Important lessons and the way forward

An important strength of the Austrian NQF development process lies in its involvement and engagement of a broad range of stakeholders, representing all subsystems of education and training as well as the social partners. This broad process has made it clear that stakeholders hold different and sometimes conflicting views on the role of the NQF.



The consultation paper emphasised that NQFs will have an orientation and communication function to make the existing qualification system visible and help individuals to compare their qualifications and engage in further learning activities.

While this was broadly supported in the consultation process, subsequent developments have raised the question of whether, and to what extent, the NQF should be used to support national reform. This is perhaps best illustrated by the question of how to use the three highest levels (6-8) of the framework. Should these be exclusively used for those qualifications forming a part of the Bologna framework or should they also be open to other, vocationally and professionally oriented qualifications. As the answer to this question is the latter, a number of questions regarding the equivalence of academically and vocationally oriented higher level qualifications arise.

Another issue being addressed is the allocation of national qualifications to the NQF level. There are still several open questions to be discussed (e.g. the issues of partial qualifications, how to apply the principle of best fit, procedures and operational structures).

Further development is needed to clarify questions relating to the learning outcomes approach in terms of concepts and sound assessment methodologies and tools. How to balance outcome orientation and input factors will be one of the central questions to be answered in the near future, as will be the question of whether learning outcomes are to be implemented in a coherent way across different education and training subsystems (general, VET and HE).

Another issue to be dealt with is the integration of non-formal qualifications and validation of non-formal and informal learning in the NQF developments and equivalences of qualifications.

Experience until now has shown that stakeholder involvement in all phases of the NQF development is both crucial and beneficial. In Austria, a good platform for cooperation between different stakeholders has been created. Further involvement of stakeholders to strengthen ownership and commitment will be needed. To ensure successful NQF implementation implies the need to engage and include education and training providers and universities.

Good cooperation in further development of the NQF for lifelong learning and the QF for HE will be needed to establish conditions for better progression possibilities between different subsystems.”¹⁶

5.5. National Qualification Framework in Germany

“A comprehensive national qualifications framework for lifelong learning based on learning outcomes (*Deutscher Qualifikationsrahmen, DQR*) is currently being developed in Germany. It will include qualifications obtained in general education, higher education and vocational education and training. In the first phase, only full formal qualifications will be referenced to the DQR. In a later phase, informally and non-formally acquired competences will also be included.

¹⁶ http://www.cedefop.europa.eu/EN/Files/6108_en.pdf, WORKING PAPER

No 8, The development of national qualifications frameworks in Europe (August 2010), Luxembourg: Publications Office of the European Union, 2010



The preparations for the framework started in 2007. Following extensive preparatory work, a proposal for a German NQF was published in February 2009 (54). This proposal provides the basis for an extensive testing phase to be followed by full scale implementation. The current (2009-10) piloting stage uses qualifications from selected sectors (IT, metal, health and the trade sector) as 'testing ground' to link exemplarily qualifications to the level of DQR. The main aim is to verify that the matrix and level indicators are suitable and usable. Stakeholders and experts from school-based and work-based VET, continuing education and training, general education, HE, trade unions and employers collaborate in testing the NQF proposal.

An NQF for the higher education sector (related to QF-EHEA) was established in 2005 and put in place since then. In January 2010, the self-referencing report of the NQF for HE to be compatible with the QF-EHEA was published (55). The relationships and links between the NQF for HE and NQF for lifelong learning are currently being discussed in Germany. The NQF for HE is likely to remain the main reference for higher education as its descriptors are more detailed than the descriptors in the proposed NQF for LLL and it is designed to suit the specific needs of HE. QF for HE has a strong emphasis on knowledge component and development of competences such as responsible citizenship, cultural awareness etc. However, the envisaged NQF for LLL aims at integrating all areas of learning.

Rationale and the main policy objectives

The work on the DQR responds to the EQF initiative. An important objective of it is to allow for a transparent referencing of qualifications acquired in Germany to the EQF and to use it as tool to improve opportunities for German citizen in the European labour market. Another important objective is to map all obtainable qualifications, present them in relation to each other, and make them easily understood and comparable.

These two main objectives have been translated into the following detailed aims. The DQR is expected to:

- (a) increase transparency in the German qualification system;
- (b) promote reliability, transfer opportunities and quality assurance;
- (c) improve the visibility of the equivalence and differences between qualifications;
- (d) aid recognition of German qualifications elsewhere in Europe;
- (e) support the mobility of learners and employees between Germany and other European countries and within Germany;
- (f) increase the skills orientation of qualifications;
- (g) reinforce the learning outcomes orientation of qualification processes;



(h) improve opportunities for validation and recognition of non-formal and informal learning;

(i) foster and enhance access and participation in lifelong learning.

Involvement of stakeholders

A national steering group (*Bund-Länder-Koordinierungsgruppe*) was jointly established by the Federal Ministry of Education and Research and the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Republic of Germany at the beginning of 2007. This coordination group has appointed a working group *Arbeitskreis DQR* which comprises stakeholders from higher education, school education, VET, social partners, public institutions from education and the labour market as well as researchers and practitioners. Decisions are based on consensus and each of the members works closely with their respective constituent institutions and organisations.

On behalf of the Federal Ministry of Education and Research (BMBF) a *DQR Büro* (DQR office) has been set up to provide technical and administrative support to the process.

Levels and descriptors

An eight-level structure has been proposed to cover all main types of German qualifications.

Level descriptors describe competences required to obtain a qualification. The draft DQR differentiates between two categories of competence: professional and personal. The table shows the components used for describing levels in the DQR.

The term competence lies at the heart of the DQR and signals readiness to use knowledge, skills and personal, social and methodological competences in work or study situations and for occupational and personal development. Competence is understood in this sense as action skills (see below).

Structure of requirements

Professional competence		Personal competence	
<i>Knowledge</i>	<i>Skills</i>	<i>Social competence</i>	<i>Self-competence</i>
Depth and breadth	Instrumental and systemic skills, judgment	Team/leadership skills, involvement and communication	Autonomy/responsibility, reflectiveness and learning competence



Descriptors are expressed as alternatives, e.g. ‘field of study *or* work’ and ‘specialised field of study *or* field of occupational activity’. The table of level descriptors (DQR matrix) and a glossary are included in proposal of DQR.

Use of learning outcomes

The shift to learning outcomes is supported by all major stakeholders. One important aim of the DQR is to support further use of learning outcomes in standardsetting, curricula and assessment.

Learning outcomes are expressed in the various formulations of standards of *Kompetenz* that have been developed in particular for VET, where a concept of *Handlungskompetenz* (action skills) has gradually assumed a key role in qualifications definition, alongside clear input requirements about place, duration and content of learning. The action skills are described in terms of a typology of competences: *Fachkompetenz* (professional competence), *Personalkompetenz* (personal) and *Sozialkompetenz* (social).

In general education no specific action skills for qualifications are provided.

Curricula are often not written with a specific focus on learning outcomes. The recently introduced national *Bildungsstandards* could be taken as a first attempt to define a minimum set of learning outcomes for school subjects for primary education (*Hauptschule*), the intermediate leaving certificate (*Realschule*) and for the upper secondary school leaving certificate (*Abitur*).

In higher education, the shift to learning outcomes took place in a broader sense when introducing bachelor and master studies in recent years. Module handbooks are defined in terms of learning outcomes.

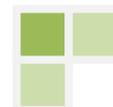
DQR also aims at improving opportunities for recognising informally acquired learning outcomes and strengthening lifelong learning. Model and research projects have been running to support further development.

Referencing to the EQF

The joint steering committee set up by the Federal Government and the *Länder* in 2007 is in charge of the referencing process, advised and coordinated by the DQR Büro. The draft referencing report is expected to be prepared by 2010 and the final report is to be submitted by 2011.

Lessons learned and the way forward

The development of the DQR is embedded in the broader context of reforms in Germany to strengthen the outcome-based orientation of German education and training system. It is also linked to initiatives to support permeability between VET and HE, e.g. the ANCOM ini-



tiative involves all relevant stakeholders from VET and HE to support recognition of learning outcomes.

The development of the DQR is also characterised by a comprehensive vision and a coherent set of level descriptors, spanning all levels of education and training. This approach makes it possible to identify and better understand the similarities and differences between qualifications in different parts of the education and training system. Because it refers to the level and type of learning outcome, this approach can make it possible to judge whether, for example, a VET qualification can form a basis for a HE qualification. To develop a permeable system with better horizontal and vertical progression possibilities is at the heart of DQR developments.

The NQF development is also characterised by a strong and broad involvement of stakeholders from all subsystems of education and training (general education, school and work-based VET, HE), stakeholders from the labour market, ministries and *Länder*.¹⁷

How to fit “Eco-Qualify to EQF” Qualifications into the German NQF?

Currently FORUM Berufsbildung is part of a consortium establishing the German “Zusatzqualifikation Fachberater Naturkost und Reformwaren”. Together with partners in vocational and educational training in the field of organic food retail, (all of them are part of NATURKOST-AKADEMIE) and together with the big German food producers’ association BNN, the REFORMHAUSAKADEMIE and big organic food supermarket chains (e.g. Bio Company), and with Institut equalita they are working on vocational training levels for the German market according to our project results. The German chambers of commerce also are involved. In many German cities they will issue a certificate for participants. During the working process with the German IHKs and many important stakeholders in the field FORUM was constantly referring to our EU-project, already using the results and competences they derived from their work with the European partners. Talks with the national authorities are yet to be arranged, first contacts have been made already. They will present the results of this project and ideally the results will help to further the development of the German NQF and ECVET.

In two other LENOARDO-projects, FORUM is currently devising a curriculum for organic food processors and an E-learning platform for organic retailers in the EU. After already having transferred some of the project results into other projects, they are very positive about being able to link even more working results within the EU, perhaps even worldwide. FORUM has several partners in China, India and Africa. Together with the other European project partners, the German Naturkostakademie, BNN and Reformhausakademie they hope to

¹⁷ The development of national qualifications frameworks in Europe (September 2009), Luxembourg: Publications Office of the European Union, 2009



strengthen European organic food retail with sound educational initiatives. Institute equalita and Ökomarkt Hamburg (which is part of FORUM) will help and further this process.

5.6. National Qualification Framework in United Kingdom

“The qualifications and credit framework (QCF) is a jointly regulated credit and qualifications framework for England, Wales and Northern Ireland. The framework covers all levels and types of qualifications, except for higher education qualifications which are covered by the Framework for higher education (FHEQ) and linked to the Bologna process. The QCF has been designed to be an organising structure for units and qualifications in the three country (England, Northern Ireland and Wales) national qualifications frameworks and supports the accumulation and transfer of credit achievement over time. The QCF recognises skills and transfer of credit achievement over time. The QCF recognises skills and qualifications by awarding credit for qualifications and units. It is thus supposed to enable people to gain qualifications at their own pace along flexible routes. The QCF went through a two-year test and trial period (summer 2006 – April 2008) and was formally adopted in autumn 2008.

Rationale and the main policy objectives

The following four aims were identified for the QCF. It should:

- (a) ensure a wider range of achievements can be recognised within a more inclusive framework;
- (b) establish a framework that is more responsive to individual and employer needs;
- (c) establish a simpler qualifications framework that is easier for all users to understand;
- (d) reduce the burden of bureaucracy in the accreditation and assessment of qualifications (115).

The QCF also sets out a series of strategic benefits of implementing the new framework. These are:

- (a) the framework is simple to understand, flexible to use, and easy to navigate;
- (b) the framework is responsive so that employers and learning providers can customise programmes of learning/ training to meet particular needs;
- (c) unit achievement is recognised and recorded;
- (d) all learners have an individual learner achievement record;
- (e) improved data quality in relation to qualifications and achievement for users, stakeholders and government;
- (f) the introduction of the QCF reduces administrative bureaucracy and costs.



Involvement of stakeholders and legal basis

Responsibilities for regulating the QCF in England, Wales and Northern Ireland lie with the following qualifications regulators:

- in England, the qualifications regulator for all external qualifications is the Office of the Qualifications and Examinations Regulator (OfQual).
- in Northern Ireland, the qualifications regulator is the Council for Curriculum, Examinations and Assessment (CCEA), which regulates external qualifications other than NVQs.

The English/Northern Irish Framework and higher education

A separate framework for higher education qualifications (FHEQ) has been established for England, Northern Ireland and Wales. This framework is a five-level framework and is based on the concept that qualifications is awarded for the demonstrated achievement. These levels are comparable to levels 4-8 of QCF although a different approach (descriptors) are used to describe them. The five levels of the FHEQ are differentiated by a series of generic qualifications descriptors that summarise the knowledge, understanding and the types of abilities that holders are expected to hold. The FHEQ is certified against the QF-EHEA (Bologna), but not against the EQF.

The attitude of FEHQ in relation to the EQF is significantly different from that signalled by the QCF. A 'scoping group' was set up in 2008 to explore the relationship between FHEQ and the EQF and concluded that, while they support the lifelong learning goals of the EQF, the group was not aware of any additional benefits which might accrue to the HE sector at present by referencing the FHEQ to the EQF. The group recommends that the position can be reviewed again, taking into account the developments of the EQF, the development of the Bologna process and a monitoring of levels of interest expressed by professional, statutory and regulatory bodies.

Levels and descriptors

The QCF comprises nine levels from entry level (sub-divided into entry level 1-3) to achievement at level 8.

The level descriptors provide a general, shared understanding of learning and achievement at each of the nine levels. The level descriptors are designed to enable their use across a wide range of learning contexts and build on those developed through the Northern Ireland credit accumulation and transfer system (NICATS), the existing level descriptors of the national qualifications framework (NQF), and a range of level descriptors from frameworks in the UK and internationally. The five upper levels are intended to be consistent with the levels of the framework for higher education qualifications in England, Wales and Northern Ireland.

Level is an indication of the relative demand made on the learner, the complexity and/or depth of achievement, and the learner's autonomy in demonstrating that achievement. The level descriptors are concerned with the outcomes of learning and not the process of learning or the method of assessment. The indicators for each level are grouped into three categories:

- (a) knowledge and understanding;



(b) application and action;

(c) autonomy and accountability.

Apart from the system of levels, the QCF consists of a system of units and credits. One credit is based on 10 hours of learning, regardless of where and when the learning takes place. QCF also includes principles for assembling qualifications from units, specifying which units must be achieved for each qualification. A set of principles for recognising prior certified and non-certified learning is also included.

Use of learning outcomes

The learning outcomes approach underpins the English and Northern Ireland qualifications systems. Actively promoted since the 1980s, this perspective is broadly accepted and implemented.

Referencing to the EQF

The QCF was referenced to the EQF in February 2010 as a part of the overall UK referencing process. The following relationship was established:

QCF	Entry level 1	Entry level 2	Entry level 3	1	2	3	4	5	6	7	8
EQF			1	2	3	4	5	6	7	8	

The higher education framework (FHEQ) is not formally referenced to the EQF. While this option was discussed during the referencing process, agreement was not reached on this point. As the five upper levels of the QCF are consistent with the FHEQ, an implicit and indirect link is established.

Important lessons learned and the way forward

The adoption of the QCF demonstrates the need to develop NQFs further. As a ‘second generation’ framework, the QCA introduces much stronger credit transfer elements, moving beyond the scope of the former NQF. This evolution has gone on for more than a decade, underlining the need for a long-term perspective in this field. While the QCF is now linked to the EQF, this is not the case for the FHEQ. Whether this will remain a permanent solution is unclear.”¹⁸.

¹⁸ Report on referencing the Qualifications and Credit Framework to the European Qualifications Framework for Lifelong Learning August 2009 QCDA/09/4419



6. Conclusions

The Partnership Project “Integration of the Quality Assurance System Eco-Qualify into EQF and ECVET” has been successful, as the partners have been able to achieve all the planned goals, even though the European Qualification Framework (EQF), the European Credit system for Vocational Education and Training (ECVET) and National Qualification Frameworks (NQF) are currently still in a developing phase and a lot more work has to be done at a later phase in order to incorporate the Quality Assurance System Eco-Qualify into the finished systems.

The first project aim was to transfer the qualifications of the Quality Assurance System Eco-Qualify into the EQF system, comparing the Eco-Qualify knowledge, skills and competencies (KSC) to the EQF eight levels. This resulted in a detailed description of the linking in a framework of comparison tables. The main discussion concerned the starting level of competencies and skills, as frequently poorly qualified and unskilled personnel, especially coming from agriculture, aims to enter the organic food retail sector. To take into account this specific need, the partners individuated an EQF level 1 set of KSCs included in Eco-Qualify.

At the end of this process, the partnership fixed 5 levels, corresponding to EQF 1 to 5, covering all the KSCs included in the Eco-Qualify learning framework and clearly establishing a link between Eco-qualify qualifications and EQF levels.

The second step was to integrate Eco-Qualify qualifications into the ECVET, identifying basic units and points able to establish a shared credits system for transferring recognized qualifications in different European Countries vocational and educational contexts.

As the current state-of-the-art encompasses many different approaches and solutions, we deeply discussed this topic, finally adopting a common decision: estimating that two years of full learning is a realistic evaluation about the time the whole learning process should ask for, the partners assigned a total amount of 120 ECVET points (as already well known, conventionally 60 ECVET points are equivalent to 1 year of full learning activity) to the whole Eco-Qualify learning path. Then, they established a percentage for each one of the 5 main learning levels, on the basis of its importance, complexity and effort. Each level corresponds to a professional specific domain and it is comparable with a single NQF level, as stated in the previous transfer activity.

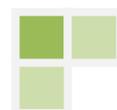
The partners regard this as a very well balanced solution, for the reason that it appropriately harmonizes both, the real operative needs with the design of the learning activities and NQF levels with ECVET credit point system, at the same time leaving room to all the partners for adapting this general criterion to local specific needs and constraints. With this approach mutual comparisons and recognitions are easily feasible.

For the National Qualification Frameworks are in their early stages, the partnership focused on an accurate analysis of partner Countries' NQF developments: It is obvious that every



country will have to carefully evaluate all the connections among the EQF, the vocational and educational training systems and the certification of qualifications. It is difficult at this stage to forecast a unique strategy to make the qualifications defined by Eco-Qualify recognizable inside the different and several NQFs, bearing in mind that each partner has to comply with many other legal rules and technical needs. On this background the partnership worked out shared guidelines as an operative instrument for the involved institutions to tackle further developments of the NQFs by a common approach.

The project cooperation and development has been so satisfactory that the Partnership decided to go on with the work and prepare further common activities on these topics.



7. Partnership consortium



ORA - Organic Retailers Association Austria

ORA (International Organic Retailers Association) is the European Umbrella Association for Organic Retailers and Stakeholder. ORA supports the sector's development and professionalization through consulting, training and lobbying.

www.o-r-a.org



Institut Equalita Germany

Institute equalita is a non-profit and non-governmental organization for qualification and networking in Europe, located in Cologne, Germany. Since 1992 it has carried out numerous projects, trainings and consulting for ecological and social institutions and business. One focus is the education for organic retail and farming, others are North-South topics and Global Learning. Since some years institute equalita is also engaged in eLearning and web-based activities.

www.equalita.de



Associazione terre dell'Adriatico Italy

Association Terre dell'Adriatico is a non-profit organization, founded in 1995, dealing with vocational training, information and services for rural enterprises. It is a vocational training body accredited by Marche Region Italy.

www.adrialand.it





Ökomarkt Verbraucher und Agrarberatung e. V. Germany

Ökomarkt e. V. ist an NGO informing consumers since 25 years about organic agriculture and products. It has developed a range of different activities. One of these activities is teaching unemployed people to work in organic shops.



Higher School "Agricultural College" Bulgaria

The Higher School "Agricultural College" – Plovdiv is a private higher educational institution established in 1992. Since July, 2011 it has been transformed into University of agribusiness and rural development (UARD). It is the biggest university in Bulgaria, which provides Bachelor and Master degrees in the field of agribusiness and rural development. UARD has experience in development of projects in PHARE, Socrates Comenius, Leonardo da Vinci, Tempus programs.

www.uard.bg



FORUM Berufsbildung e.V. Germany

FORUM Berufsbildung e.V. is an independent, non-profit making educational institution offering further education, vocational trainings and seminars in many different business areas, e.g. organic organic food retail, social welfare, business economics, and computer literacy.

www.forum-berufsbildung.de





IFOAM - EU-Group Belgium

IFOAM EU Group is the EU working level of IFOAM – the International Federation of Organic Agriculture Movements. IFOAM’s goal is the worldwide adoption of ecologically, socially and economically sound systems that are based on the principles of Organic Agriculture. IFOAM EU Group is a non-profit membership-based organisation that brings together more than 250 organisations, associations and enterprises. It represents the organic movement in Europe and promotes the further development of organic food and farming.

www.ifoam-eu.org



EuroPartnership Agency Ltd United Kingdom

EuroPA is a training organisation founded in 2007, and specialised in management and implementation of the LLP programmes. EuroPA provides a range of services that include EU funding research, consultation, preparation and submission of project applications, implementation, management and coordination, reporting, evaluation and dissemination.

www.europartnershipagency.com



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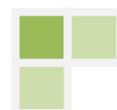
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