National Qualifications Framework

Session 3
ACQF 6th peer learning webinar
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Context of its creation

- ❑ 2009: Created the Coordination Unit of the National Qualifications System – to structure the National Qualifications System;

- ❑ 2010: The SNQ, CNQ and NQF were established;

- ❑ 2013: Legal regime for accreditation of training institutions;

- ❑ 2014: Regulated the RVCC (RPL) System;

- ❑ 2018: Review of the SNQ legal framework and adopted a new regulation on the organisation of UC-SNQ;

- ❑ 2020: New legal framework for Catalogue of National Qualifications (CNQ) and NQF

Purpose of its creation
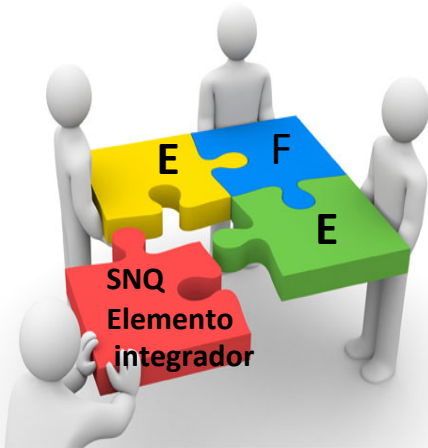
❑ Promote competency-based formative offerings that
❑ Meets the individual, social and economic needs of the market,
❑ Looking at lifelong learning

Main objectives

❑ Promoting the integration of education, training and employment systems;

❑ Structure technical and professional training offers tailored to current and emerging labour market needs;

❑ Recognize previous skills, including work and life experiences, through the RVCC (RPL) process, taking into account the various learning contexts;
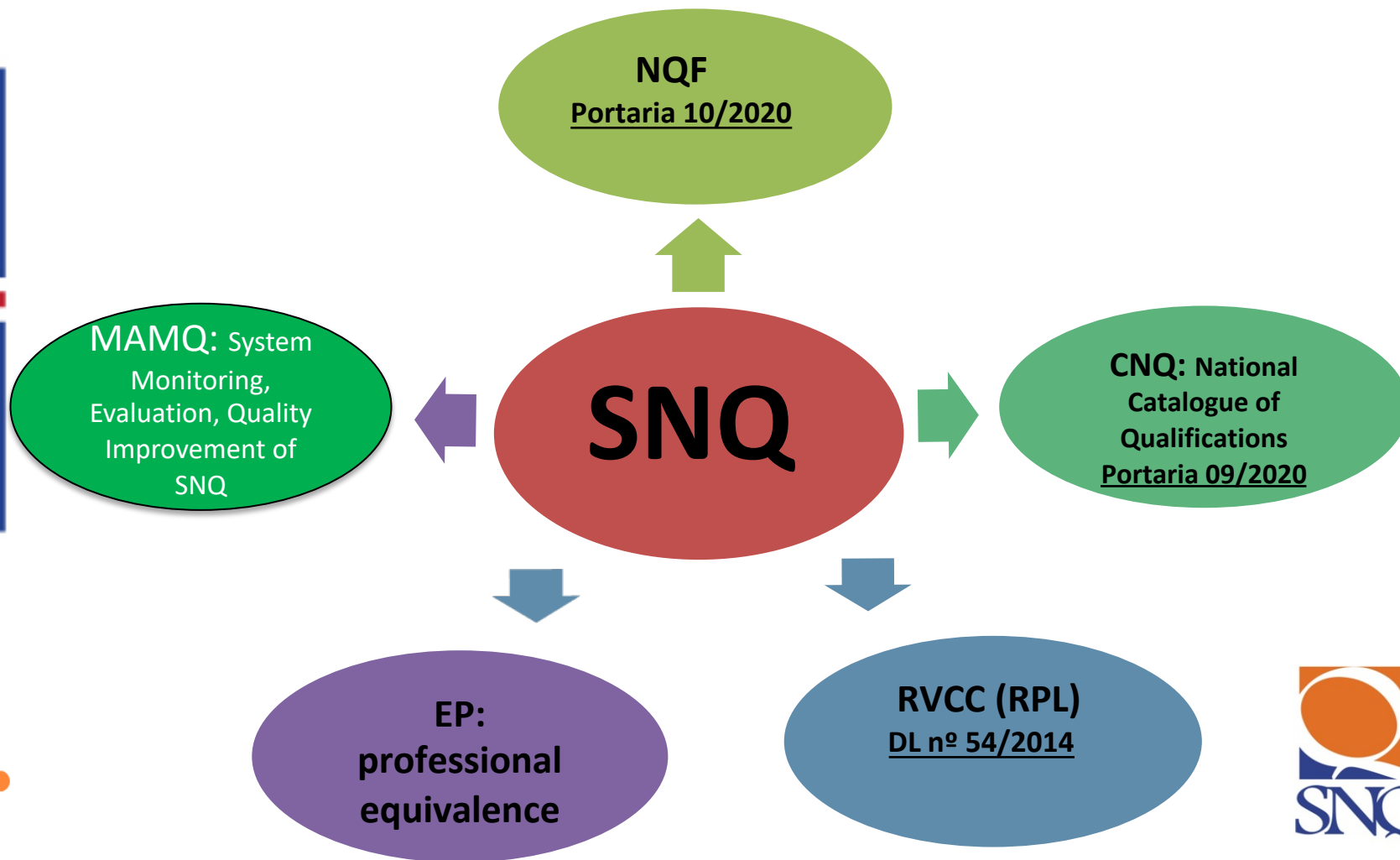
Structure

- UC-SNQ ;
- The central services responsible for employment and vocational training;
- The central service responsible for education and technical education;
- The Institute for Employment and Vocational Training (IEFP);
- The National Council for Employment and Vocational Training (CNEF);
- Bodies and structures with competences in the field of financing vocational education and training policies;
- The Sectoral Qualifications Committees (CSQ);
- Companies that promote professional training of their employees;
- All other public entities, private or mixed management, which develop vocational training activities;

Main components

NQF
Portaria 10/2020

MAMQ: System Monitoring, Evaluation, Quality Improvement of SNQ

SNQ

CNQ: National Catalogue of Qualifications
Portaria 09/2020

EP:
professional
equivalence

RVCC (RPL)
DL nº 54/2014

Main objectives

❑ Integrate and articulate the qualifications obtained within the different education and training subsystems (education, vocational training, higher education), and through non-formal and informal experience or learning, within a single framework;

❑ Improve the transparency of qualifications, enabling the identification and comparability of their value in the labor market, education and training;

Portaria nº 10/2020 de 20 de fevereiro

SNQ

Main objectives (cont.)

- ❑ Promoting access, progression and quality of qualifications;
- ❑ Improve the readability, transparency and comparability of qualifications (between the education and training subsystem and between them and the labour market);
- ❑ Promote links between the QQF and the EQF, NQFs from ECOWAS countries, among others, for the transfer and accumulation of credits in education, vocational training and higher education.

Portaria nº 10/2020 de 20 de fevereiro

SNQ

NQF Structure
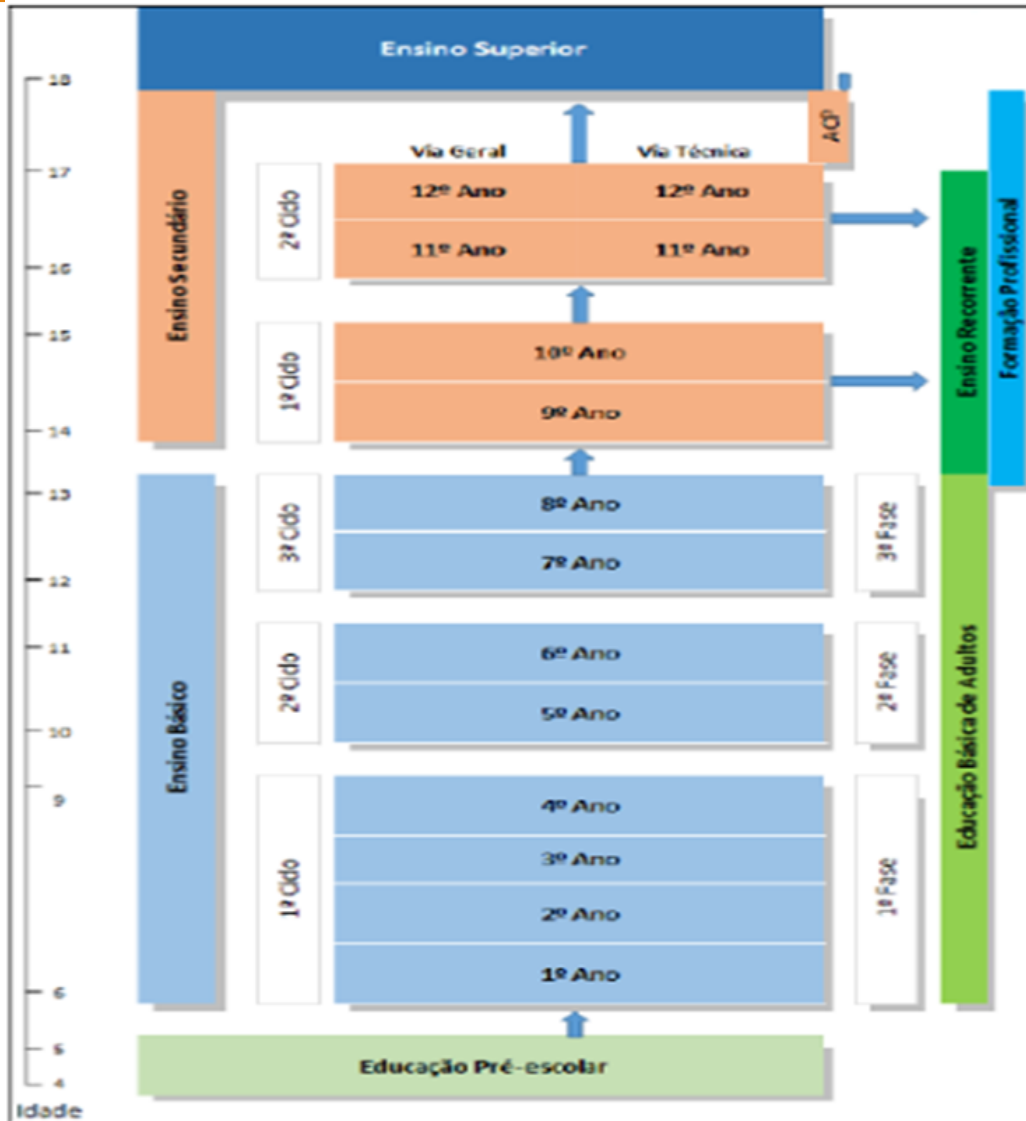
❑ Composed of 8 qualification levels;

❑ It covers primary, secondary and higher education, vocational training and the RVCC (RPL) process;

❑ Qualification levels are defined on the basis of learning outcomes;

❑ Each level is defined based on 3 descriptors:
- Knowledge
- Skills
- Attitudes

Structure – Educational System

NATIONAL QUALIFICATIONS FRAMEWORK - NQF

NQF level	Qualification
1	Diploma of basic obligatory education
2	Diploma of basic adult education with double certification pathway corresponding to professional qualification of Level 2 Certificate of professional qualification of Level 2
3	Certificate of Secondary Education (10th class) Certificate of professional qualification of Level 3
4	Diploma of secondary education (12th class general strand) Diploma of secondary education (12th class of technical strand corresponding to professional qualification of Level 4) with double certification Certificate of professional qualification of Level 4 with double certification Certificate of professional qualification of Level 4
5	Diploma of higher professional studies (DESP) with training of professional qualifications of Level 5 (CESP – Courses Higher Professional Studies). Certificate of the complementary professionalising class (ACP) with training of professional qualification of Level 5 Certificate of professional qualification of Level 5 with double certification Certificate of professional qualification of Level 5
6	Academic degree licenciatura
7	Academic degree master
8	Academic degree doctorate

Level descriptors

	Knowledge	Skills	Attitudes
Level 1	Basic general knowledge applied to a limited and defined set of activities.	Basic operational skills required to carry out simple and routine tasks.	Work or study under direct supervision in a structured context, with responsibility for his/her own performance.
Level 2	Basic operational knowledge of a field of work or study. Expresses ideas and concepts through verbal communication and effective writing.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools.	Work or study under supervision with some degree of autonomy. Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction.
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study, and with understanding of certain theoretical and technical elements of processes, materials and basic terminology.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Provides technical support to solve specific problems.	Take responsibility for executing tasks independently in an area of work or study when simple decisions or initiatives are required. Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations. Adapt own behaviour to circumstances in solving problems.
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study, relevant for the function.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Manage own activity in the framework of established orientations in contexts of study or work, generally predictable, but susceptible to change.	Supervise the routine activities of third parties, assuming certain responsibilities in terms of evaluation and improvement of activities in contexts of study and work. Take responsibility for own outputs/results in work and semi-structured learning situations. Work independently when immediate decisions are required with certain initiative. Define own objectives and targets in accordance with the goals of the organisation and effectively manage time.

Level descriptors

Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and insure the technical support to solve more specific problems in known routines.	Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organize the work for you and the team, according to the objectives and goals of the organization and support others to effectively manage time.
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of study or work. Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.	Take responsibility for managing professional development of individuals and groups.
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of study or work, supporting the capacity of original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Manage and transform study or work contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

Main benefits

☐ Facilitates access, mobility and progression between education and vocational training systems;

☐ Allows validation of non-formal and informal learning;

☐ Makes it possible to make education and training pathway more flexible;

☐ Improves the quality of training;

☐ Maintain international comparability of education and training standards;

☐ Allows international recognition of qualifications;

CNQ

❑**It is a dynamic instrument, strategic management of qualifications,** essential for the competitiveness and modernization of the productive and human, personal and social development of the individual.

❑ **It is prepared and updated at all times by the SNQ Coordination Unit** by including, excluding or changing qualifications, taking into <u>account the current and emerging needs of the economy</u>.

❑The qualifications that are part of the CNQ are approved by the members of the COS, are based on competence and structured by Professional Family (FP).
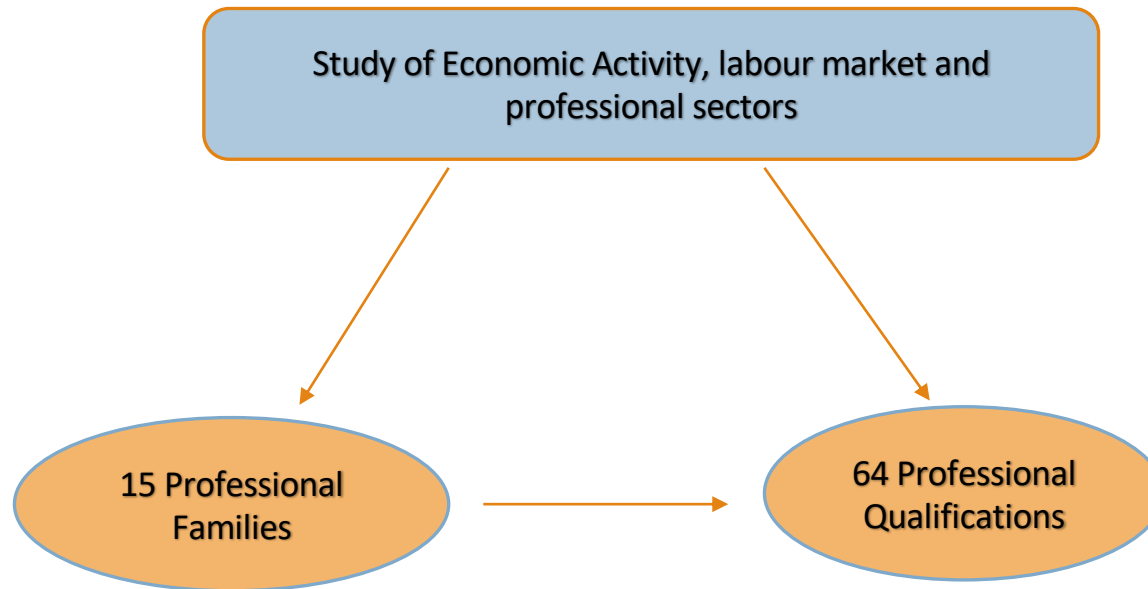
Portaria nº 9/2020 de 20 de fevereiro

Selection criteria of Professional Families and Professional Qualifications

Study of Economic Activity, labour market and professional sectors

15 Professional Families → 64 Professional Qualifications

Selection criteria: *Government transformation program
* Weight of the Professional Family in GDP
* Employment and unemployment rate

CNQ- Professional Families

Professional family	Professional qualifications	NQF level
HRT — Hotels, restaurants and tourism	HRT001 Services – floor and laundry	2
	HRT002 Cooking	4
	HRT003 Service of food and drinks (Level 3)	3
	HRT004 Tourism guide (Level 5)	5
	HRT005 Development and sales of tourism products and services	5
	HRT006 Hotel reception	4
	HRT007 Tourism animation	4
IMA – Installation and maintenance	IMA001 Assembling and maintenance of electrical installations of low tension	4
	IMA002 Assembling and maintenance of industrial mechanical equipment	3
	IMA003 Assembling and maintenance of installations of air conditioning and refrigeration	4
	IMA004 Assembling and maintenance of automatic programmable systems	5
	IMA005 Electric installations and telecom infrastructure in buildings	3
	IMA006 Plumbing and installations in buildings	3
	IMA007 Installation, assembling and maintenance of water and sanitation	3
COM — Commerce, transport and logistics	COM001 Import	4
	COM002 Local and itinerant sales	2
	COM003 Marketing and commercialisation	5
	COM004 Transport and logistics	5
	COM005 Export	4
AGE — Administration and management	AGE001 Accounting management	5
	AGE002 Administrative services and customer and user services	4
	AGE003 Secretariat and management assistance	5
	AGE004 Management of small enterprises	4
	AGE005 Real estate administration and intermediation	4

CNQ- Professional Families

Professional family	Professional qualifications and NQF levels	NQF level
COC – Civil construction and works	COC001 Development of civil construction projects and works	5
	COC002 Control of projects of civil construction and works	4
	COC003 Control of execution of works of civil construction	5
	COC004 Works of structures and masonry	4
	COC005 Works of finishing of civil construction and works	3
TIC – Information and communication technologies	TIC001 Development of computer applications	5
	TIC002 Management of information systems and databases	4
	TIC003 Installation and maintenance of computer and telecom equipment	3
MAV – Vehicle maintenance	MAV001 Basic operations of bodywork and painting	2
	MAV002 Maintenance of engines and auxiliary systems	3
	MAV003 Maintenance of electric and electronic systems of vehicles	4
AGA – Professional agrarian	AGA001 Management of agro-animal production	5
	AGA002 Horticulture	4
	AGA003 Semi-intensive ruminant production	3
	AGA004 Basic farming activities	2

Structure of a professional qualification

Professional qualification = **Profissional Profile** + **Training programme**

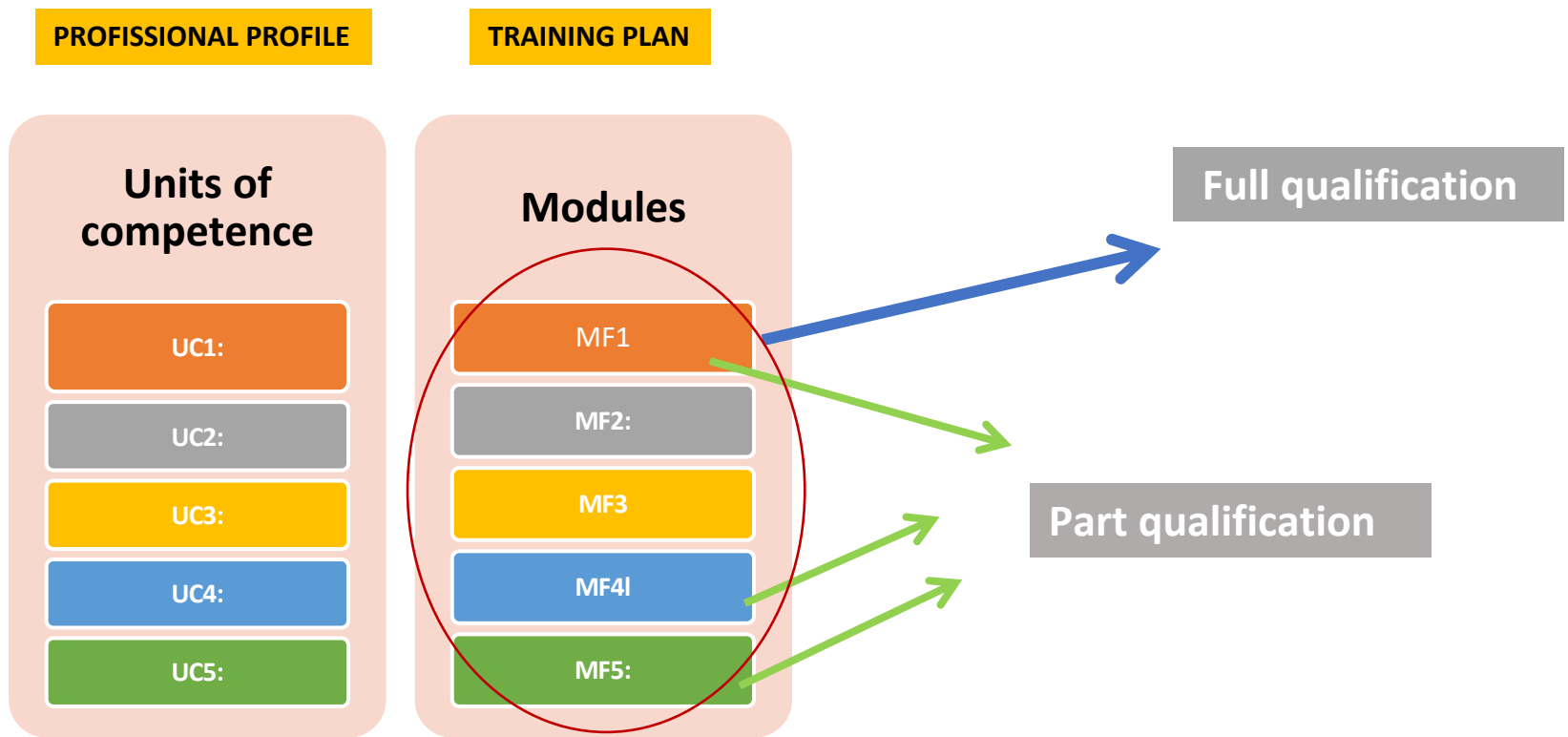Referencial of required competences

Training referential (<u>way to obtain the required competences</u>)

Certification process – professional qualification

RVCC (RPL) PROCESS

RVCC is a formal process that allows **Recognition Validation Certification of Competences** (prior learning), including work and life experiences considering the various learning contexts.

Access condition

❑ 5 years of professional experience

❑ 25 years old

Decreto-Lei nº 54/2014 de 22 de setembro

RVCC (RPL) Process

Legislation

Decreto-Lei n.º 20/2010, de 14 de junho que regula o SNQ

Decreto-Lei n.º 65/2010, de 27 de dezembro (QNQ)

Decreto-Lei n.º 66/2010, de 27 de dezembro (CNQ)

Decreto-Lei n.º 53/2014, de 22 de setembro (Formação Profissional)

Decreto-Lei n.º 54/2014, de 22 de setembro (Sistema de RVCC)

Methodology for designing instruments for the certification of professional skills (July 2013)

Process of certification

TWO PATHS / PROCESSES OF CERTIFICATION

Challenges

❑ Curricular structuring of all education and training subsystems by learning outcomes;

❑ Adjustment of descriptors used in the different subsystems with the national qualifications framework;

❑ Definition of a credit system that truly allows mobility between the different subsystems;

❑ Definition and implementation of a quality assurance system;

❑ The development of a national pact involving the different subsystems (primary, secondary, technical-professional and higher education) on the NQF and its link with the EQF, ECOWAS countries framework, among others.

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MERCI!
THANK YOU!