



FRANCE
compétences



Session 3

French National Qualifications Framework: new levels, transparency and better communication

Brigitte Bouquet

For 3rd ACQF Peer learning Webinar,
10/09/2020

AN OPEN SYSTEM MADE TO COMMUNICATE TWO NATIONAL REGISTERS: RNCP AND SPECIFIC REGISTER - RESULTS OF THE NATIONAL CONTEXT

1. THE NATIONAL REGISTER OF PROFESSIONAL QUALIFICATIONS (RNCP) :

- *(Article L. 6113-1 of the Labour Code)*
- Registers professional qualifications with a level of qualification:
 - ✓ **which allow validation of the skills needed to carry out professional activities (RPL) - mandatory condition**
 - ✓ issued by ministries, professional branches or agencies.
 - ✓ for up to 5 years

✓ 2/ SPECIFIC REGISTER: WITHOUT LEVELS

(ARTICLE L. 6113-6 OF THE LABOUR CODE)

- Registers qualifications and habilitations:
 - ✓ corresponding to professional skills complementary to professional certifications.
 - ✓ Issued by the certifying ministries agencies that created them
 - ✓ for up to 5 years

AN OPEN SYSTEM MADE TO COMMUNICATE

- The qualifications of the specific Directory can constitute a skill block of a professional certification:
- The law of September 5, 2018 that created the national framework allows for pathways (routes) between certifications through skill blocks

Bottom-up system: no pre-established model by the authority in charge of the framework by for registration to the framework (freedom of certifiers for the design of certifications)

Open to all types of institutions awarding qualifications, which meet the requirements of the law (not reserved for the academic system).

Institutions awarding qualifications can have several qualifications either academic or professional and of several levels (ex.: CNAM), universities: each qualification is reviewed

THE NATIONAL DIRECTORY OF PROFESSIONAL CERTIFICATIONS (RNCP): THE OFFICIAL DATABASE OF THE FRENCH NATIONAL FRAMEWORK

THE PROFESSIONAL CERTIFICATIONS REGISTERED AT THE RNCP ARE DEFINED IN PARTICULAR BY 3 STANDARDS (REFERENTIAL):

- ◆ An activity standard (referential) that describes work situations and activities
- ◆ A competences standard (referential) that identifies competences, including transversal
- ◆ An evaluation standard (referential) that defines the criteria and modalities for assessing skills acquisition.

The first 2 standards are two fundamental elements for the validation of experience (RPL) which allows obtention of the same qualification as that obtained via initial or continuous training.

The evaluation standard is different (training of jury members on this type of assessment, obligation to include professionals, the jury must provide guidance to the candidate in case of partial validation). There are other forms of validation of achievements not related to the national framework and experiments to link the evaluation of workplace training to the VAE)

These repositories are now accessible to the general public

GREATER TRANSPARENCY IN CERTIFICATIONS

Certifications are made up of competence blocks: "contributing to the autonomous exercise of a professional activity"

These blocks are neither "micro credentials" nor partial certifications leading to a level.

Their purpose is multiple:

- Improving understanding
- Gradually acquiring a qualification
- Allowing the evolution / change of qualifications (most occupations evolve, by the introduction of cross-cutting techniques or skills, not all of a sudden)

The new commission, in charge of professional qualifications can ask certifiers whose certifications are close to create pathways (sanction if refusal: withdrawal of the RNCP).

GREATER TRANSPARENCY IN CERTIFICATIONS

Two types of access to the RNCP (thus obtaining a level):

By law :

Ministerial order after notice either of inter-ministerial commissions where the social partners sit, or after notice of commissions where the social partners and representatives of universities and students sit for higher education; it is the Ministerial order that gives the level

On request:

France Competences plays the role of an accreditation agency (notice of a commission where state, regions and social partners sit, on report of the secretariat of the Commission; publication on the website of *France Competences* the decision of the Director General - who can not change the decision, or must refuse it in a reasoned way - and then published in the Official Journal of the French Republic. It is *France Competences* that gives the level

THE FRENCH NQF SINCE JANUARY 2019: 8 LEVELS, 3 DESCRIPTORS, ALWAYS STRONG LINK WITH THE LABOUR MARKET

3rd generation

- **1) 1972-2002:** an implicit framework based on the duration of the training; 5 levels
- **2) 2002-2018:** the gradual use of learning skills and the obligation of VAE to have a 5-level RNCP registration; descriptors that are not very developed and comprehensible especially by the French (social consensus); and the introduction of the three benchmarks for the VAE in particular. "Empirical" registration criteria; phased introduction of public funding related to registration with the RNCP (and then also in the specific directory)
- **3) 2019:** 8 levels, 3 descriptors and criteria explained by decree
- Strong and explicit differentiation of the quality of training and qualification

THE FRENCH NQF SINCE JANUARY 2019: 8 LEVELS, 3 DESCRIPTORS STILL STRONG LINK WITH THE LABOUR MARKET

4 constants:

- differentiate training and certification
- given the employment orientation not included general education (kindergarten, up to high school)
- a level of qualification (according to the new NQF since 1 January 2019 and an area of activity (nomenclature of training specialties related to the labour market: the NSF codes)
- the desire to promote a parity of esteem of diplomas and other types of professional certifications

New in 2019: all Baccalaurat diplomas (complete secondary education) have level 4 of the NQF, including the general Bac; but RNCP registration card - only for the professional Bac

LEVEL DESCRIPTORS (1) - DEFINITIONS

Level	Knowledge	Skills	Responsibility and autonomy
Definition	<p>The descriptor refers to the progression of knowledge to carry out the professional activities of the level (processes, materials, terminology relating to one or more fields as well as theoretical knowledge)</p>	<p>The descriptor is about progression on:</p> <ul style="list-style-type: none"> - The complexity and technicality of a task, an activity in a process - The level of mastery of professional activity - Mobilizing a range of cognitive and practical skills - Expertise in the field of communication and interpersonal relations, in the professional context - The ability to pass on know-how 	<p>The descriptor relates to progress in the following areas:</p> <ul style="list-style-type: none"> - The organisation of work - Reaction to contingency - Understanding the complexity of the environment - Understanding interactions in activities in other professional fields, allowing you to organize your own work, correct it or give directions to supervised staff - Participation in collective work - The level of supervision

LEVEL DESCRIPTORS (2) - LEVELS 1-4

Level	Knowledge	Skills	Responsibility and autonomy
1			
2	Basic general knowledge and general knowledge specific to a field of activity	Perform simple activities and solve common problems using simple rules and tools by mobilizing some professional know-how in a structural context.	Work under supervision, with a limited degree of autonomy. To report on his / her contribution to the working group.
3	Knowledge covering general facts, principles, processes and concepts, in a specific field of activity	Perform activities and solve problems by selecting and applying basic methods, tools, materials and information, in a known context.	Organise work in a generally stable environment. Adapt the means of execution and his / her behavior to the circumstances. Assess his contribution to the work team.
4	A wide range of practical and theoretical knowledge related to a professional field.	Perform activities that require a wide range of skills. Be able to adapt existing solutions to solve specific problems.	Organize your work independently in contexts that are generally predictable but likely to change. Consider interactions with related activities. Participate in the evaluation of activities.

LEVEL DESCRIPTORS (3) - LEVELS 5-8

Level	Knowledge	Skills	Responsibility and autonomy
5	Specialised and in-depth knowledge, regularly updated	Mastering know-how in a field of activity whose limits are known, to design solutions to new problems. Analyse and interpret information, mobilizing concepts. Transmit know-how and methods.	Take initiatives to manage projects or perform activities in an unforeseen context. Coaching a team. Manage a unit. Self-assess your own performance.
6	Advanced knowledge in a professional field Critical understanding of theories and principles.	Analyse and solve unforeseen complex problems in a specific area. Find solutions and argue them. Collaborate with experts.	Organize your work in complex and changing environments. Design and organize work processes. Develop the individual and collective skills of your team
7	Highly specialized knowledge, a part of which are at the forefront of knowledge in a field and are at the interface of several areas of work.	Develop alternative strategies for activity development. Lead working groups in interdisciplinary or specialized fields, if necessary, in a multicultural context.	Organize and develop activities by integrating societal, scientific, ethical issues. Initiate and conduct professional collaborations. Supervise the work of others. Manage and transform complex professional contexts. Assess the risks and consequences of his / her activity.
8	Knowledge has the avant-garde of a field of work or study and has the interface of several areas.	Identify and solve complex and new problems involving a plurality of fields, mobilizing the most advanced knowledge and know-how. Design and lead research and innovation projects and processes. Make innovative contributions in high-level exchanges, and in international contexts.	Manage and manage organizations or groups in complex or interdisciplinary activities. Manage complex situations that significantly change organizations. manière Assess and anticipate possible consequences in the affected fields.

FRENCH NQF AND EUROPEAN UNION

- France: border country of joint projects with partners on training but also employment (Germany, Luxembourg: the greater region)
- Some branches have designed their certifications using the descriptors of the European Certification Framework (CEC) common currency for international mobility (e.g. hotels, catering)
- Use of learning descriptors to explain differences in levels between different countries (e.g. crafts): transparency and trust even if the levels are not the same
- Better participation in projects (such as Erasmus, including vocational training)
- Clarity of higher education diplomas as part of the Bologna process

FRENCH NQF AND COVID-19

Impact on the education and training system

- Use of continuous assessment, obligation to change pedagogy
- Modified evaluation system (responsibility of trainer and certifier)

For the NQF:

Limited impact:

- Qualifications are classified in a system that admits distance evaluations (diplomas of the National distance education centre – CNED – registered)
- Probably future impact for the analysis of the cohorts of holders of certifications on demand (insertion into the job slower, may be at lower levels of qualification if economic problems)
- Future reflections on remote evaluation for a common doctrine of members of the Professional Qualifications Commission



Merci de votre
attention

Thank you for
your attention

Pour toute information :

For any information:

bbouquet@francecompétences.fr

