



Recommendations for the definition of the Triple E Qualifications

Deliverable: 6

Date: 21/05/2014

Author of the report: ABIFORMAZIONE
Supported by EBTN & WIB



Legal notice: *With the support of the Lifelong Learning Programme of the European Union.*

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

1. Introduction

Based on the results of the Analysis on the existing good practices and the forecast for model of qualification needs within the FSS (deliverable 5), ABIFormazione with the support of EBTN and WIB provides the following recommendations for the definition of the Triple E Qualifications.

These 21 common recommendations, mostly in the form of guiding principles, arise explicitly and implicitly from the collected feedback. Such recommendations can be found also in the European Report.

The list below lays the foundation for the Triple E project to offer a useful model for the design and improvement of sectorial qualification systems.

Among the main recommendations, the involvement of all the stakeholders (in a way consistent with national conditions), flexibility/adaptability and orientation to the real market needs should represent the backbone for the Triple E guidelines and model.

2. Recommendations for the definition of Triple E qualifications

| No. | RECOMMENDATION | Related question in the survey |
|----------|---|--|
| | | SECTION 2 - Qualifications in the FSS |
| 1 | There is a need to make sectorial stakeholders more aware of the three EU Recommendations (EQF/ECVET/EQAVET) for qualifications. The results of the survey clearly indicate the gap of awareness regarding the need for the Triple E recommendations/guidelines to be developed and their relevance to the sector. It appears that more information on the EU Recommendations related to professional qualifications is needed to better explain what Triple E qualifications can bring to the market, especially where NQFs are already in place or under elaboration. | Question 2.1. <i>Level of awareness of EQF, ECVET and EQAVET</i> |
| 2 | The Consortium might strive to offer guidance on practical methods for anticipating future qualification needs. A full-fledged, systemic approach to forecasting qualification needs appears to be a more far looking goal that could be taken on board when the Triple E model | Question 2.8. <i>Existence of a process/system/tool for forecasting qualifications in the country</i> |

Legal notice: *With the support of the Lifelong Learning Programme of the European Union.*

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Financial Services Sector Triple “E” Qualifications/ Triple E
Project Number: 538975-LLP-1-2013-1-BE-LEONARDO-LMP

| | | |
|----|--|--|
| | is implemented and fully established on a sectorial basis. | |
| 3 | The Triple E Standard should focus on a formal and structured process/system/tool for updating qualifications. This practice has received wider recognition of relevance and confirmation of application by the respondents. | Question 2.9. <i>Existence of a fixed process for updating the qualifications in the country</i> |
| 4 | The relation between being a training institute on the one hand and an (accredited) validation/certification body on the other hand for qualifications in the FSS should be addressed in the standard for the Triple E qualifications. | Question 2.11. <i>Organization as an (accredited) validation/certification body of qualifications in FSS</i> |
| 5 | ISO 9000, Institutional accreditation and National Quality Framework can be the quality options for those organizations accredited to provide Triple E qualifications. | Question 2.12. <i>Kind of quality assurance system used by the organization</i> |
| 6 | Given that a substantial part of the respondents did not use Quality Assurance systems, there might be a role for EBTN to enhance /support the use of Quality Assurance systems/tools for those who want to comply with the Triple E model. | |
| 7 | Most of descriptive and qualitative features deriving from ECVET principles can be applied in the Triple E Standard. Special attention should be given to ECVET points allocation, transfer and accumulation. | Question 2.13. <i>Features of the qualifications of FSS</i> |
| | | SECTION 3 - Feedback on EFCB - European Foundation Certificate in Banking |
| 8 | The development process of EFCB can go in 2 (compatible) directions: review and update the learning outcomes of the current EFCB to better suit the market and the real business practices AND add more skills and competences to the current qualification. | Question 3.4. <i>Recommendation of the following revisions to EFCB</i> |
| 9 | Further promote EFCB at wider level in order to increase the awareness and implementation within and outside EBTN, in a way consistent with the national conditions and frameworks. | Question 3.2. <i>Existence of an equivalent qualification in the country with more or less the same target group and content as EFCB</i> + Question 3.3. <i>Reasons for not having applied for an EFCB accreditation</i> |
| 10 | The “employees with some banking experience” remains the main target for the revision | Question 3.1. |

Legal notice: *With the support of the Lifelong Learning Programme of the European Union.*

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Financial Services Sector Triple “E” Qualifications/ Triple E
Project Number: 538975-LLP-1-2013-1-BE-LEONARDO-LMP

| | | |
|----|--|--|
| | process. | <i>Main purpose and target group for EFCB in the country</i> + Question 3.5. <i>Preferred scenario regarding the revised EFCB qualification</i> |
| 11 | Allow flexibility at national level, in order to create a real added value product. | Question 3.3. <i>Reasons for not having applied for an EFCB accreditation</i> + Question 3.5. <i>Preferred scenario regarding the revised EFCB qualification</i> |
| | | SECTION 4 - Recommendations for the Triple E Qualifications |
| 12 | All the 10 features can be adopted as guiding principles for the Triple E guidelines and model. | Question 4.1. <i>Evaluation of the importance of the 10 features drafted by Triple E Project Partners as guiding principles for the design of the Triple E Qualification standard</i> |
| 13 | Once the Triple E standard is ready and operational, lists of accredited Triple E qualifications, Institutes accredited for Triple E qualifications and organizations accepting Triple E qualifications should be available as market information for the stakeholders. | Question 4.2. <i>Specification on which market information on Triple E qualifications will be useful once the standard is ready and operational</i> |
| 14 | The involvement of the relevant stakeholders (from Authorities and Regulators to social partners, from banks to VET providers, from practitioners to qualification owners, from executive managers to consumers, etc.) is the success factor for the design and implementation of Triple E qualifications. Such involvement should possibly come in all the phases related to a qualification: design (including curriculum), update, evaluation, etc. | Question 4.3. <i>Good practices/Ideas/Recommendations: relevance of the Triple E qualification standard and the market</i> |
| 15 | The Triple E model and guidelines should contain a certain degree of flexibility, in order to increase the acceptance of the standard and guidelines in different local circumstances. | |
| 16 | The qualification should be ‘market driven’: it should reflect the real market needs and | |

Legal notice: *With the support of the Lifelong Learning Programme of the European Union.*

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Financial Services Sector Triple “E” Qualifications/ Triple E
Project Number: 538975-LLP-1-2013-1-BE-LEONARDO-LMP

| | | |
|-----------|--|--|
| | business practices, and be close to jobs. | |
| 17 | Communication towards the stakeholders should clearly identify the benefits of the qualification/qualification model for each stakeholder: this should produce a higher involvement and a wider recognition of the qualification itself. | |
| 18 | The “Double – E” and “Single – E” qualifications might represent a further output for the Triple E project and for its guidelines and model, if the whole Consortium agrees. | Question 4.4. <i>Good practices/Ideas/Recommendations: linkage between the Triple E qualification standard and ECVET (the European Credit system for Vocational Education and Training)</i> |
| 19 | Transparency must be a quality feature of the Triple E qualifications. For instance: the owners of Triple E qualifications should be made public by EBTN, because such evidence is one of the transparency elements a qualification model is supposed to have; the knowledge, skills and competences needed to get a qualification should be clearly declared and the characteristics of the assessment should be publicly detailed. | Question 4.5. <i>Good practices/Ideas/Recommendations: linkage between the Triple E qualification standard and EQAVET, offering systemic quality criteria for qualifications</i> |
| 20 | For the Triple E qualifications to be inclusive, the related guidelines should also cover the qualifications that can be achieved through non-formal and informal learning. The guidelines should include directions on the validation of the non-formal and informal training. | |
| 21 | All Triple E qualifications should undertake a periodic review of the related quality standards. The Triple E guidelines should also give directions on the continuous professional development (CPD) needed to maintain the accredited qualification. | |

Legal notice: *With the support of the Lifelong Learning Programme of the European Union.*

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein