

MATCHING

MODELS AND TOOLS FOR CERTIFYING AND HIGHLIGHTING INFORMAL AND FORMAL EXPERIENCES IN VOCATIONAL TRAINING AND GUIDANCE

Lifelong Learning Programme 2007-2013 – Leonardo Da Vinci

Multilateral Projects Transfer of Innovation

NATIONAL REPORT



**The System of Evaluation and Certification
of competences in Italy**

TABLE OF CONTENTS

I. Italian framework in matter of evaluation and certification of formal, non-formal and informal competences	Page 3
II. Case study n.1: The regional System of Qualifications in Emilia-Romagna	Page 7
1) <i>The process to certify and formalise competences</i>	<i>Page 10</i>
2) <i>Verification through evidence</i>	<i>Page 13</i>
3) <i>Verification through exam</i>	<i>Page 16</i>
III. Case study n.2: The regional System of Qualifications in Piedmont	Page 17
1) <i>The Piedmont region: local context and regional catalogue of professions</i>	<i>Page 17</i>
2) <i>The system of evaluation and certification of competences of Piedmont region</i>	<i>Page 19</i>
3) <i>Weaknesses analysis of the Piedmontese system</i>	<i>Page 24</i>
IV. Attachments	Page 26

I – ITALIAN FRAMEWORK IN MATTER OF EVALUATION AND CERTIFICATION OF FORMAL, NOT FORMAL AND INFORMAL COMPETENCES

The new concept for *professionalism* on the base of competence, that may be developed in different, flexible contexts, connecting between each other, is the real novelty of the modern labour world.

This situation, as it is now included in many law bills, urges us to **re-consider training**:

- √ How it should be organised;
- √ What and how it should be certified;
- √ How should the credits that have been acquired through several pathways be evaluated

This re-consideration involves the connection between systems too: vocational training, school, job, employment services, not self-referential anymore, but *interconnected*.

Therefore, the necessity arises to ease the, even frequent, movements from one system to another, to find some "bridges", to carry the person and his/her acquired competences. There is the need for a national system (national does not necessarily mean a state or ministerial one) of competence and certification standards, in order to guarantee the students and workers' right to **have their competences recognized**. Competences that have been acquired in different work and study contexts, nationally and –potentially- in a European context, thus allowing the full existence of the right for life-long training, which involves the recognition of training credits, wherever they have been acquired, and capitalization of competence, to be certified on one's personal document. The European Union directives and guidance and the "*Memorandum for permanent training*" are moving towards this direction.

Consequently, our country needs to get to shared rules that could be comparable to the already existing systems in other European countries, with special care for the ones with a consistent federalist structure (Spain, Germany, U.K.), that have been using standards and certifications as a guarantee for the training programme quality and the possibility of movement for students and workers.

There is neither a system nor a national directory to certify competences, while this kind of system exists in other European countries. Nowadays, in any training chain (apprenticeship, high technical education and training, compulsory training, professional training, adults education) *standards* are being developed, through many different methods and evolution stages.

Actually, the need to "approach" a standardisation process has been gaining ground for over a decade, pushed on by the EU regulations on this subject and –secondly– in reply to the constitutional reform in October 2001 (L. 3/01: Reform of 5th Title of Italian Constitution) that gave a *federalist* turn to the structure of national government, by establishing exclusive and shared competence fields between State and Regions, where latter became strongly autonomous in terms of education and professional training.

Since 1996 some prescriptive precautions have established some specific procedures for the certification of competences, shift between systems and recognition of training credits.

Specifically, for the first time, with March 12th 1996 decree the Ministry offered to adopt, as an experiment, a format model for the vocational qualification diplomas, issued by Regional governments.

The normative reference point concerning the certification of competences is Ministry Decree n. 174, May 31st 2001 that defined the general framework for the certification of conferences within the *vocational training* area. The basis to create a national system of basic competence standards and relative certification is also laid, thus establishing the creation of a national commission and specific sector committees, consisting of national and local, training institutions and social partners.

The Regions, the UPI (Unione delle Province d'Italia-Union of Italian Provinces), the ANCI (Associazione Nazionale Comuni Italiani- Italian Municipalities National Association), the UNCEM (Unione Nazionale Comuni, Comunità, Enti montani-Municipalities, Mountain Communities and Mountain Institutions National Union) together with the social partners gave birth to a **technical table** in 2002, to highlight and establish principles and rules allowing the systems to communicate between them. This technical table was originated by a document entitled "*Standard nazionali di competenze e certificazione. Architettura di sistema e ruolo istituzionale delle Regioni-National standards for competences and certification. System architecture and institutional role of Regions*", issued by the trade unions and implemented by the Conference of Presidents of Regional Governments and Autonomous Provinces on August 1st 2002, and then shared with the employers' representatives and Local Institutions.

The Minister of Labour and Social Policies approved the format model for the **Training Record Book** on October 10th 2005, and he also approved the model required by the Legislative Decree 276/03 with a ministerial decree.

The "Citizen's Training Record Book" is a tool that was thought to collect, summarise and record the working citizens' several training experiences and the skills they may have developed: at school, in training, as apprentices, in work insertion contracts, in their job and everyday life. This is to make competences clear and more usable, thus increasing work possibilities for people. This document is managed and issued by the Autonomous Regional and Provincial Councils, according to their specific competences in terms of vocational training and certification of competences. The record book is attached to the worker's professional-personal chart within the *Borsa continua nazionale del lavoro-Permanent Labour Stock Exchange*.

Nevertheless, this tool had difficulties in being normally used as an Employment Service; this is the reason why it has been introduced **just in some Regions**, as an experiment, first of all in Tuscany with 4 provincial councils accepting and just since 2006.

The Training Record Book had many difficulties in being used by citizens and spread, even at the end of the trial year.

Therefore, in the last few years, efforts have been done to reduce the number of methodologies and certification tools, each of them established according to every single training aspect.

On the contrary, the attempt to establish a **national system of standards and certifications** has turned to be the priority, so to grant the rights for students and workers to see a full recognition of the competences they have acquired at school or work nationally and, in a possible future, at a European level.

This is why the Regional Council decided to deal with the topics regarding the certification of competences as a whole, within an **interregional project** "*Descrizione e certificazione per competenze e certificazione per competenze e famiglie professionali - Standard minimi in una prospettiva di integrazione tra istruzione, formazione professionale e lavoro - Description and certification for competences and certification for competences and professional families - Minimum standards in order to integrate education, vocational training and work*" (the lead participant is the Regional Council of Piedmont), and thanks to which Regional Councils seek to find a joint position on certification, when dealing with Ministries and Social Partners.

As the title suggests, the project- started at the end of 2006 and which is being developed right now- aims at giving its contribution to establish a first reference model for a *national system of competence standards* in order to integrate education, vocational training and work ("**interfiliera**"-**interconnected system**).

The real possibility for an individual to spend his or her "right to learn", as to say the right to receive a "quality and life-long training for each and every citizen" is granted by a system focused on the verification and certification of competences (in terms of a combination of knowledge, skill, behaviours and any other thing that may concern) as resulting from:

- formal training pathways (vocational training and education)
- non-formal experiences
- informal experiences.

A common system of competence standards is mainly needed to comply with three basic requirements to update the Italian training system:

- **Fostering the customization of training routes.** A system of standards should provide, first of all, a higher level of “diversification and flexibility of training pathways to comply with the individual needs and develop personal skills” (Italian Presidency of the EU, Informal Council of Ministers of Education, October 3rd-4th 2003). This can be obtained through a highly competence-targeted approach not involving consequent stricter teaching methods;
- **Allowing the dialogue and the integration between different systems.** The system of competences is a fundamental tool to develop an individual training route within the several training, educational, non-formal educational, work systems and to grant that the new knowledge could be part of an individual capital. Just a common reference framework can make “educational and training systems improve the competence which have been acquired in non-formal and informal contexts” (same document). This is to create bridges allowing people to shift between systems and, first of all, when a training route has to be interrupted;
- Granting citizens and companies a **simpler system to order professional families and profiles** that can improve employment services quality and certifications transparency.

The above functions need a support system and a directory to fulfil the following tasks:

- 1) Preparing a format model to define and structure the general framework of competences for professional families, kinds and levels of competence;
- 2) Activating a directory giving directions on locations and procedures to establish and update competences and their certification;
- 3) Establishing locations and procedures to recognize competences;
- 4) Establishing the procedure to organize the training provision for any individual users, make it more flexible and accessible to subjects under training who are shifting between systems;
- 5) Establishing and starting the necessary services to support the system and people;
- 6) Establishing relationships and connections between elaborations and national and regional productions;
- 7) Establishing levels and subjects with the task to regulate and direct the whole system.

The basic architecture of such a system, that should be the entity working to integrate the educational, vocational and work training, should be decided on a national basis, to make sure that the competences that might have been acquired in the several subsystems are recognised and certified nationally and, in the future, at a European level.

The structure of the system and how it is managed, as to say the *integration* itself, should take place **regionally**, to grant the compliance with the specific local requirements, within a common framework.

It must be a person-targeted system, that is to say that acquired competences in a range of experiences must be recognised and recognisable – even through systems of equivalence with the European levels–. The goal of such a system is, differently said, to highlight and describe common competence targets resulting from different kinds of training routes, first of all for formal vocational and educational training, but for non-formal and informal experiences as well.

The focus is then on the *results* of these training routes, on description, evaluation and certification systems and not on the *contents* of the same routes.

Nevertheless, it is clear that a system based on competences is also formed by common training elements which belong to fragments of certifiable competences resulting from different training pathways/experiences, structured on several levels, thus involving several institutions.

According to the above, the institutional-legislative scenario in terms of evaluation and certification of competences is very complex and far from being standardized in Italy right now.

Every Region has got its own *Regional system of qualifications*, consisting of formal titles that citizens can use just within their regional borders, unless specific directories for credits recognition (established through regional and not national criteria) exist.

Nevertheless, each Regional Administration is trying to adopt part of the requirements resulting from UE regulations, but on the other hand, there are the above mentioned ones, which were established by the interregional council, and demand **to focus more on training standards than on vocational ones**, according to a higher connection with the labour world and an “interconnection”-targeted approach.

The Italian pioneers towards this direction are the administration councils of two of the regions which were involved in MATCHING project: Emilia-Romagna and Piemonte (Piedmont).

Their regional system of qualifications represent the case-studies that we are about to treat in the following pages.

II – CASE STUDY n.1: THE REGIONAL SYSTEM OF QUALIFICATIONS IN EMILIA-ROMAGNA

Emilia-Romagna Regional Council, with the aim to grant the clear recognition and use of the competences people have acquired anyhow, according to **Regional Law 12/03**, established some dispositions to re-organize their own system of regional qualifications, the training standards and criteria, the modes and procedures to recognize and certify competences, which have been acquired during both training and work. What results from these works, which are being carried out right now, led to the creation, on one hand, of the *Sistema Regionale delle Qualifiche – SRQ - Regional System of Qualifications* (Regional Council's decision n. 936/04) and, on the other, *Sistema Regionale di Formalizzazione e Certificazione delle Competenze – SRFC - Regional System for the Formalization and Certification of Competences* (Regional Council's decisions nn. 1434/05 and 530/06).

Sistema Regionale delle Qualifiche (S.R.Q.) - Regional System of Qualifications results from a deep analysis on the regional professional system, carried out together with social partners and experts in the labour market, whose aim was to realize a *Repository* thus 'representing' professional competences which are typical of the Emilia-Romagna economic-production system.

The Repository (which was added as an annex to this work), in order to be appropriate for the ever-evolving labour processes and the necessary competences to properly deal with them, needs to be constantly revised and integrated, and this can be done through a specific *source procedure* allowing to add new qualifications. As we are writing, the Repository consists of **112 professional qualifications** within 33 professional areas ¹.

In the new SRQ the "Qualifications" refers to "professional outlines" ...

Reachable through education-training-labour routes

The qualifications/outlines present and clarify the competences that can be obtained thanks to "formal" training pathways (education, training, integrated pathways) and "non-formal" (experience), even when integrating between each other (e. g.: apprenticeship contract);

present and recognizable on the labour world

The qualifications/outlines are highlighted, characterized and described to be visible and recognizable in work contexts (workers /employers) and in structure providing work services

In turn, the professional qualifications in the RSQ consists of Unità di Competenza-Competence Unites (UC), which can be considered a conjunction of "skills" and "knowledge"

- ❖ needed to realize "whole series of activities" resulting in an outcome that can be clearly observed and evaluated;
- ❖ Matched with uniform "whole series of competences" that can be obtained and certified.

¹ Il Repository is a *dynamic* box that can be constantly improved. The Repository of qualification and relative professional standards is granted by a *source procedure* that, as it was established by the Regional Council decision 936/2004, will be characterized by the proposals by different actors (social partners, bilatera bodies, training institutions, schools, universities, provinces, regions, etc) and by a validation and acceptance pathway, which was agreed with social partners.

By the support of the new S.R.Q. **Emilia-Romagna Region aims at giving its own contribution to establish a national system of competences and certification** which permits to measure, accumulate and spend what results from a learning process taking place in education, training and work systems. The peculiarity of the certification, compared to other kinds of recognition, is that this one is purely formal and official, so that it can be considered as a "certain" evidence of the acquired competences.

OBJECTIVES AND DIRECTIONS

The SRFC's objective is to allow an ever-growing number of people to present their competences in a reliable way.

The formalization and certification grant that the competences could be recognized:

- ↪ Within the **"professional education-training"** system of training credits, according to prescriptions or possible agreements that will be developed within the system;
- ↪ In the **labour world** "...according to which choice and direction the parties will autonomously decide to take" (D.R. 936/04).

As a matter of fact, in accordance with what was established in the above mentioned Regional Directive regarding the guide-lines of the System, the S.R.Q. Qualification, can be reached through **several learning systems**.

*"The qualifications/outlines present and clarify the competences
That could be acquired in "formal" (education, training, integrated pathways)
And "non-formal" (experience) training routes, even when integrating (e.g.: apprenticeship contract)"*

Nevertheless, despite these intentions were clearly expressed, nowadays the only way to get a Qualification in Emilia-Romagna is through **"formal" learning routes** and in particular:

- √ through the Vocational Training System
- √ through the Vocational Training System integrating with the target subjects, for *Formazione Tecnica Superiore (IFTS) – High Technical Training*,
- √ through Vocational Training System in conjunction with the School, to comply with the Right/Duty to learn and be trained

There is a discussion going on about the S.R.Q., analysing the possibility to release qualifications even after different learning pathways, such as:

- √ further "formal" (Vocational Training integrating with the University for after-graduate training) learning routes,
- √ "non formal" (work experience) learning routes,
- √ apprenticeship.

This reference to learning routes to be developed in **non-formal contexts** represents part of the potential of S.R.Q. and, since it is so innovative, has been of great interest, especially, to the *social partners*.

The formalization and certification of competences will favour professional development pathways that people, on their own or supported by the appropriate services, can choose on the base of the clear record of their competences and by comparing these competences and the standards belonging to the Regional System of Qualifications (Repository of Qualifications and correspondent Competence Units).

The certification of competences is, as Regional Law 12/03 establishes and as it was frequently claimed in the UE regulations, a **right for the people**.

The situation in Emilia-Romagna is characterized by a large people's participation (adults, most of all) in training pathways, as it is required by the UE regulations on "Long life learning" and by the high quality of production system, expecting and producing special professional competences.

There is the need, within this framework, to carry out procedures that can clarify competences and "certify" the fact that these people really own them, through transparent, shared and rigorous processes.

The formalization and certification of competences is especially relevant for the ones taking part in training routes leading them to get documents recording their acquired competences.

It is also important for those who, on the labour market, have peculiar experiential and professional outlines and whose competences might be taken into consideration at the end, thanks to the several and personal formal and/or informal work and/or learning experiences.

At the final stage of the formalization and certification of competences process, **formal documents are issued** and, as it was mentioned above, this should be of interest for an ever-growing number of people.

To grant that the final result of the process will certify the real acquisition of competences, thus issuing a "valid" document, any stage of the process must be carefully carried out and the people responsible for it, highlighted and managed by the Region, must show a great deal of competence and fairness. Furthermore, to grant that an ever-growing number of people could be entitled to be trained, the process must consider that people should be "assisted" when building up their training pathway leading to the acquisition of documents and trainers should focus their attention on each individual, his/her needs and requirements.

THE OBJECTIVES OF "FORMALIZATION" AND "CERTIFICATION"

The objective of Formalization and Certification are the "anyhow acquired" competences by the people.

The "anyhow acquired" competences are both those ones which were acquired in training routes, and those ones which were acquired in professional routes, through the experience that have been developed in informal and/or work contexts and/or in formal training pathways.

The Formalization and Certification of competences is carried out on the base of professional Standards: therefore this process deals with competences that were highlighted, measured and evaluated in comparison with the ones the "Regional System of Qualification" consists of.

In case:

- competences refer to one or more UCs or with the UCs as a whole, regarding a specific qualification, the person will be issued a *Certificato di Unità di competenza-Certificate of Competence Unit* or a *Qualification*;
- competences partly refer to one or more UCs, the person will be issued a *Scheda conoscenze e capacità-Knowledge and skills chart*.

1. FORMALIZATION AND CERTIFICATION OF COMPETENCES PROCESS

The matter of this section will be the "Formalization and certification of competences" process", which is an element constituting *Sistema Regionale di Formalizzazione e Certificazione of Emilia Romagna Region (SRFC)*, according to the decision of the Regional Council n° 1434, on September 12th, 2005, "Directions, methods and structure to establish the regional system of formalization and certification of competences".

The process is aimed at formalizing and certifying the competences which were acquired:

- ↘ by people that (partly or completely) followed a training route leading to a formalization and certification document;
- ↘ by people that have built up their experience in work and/or informal contexts and/or acquired certifications through formal training processes, who may be interested in a formalization and certification document.

The outputs of the formalization and certification process are:

- ↘ *Skill and knowledge chart*, a document in which a person's knowledge and skills are formalized;

- *Certificate of competences*, a document where, after passing an exam, knowledge and skills referring to one or more UCs are certified;
- *Certificate of Professional Qualification*, a document where, after passing an exam, knowledge and skills referring to a qualification are certified.

The process, which can be followed in different ways and during different moments in life, is structured into the following phases, whose « connection » will be illustrated in the diagram in the next page:

- ⊙ THE REQUEST FOR FORMALIZATION AND CERTIFICATION IS RECEIVED;
- ⊙ VERIFICATION THROUGH EVIDENCE;
- ⊙ VERIFICATION THROUGH EXAM;
- ⊙ FULFILMENT OF ADMINISTRATIVE OBLIGATIONS to issue the formalization and certification documents.

Together with these steps there is also present the “INDIVIDUAL ADVICE”, an option that can be taken, according to specific conditions, by people that may be interested in the formalization and certification process.

The process is made possible by several people with different tasks, such as:

- ***Person responsible for formalization and certification of competences***: he/she represents the reference person in terms of procedures and organization along the whole process. He/she is in charge of granting that the above process is carried out in compliance with the proper procedures and according to the people’s characteristics. He/she is appointed by the entities (training institutions) running for the provision of Formalization and Certification Service, which communicate this person’s name to the Region, which places it into a specific “regional list”.
- ***Expert in evaluation processes***: he/she is in charge of the activities constituting the verification through evidence and the individual advice and collaborates for the verification process through an exam, as a member of the committee. He/she is appointed by Formalization and Certification Supervisor and makes part of a specific regional list.
- ***Expert in professional/qualification area***: he/she collaborates for the verification process through evidence, by supporting the expert in evaluation processes during some of the activities that this stage of the process consists of; collaborates for the verification process through an exam, as a member of the board and can be the President of the board itself. He/she is appointed by the Formalization and Certification Supervisor and makes part of a specific regional list.

According to decision 1434/2005, the institution working for the formalization and certification process, in the first stage of SRFC application, consists of “Subjects that the training system approved”.

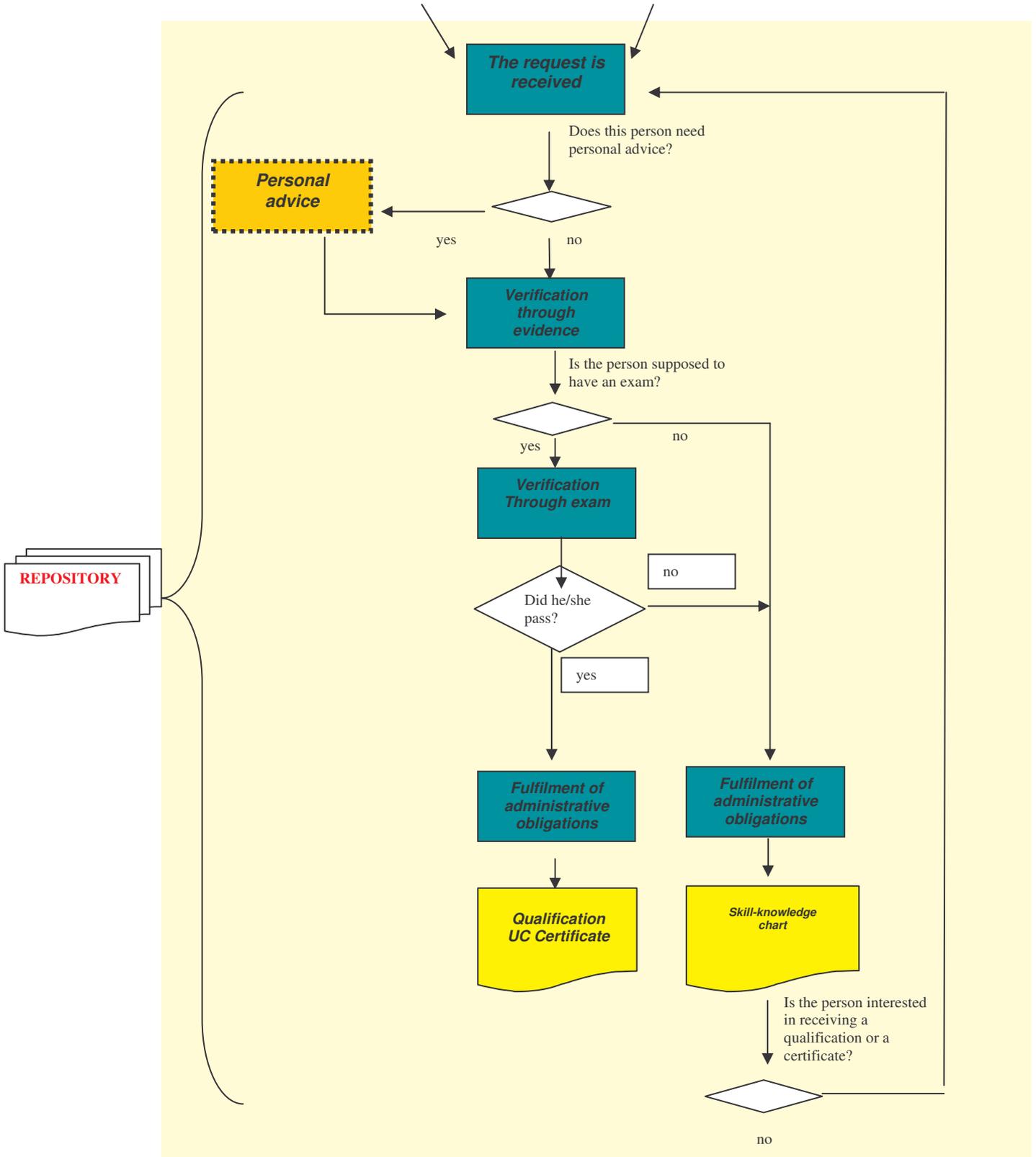
The training institutions which were approved by the system can be joined by other bodies, previously authorised by the Region.

The fundamental requirement to get this authorization is the presence of the “Formalization and Certification Supervisor”.

THE FORMALIZATION AND CERTIFICATION OF COMPETENCES PROCESS

Person starting a training route

Person who has built up his/her experience in workand/or informal contexts and/or acquired certifications through in formal learning processes



2. VERIFICATION THROUGH EVIDENCE

The aim of this chapter is to present the practical aspects of the “*Verification through evidence*” of the acquired competence at the end of the training pathway or thanks to the experience that has been built up in work and/or informal contexts.

This “Verification” is one of the main characteristics of Regional System of Formalization and Certification of Competences of Emilia Romagna Region.

2.1. GENERAL ASPECTS

The “*Verification through evidence*” is a phase in the formalization and certification of competences process, whose aim is to evaluate, thanks to an *evidence* analysis, if the people involved in the above mentioned process are fulfilling the necessary requirements to access the verification through exam - in order to receive the certificate (of Professional Qualification and Competence) this exam must be passed - or if this person is entitled to be delivered a Chart containing his/her skills and knowledge.

Regardless of the fact whether the verification may involve people who have followed a training pathway or people who have built up their experience in work and/or informal contexts and/or acquired certifications through formal training processes, this stage is *always* part of the process.

The “evidence” can be considered as ability and knowledge “tests” referring to the standards making part of Regional System of Qualification - SRQ. They are different depending on whether they have been acquired through training pathways or through experience.

The evidence are part of the documents that are revised and evaluated at this stage.

The main activities at this stage are the analysis and evaluation of documents for the verification, which are:

- For the people who have followed a training pathway, in the “*Dossier delle evidenze da percorso formativo- Report on the evidence resulting from a training pathway*”;
- For the people who have built up their experience in work and/or informal contexts and/or acquired certifications through formal training processes, in the “*Dossier delle evidenze da esperienza Report on the evidence resulting from the experience-*” and in “*Piano di accertamento-Verification plan*” according to which the report was completed.

The main activities on which the verification through evidence can be structured are the following:

- *Analysis of the documents for the verification*: once the documents for the verification are delivered, the expert in evaluation processes, supported by an expert in qualification/professional area, in case the verification deals with experienced people etc.: evaluates evidence to test if it may comply with the reference standards in terms of relevance, correctness and completeness.

The evidence must be:

- *relevant*, in compliance with the SRQ reference standard; the evidence should be easily associated to the elements of a UC, a whole UC or more than a UC;
 - *complete*, must cover the characteristics belonging to the SRQ reference standard;
 - *correct*, must not have mistakes and be available as required (for example: in case of a declaration, the declaring person should sign and indicate his/her role, etc.).
- *Request for possible integration*: in case of problems regarding relevance, correctness and completeness of the evidence, the expert in evaluation processes can ask the course co-ordinator, if the verification

deals with people following a training pathway, or the interested person, verification deals with people who have built up their experience in work contexts etc., for clarifications or integrations.

- *Formalized evaluation of the evidence*: if the evidence in the report is thought to fit the verification purposes, the expert in evaluation processes writes and signs an evaluation, by using a proper module. If the evidence report deals with experienced people, the evaluation will be prepared in conjunction with the expert in the professional/qualification area. Once the Formalization and Certification Supervisor has checked whether the evaluation is complete and correct, he/she signs it.
- *Informing the person about the obtained results*: the person is informed about the evaluation results by the expert in evaluation processes.
- *Return to formalization or exam*: according to whether the person can take his/her exam or not, the expert in evaluation processes will issue the “Document of evidence evaluation”, prepared in case of verification through exam or for the fulfilment of administrative obligations when the Skill and knowledge chart is delivered.

2.2. THE EVIDENCE FROM EXPERIENCE

The evidence from experience are the knowledge and skill “proof” that can be referred to the SRQ standards, that a person has acquired in professional-work contexts and/or in association, trade unions, etc.

They can be already existing (for example, if there is a document, an artefact that the person has already dealt with etc.), or they can be created on purpose, although they must belong to the *normal* activity that the person has realized in the above mentioned contexts.

The evidence to produce, in terms of formalization and certification of competences, are decided when the “Evaluation plan” is prepared, considering:

- That person’s experiences and possible certifications according to his/her CV and other documents (balance of competences, for example);
- His/her ambition (getting a UC certificate, for example);
- SRQ repository, indicating the standards referring to evidence to formalize and certify knowledge, skills, competence units, qualifications;
- The limitations and possibilities this person may have when gathering evidence.

The experience evidence can be divided into 3 categories:

- a. Formal documents (declarations, collaboration contracts, self-declarations, certifications);
- b. *output* evidence: referring to the result of the person’s activity;
- c. *action* evidence: referring to the person’s behaviour.

2.3. TRAINING PATHWAY EVIDENCE

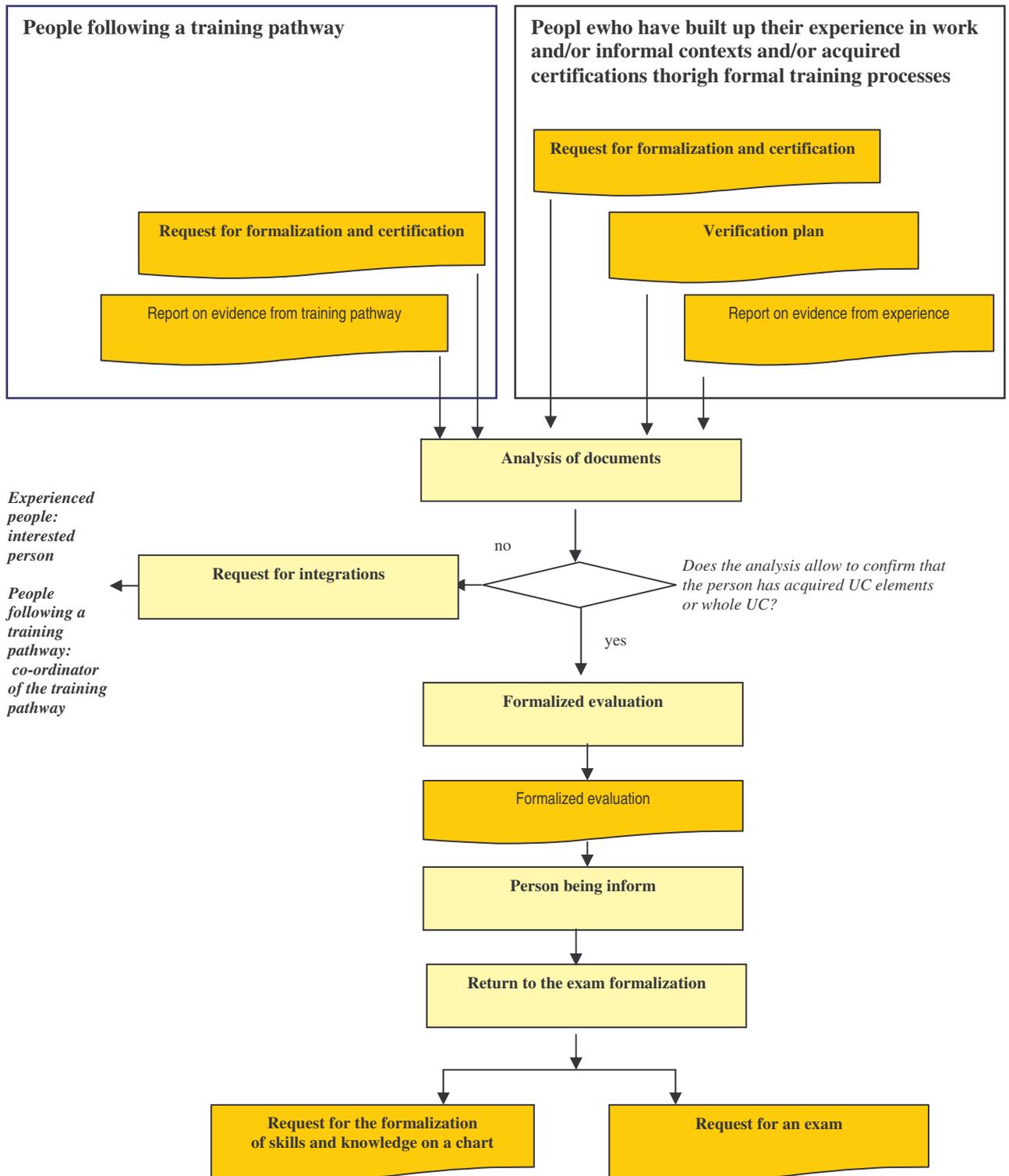
The training pathway evidence is the “proof” of the knowledge or skills that a person may have developed in a training pathway and that can be referred to SRQ standards.

These skills and knowledge may have developed in a classroom or where a job placement has taken place.

The training pathway evidence can be divided into 2 categories:

- verification during the training pathways where knowledge and skills that can be referred to SRQ standards have been “tested”;
- documents regarding the job placement (if any).

VERIFICATION THROUGH EVIDENCE



3. VERIFICATION THROUGH EXAM

The “Regional System of Formalization and Certification of competences” (SRFC) of Emilia Romagna establishes that any person having his/her skills and knowledge formalized – thanks to the verification through evidence– and these are completely corresponding to one of the S.R.Q. standards (a competence unit, more competence units, a qualification) can access the verification through exam.

3.1. GENERAL ASPECTS

The verification trough exam is aimed at checking that a person, in a specific situation, could make use of the competences that can be referred to one or more UCs or a qualification.

The result of the exam is meant to evaluate whether this person can or cannot receive a qualification or, according to the circumstances, a certificate of competences.

The SRFC requires that the exam consists of a practical test, simulating a real work - professional situation -, and an interview, focused on the practical test.

The main activities into which the verification through exam can be structured are the following:

- **Setting up the examining board:** The person responsible for certification on behalf of the training institution appoints the examining board according to a specific procedure; the board appoints the President, chosen from two external members and inform the Formalization and Certification Supervisor that will formalize the nomination of the board and its President, communicating it to the relevant administration through a plan. The board is totally effective since they are set up.
- **Definition of evidence:** the board meets and checks documents provided by the Formalization and Certification Supervisor (SRQ standard of reference; training project and report on evidence through training pathway or, Report on evidence through experience, according to the people in question; possible other documents to be specified). The board also checks the available equipment that can be located somewhere else instead of the training institution. According to what was found, the board will make a plan for the exam (planning, realization, evaluation), specifying times and work methods and considering, according to this definition, the available equipment. The board will define the issue of the tests and general patterns to establish when an exam might be acceptable. The objective and the patterns must comply with and verify the people’s competences, regardless their background, in accordance with the SRQ standards. The board entitles the member having some competences in evaluation processes to prepare the tests (two similar series, at least); the board will then check the test, modify and/or accept them. The expert in evaluation processes proposes the evaluation tools, describes them in details and the board will then modify and/or approve them. Furthermore, the board establishes the importance of the practical test and interview to define the final judgment; the importance is established according to the SRQ standard of reference.
- **Tests being carried out:** the board supervises the tests, that must be carried out before the same board and can be located in different places (for example: in a place equipped by the training institution or other); when the tests are being carried out the *whole* commission is always present.

- **Exam evaluation:** the board, considering how the tests have been carried out, will give a judgment of this kind: “competent”, “not competent yet” that will be formalized with a specific tool.
- **Preparation of the minutes:** any activity is electronically minuted (according to a specific format) where the board’s activity, decisions and reasons are recorded;
- **Person being informed:** the judgment is individually communicated to the person; the RFC grants that the person is properly informed.

Competences are evaluated through:

- ↳ A practical test simulating a work-professional situation;
- ↳ An interview focused on the procedures according to which the test has been carried out.

The issue of the practical test regards the activities that can be observed and evaluated in order to check one or more UCs or the whole qualification requirements.

The competences that can be referred to a UC or to a whole series of UCs can be evaluated through tests with different issues, as long as they are equivalently complex.

To highlight the objective of the tests and the evaluation criteria, the board:

- analyses the SRQ standard (one UC, more UCs, whole qualification) of reference, considering its constituting elements (skills, knowledge, directions for the evaluation – analysis results, indicators and expected results)
- checks the reports on the evidence through training pathway or experience, the training pathway and the available tools
- formulates a first hypothesis regarding the object of the test
- establishes how complex the test should be.

According to these elements, the expert in evaluation processes prepares the test: specific object, modes of procedure, performance levels, evaluation criteria and tools.

The commission will then check the prepared tests, modify and/or approve them.

At the same time, the board establishes how much the practical test will influence the final judgment, considering to what extent it is checking the compliance with the SRQ standard of reference and which are the parts were excluded from the test, becoming so the object of the interview.

III – CASE STUDY n.2: THE REGIONAL SYSTEM OF QUALIFICATIONS IN PIEDMONT

1. THE PIEDMONT REGION: LOCAL CONTEXT AND REGIONAL CATALOGUE OF PROFESSIONS

In the current Italian normative context and accordingly to the Communitarian guidelines, in the very centre of the policies there is the individual with all his/her demands and the necessity to develop in the time the essential competences to be able to act under the flexible and evolving socio-economical conditions. Such approach asks for a greater integration among the education and vocational training policies, social policies and employment policies.

In order to guarantee the mutual access among the lifelong learning systems the establishment of a competence articulated system is compulsory. It must be transversal to the different systems, and it should use a same language for the common standards description, the certification of the competences, the planning and delivering of the training offer.

That way becomes clear the necessity of both a common system of standard and certification to assure the right of the students and the workers to the recognition of the competences acquired in the different contexts of study and job, at regional, national and European level. Such recognition is at the base of the right to lifelong learning, that implies the credit recognition anywhere acquired and the capitalization of the competences.

The Piedmont Region has faced the vocational education and training and the training standards, understood as collection of rules that manage the description of qualifications, the didactic paperwork for course supplying, the requisite of access and the procedure of certification in the Regional Law L.R. 63/95 and subsequently in the deliberation n. 152-3672 of August 2nd 2006 that replaces the preceding one of 1995 and, in line with the most recent community and national orientations, it illustrates the training standards for competences. For this reason some principles have been introduced in the Regional Government Deliberation of the Piedmont Region DGR 02/08/2006 n.152-3672:

1. the right of the person to capitalize and to spend his/her own professional acquisitions,
2. the requirement for every system to make their own alternatives compatible with those adopted by the other systems as essential condition for the guardianship of the individual right,
3. transparency of the certifications.

To certify such acquisitions in the education and training formal pathways is not enough just the title (diploma or qualification), but it also needs to point out the acquired competences. In the meantime the certification for competences extends itself to the certification of the interrupted pathways as well as to the apprenticeship and the certification of the competences acquired in the non formal pathways (for instance through the working experiences) and informal pathways (volunteering experiences etc.).

However the competences they have been acquired, it is foreseen its recording in the *citizen portfolio*, to guarantee the learning exploitation toward the training/educational system and toward the Labour Market. Accordingly to the Ministerial Decree DM 174/2001, the *citizen portfolio* becomes a natural place for the recording of the acquired competences:

- a) at the end of a formal pathway bringing to a qualification,
- b) in the case of precocious abandonment of a formal pathway or in pathways that don't conduct to the acquisition of qualification,
- c) following a job and/or a self-training experience, after application of the parties.

The D.lgs 276/2003 adopts an approach to the portfolio from the Labour Market slope by individualizing in it the tool for the collection and recording of the citizen's competences, however acquired in formal, non formal and informal contexts.

The testing of the *citizen portfolio* in Piedmont is connected to the creation of a system of recognition and certification of competences, that is connected to a system of description for competences of professional profiles, its relative training pathways, activity and credit system. The *citizen portfolio* is a methodological support for a qualified operator for the progressive exploitation and validation of the competences, however they have been acquired.

Transparency of certifications means the clearness in detailing the competences acquired by the person, so that such competences are legible, recognizable and valuable from the implied systems (training, education, job) in which the person herself transits. The transparency of a certification is fully assured only by the transparency of the description for competences of the professional profile of reference.

Unfortunately in Italy doesn't exist complete catalogues neither of competences, neither of professional profiles, but only partial catalogues. The Piedmont Region (art. 3, Title I of the DGR 02/08/2006 n.152-3672) coordinates its own action with those carried by other regions within the inter-regional project "Description and certification for competences of the profiles and professional families", in which the Piedmont Region is lead partner. The purpose is to build some catalogues of a minimum standard shared at national level and declinable to regional level according to the local specificities.

The regional VET System foresees the catalogues construction and updating in sharing with the job system and the education system:

1. catalogues of competences and activities, declined in skills and actions;
2. catalogue of professions as collection of competences reported to specific working trials, containing the minimum professional standards;
3. catalogue of formative profiles containing the training standards divided in professional profiles of reference and training objectives.

The Piedmont Region while operating the methodological indications predisposed at national level has started a inter-institutional roundtable facing the experimentation of methodologies for professionalism and competences analysis. The regional catalogue system includes the correlated and up-to-dated catalogues of competences, activities, professional and training profiles. The accredited Training Agencies describe their own offer according to the predisposed models that are available in the informative system following the established rules: every Profile has to foresee Activities and Competences, the Activities must be translate in Actions and the Competences in Skills.

The Regional Catalogue collects the professions, intended as a gathering of reported competences to specific working trials. At the moment it contains around 245 profiles (of which 14 have been shared at national level). The profile modelling and validation in the Piedmont Region is conducted by technical commissions that have described the profession according to the model of competences in collaboration with the social actors and the regional officials.

The classification has a tree-shaped structure and it has been articulated on 3 levels (sector; compartment; profiles). For the first two a numerical code is identified (2 figures for the sector; 4 for the compartment). The correlations are underlined, for the level of the present Profiles with the Classification ISCO 88 and, for derivation, with the Ministry of Labour ISTAT 91. The professional profile fiche contains the competences described in skills and the activities described in actions. to make practicable the description, the check and the certification of the acquired competences , the Piedmont region has predisposed an Informative System articulated in components on the basis of the various dominion levels that are interconnected among them. The two principal components are:

1. the "*Collegamenti*" [connections] system, that is, a container of professional and training profiles described for competences, the training objectives, the catalogues of competences and activities, the activities of validation and monitoring of the activities of profile and objective definition, the training pathways planning, the evaluation tests, the management of all the activities of comparison between professional profiles and individual training profiles;
2. the "*Motore Competenze*" [competences engine], an application that allows the reconstruction of all the certified and possessed competences and their correlation with the current system qualifications. It represents the base of the *citizen portfolio*.

the integrated informative system allows to:

1. to certify the whole pathway to conducting to a positive final result (qualification or specialization) for competences and activities;
2. to certify only the competences and/or skills or the activity mastery and/or acquired actions, both in case of a whole pathway in which the qualification result is not positive, or in case of abandonments, and in case of in-entry check;
3. to certify the activities or just the mastery of some actions within the activities;
4. to certify with the same procedure the competences learned in formal and non formal pathways, the credits and passages among systems, to record in a special regional database the certifications and/or acquired competences, constituting the basis for the *citizen portfolio*.

As far as the European Union asked the Member States to reach to a national catalogue of the professional figures within 2010, the Piedmont Region participates in the national roundtable on standard professional profiles, making comparison and adopting the regional professional profiles as a result of what it has been established on national level.

2. THE SYSTEM OF EVALUATION AND CERTIFICATION OF COMPETENCES OF PIEDMONT REGION

With *certification of competences* it is intended any action leading to affirm the possession of a specific requisite. This trial needs to individualize in univocal way and on shared base the social-institutional subjects responsible of the activities of recognition and their own competences. The Title IV of DGR n. 152-3672 of August 2nd 2006 defines with precision the typologies, the subjects, the procedures and the devices of certification of the competences adopted by the Piedmont Region.

In the certification system the primacy of the learning as an individual acquisition is essential and independent from the places in which it is produced, in comparison to the training - education as knowledge transfer. The competence (and not unity of competences) becomes a fundamental element of the systems of recognition, configuration, evaluation and certification of the learning. The certificate of competences is released in two cases:

1. intermediary certification - in dropout cases, on application of the user
2. final certification - attestation of frequency for the whole training pathway

Competences have been divided in *basic*, *professionally oriented* and *transversal competences*.

The object of certification are the competences foreseen by the regional professional profiles of reference described for competences (that is, the *professionally oriented* competences). The described competences have to be articulated for levels and organized according to coherent procedures with the VET standards and the regional, national and European catalogues. Such coherence is guaranteed from the regional system that foresees a profile description described in competences/skills, activities/actions, evaluation indicators and matters of reference. The procedure must guarantee the recognition, the certification and the transferability of the acquired/possessed competences and by the single individual within the different systems (education -

training – on-the-job), on the whole national territory and, in perspective, at European level as well. The certification is aimed to the recognition of learning outcomes (and the relative credits / debts) to the mobility within the system of Education and Professional training, between the Initial VET system and the education system; when consolidated the whole process, it will allow the recognition for working aims (contractual organization).

The person who can benefit from the certification of competences are the citizens (both communitarian and extra-communitarian whether in possession of residence permit) that intend to put in value the competences acquired within their own life in whatever job condition (in-training-students, unemployed, employees, etc.).

The certification can be released according to three formalities:

- a) *First part certification* (self-certification) - produced by the beneficiary himself on available supports made by the administration and facilitated by the certification operators;
- b) *Second part certification* - released by the training agency:
 - For certifying attendance (not qualification)
 - For partly attended pathways
 - For not passed final exams
 - To certify competences acquired in non-formal and informal pathways
- c) *Third part certification* - released by the public corporate body (Region and Provinces), it is the certification of qualification/diploma or specialization, following the positive result of the final test.

The certification process is carried out according to two formalities:

- On accredited VET operators qualified for "operations of certification "; the qualification foresees the presence of specially trained VET operators possessing certified competences that could recognize insofar in-entry credits and could certify the competences after a formal pathway exclusively delivered by the same training agency (frequency, qualification, specialization, upper secondary VET (IFTS) and certifications of competences in case of student dropout);

- On accredited training agencies or accredited job-service agencies qualified for " techniques of certification ", the qualification foresees the presence of specially trained VET operators possessing certified competences that could therefore put into transparency the matured competences within formal and informal pathways reported to any profile, could also release certifications of competences (potentially reported to any profile) previous inquiry on the data presented by the user to attest the non-formal and informal training; if necessary he can check (with the help of the experts of training agencies affiliated in special bulletin-boards); this operator is qualified to the registration of the aforesaid attestations on the *citizen portfolio*.

The operators are trained following the foreseen specific pathways for the certification of the competences by authorized second part to the senses of the regional law DGR 02/08/2006 n.152-3672 "L" enclosure. The prerequisites to be admitted in such specific training pathways include:

1. the applicant must have carried out for at least three years a teacher or tutor function in VET
2. the applicant must certify a good knowledge of the planning for competences integrated system and of the Evaluations system of the Piedmont Region.

Such pathways are called " certification system ", both *operations of certification* oriented and *techniques of certification* oriented. The check of the competences described in the training pathway is essential for the qualification of the various operators, that would be released by the Piedmont Region, as specified in the art. 4.2 enclosure "L" to the DGR 02/08/2006 n.152-3672. The qualified operators could deal with all the compilations foreseen in that law. The supervision of the activity carried out by the qualified operators is

guaranteed from the “certification and credits concession board”, founded at regional level to the senses of the point 9 of the agreement on the certification system approved in State-Regions Unified Conference.

OPERATIONS OF CERTIFICATION

The first orientation in the certification system has been identified in the agreement on the certification system approved in the State-Regions Unified Conference on 28/10/2004 with which the unity of both the education system and the VET system are enacted. The identification of certification devices able to put into transparency the acquired competences, shall allow the recognition of the acquired competences into ECTS credits in coherence with the setting up of the European Framework for the transparency of certifications and diplomas.

The Piedmont Region has elaborated the guidelines for the activities of *authorized second part certification*. The operations-oriented certification systems develop the following procedural steps:

1. information and field of application
2. documentation analysis
3. support / mediation
4. evaluation
5. attestation
6. measures of accompaniment
7. Process traceability

There are some differences among the *in-entry* certification, the *intermediate* and *in-exit* certification:

In-entry certification

The information and field of application phase has the objective to give information to the users regarding the attestation of in-entry credits, in order to follow:

- the placing in an already started training pathway
- the exemption from the frequency for parts already acquired,
- potential gap to be recovered and the measures of accompaniment to the retake,
- transition among systems.

The analysis of the documentation produced by the user has the objective to check if the student fulfils the admissibility requirements, the operator could ask for further documents. Such documentation includes:

- titles
- qualifications acquired on the job
- Intermediary certifications to the senses of the agreement 28/10/2004
- certifications of employer
- apprenticeships, both in Italy and abroad
- second part certifications of apprenticeship
- certifications of private agencies.

The support activity tries to identify the documentation needed for the in-entry certification. On the other hand, the mediation is oriented to the other actors of the certification system, those who are qualified for the release of attestations.

The evaluation is a collegial action that consists in the interaction of various proficient subjects to allow a cooperative contribution of the team during the documentation analysis in relationship to the credits claimed for the user and while the application of the evaluation tools.

The attestation is the moment of synthesis in which the result of the evaluation is translated into credits, exclusively for financed courses and managed by the same training agency or authorized by the public corporate body. The results have to be recorded into the predisposed models by the Piedmont Region, as ruled in the State-Regions Unified Conference of October 2004.

The measures of accompaniment: the attestation can eventually be accompanied with the mention of competences to be retaken during the training pathway and its relative planning of the accompaniment measures for the retake.

Intermediate and in-exit certification:

It is managed in the operations of certification, through the release of the certificate of competences, containing:

- description of the developed training pathway (in both cases)
- activities and competences possessed by the user
- evaluation methodology

- ✚ In case of abandonment, the certification will be released only on application of the user
- ✚ In the cases of frequency with profit, it's always released as pathway result
- ✚ During the phase of experimental start of the certification activities, it will have to be care of the training agency to guarantee the traceability of the process carried out by the authorized second part, through the drawing of reports that set up the evaluation elements object of certification and credit

To guarantee the traceability of the process, the operator have to fill the reports related to the pathway for the credits concession or for the competences certification. The operator have to collect the documentation in a dossier released to disposition of the Provincial Monitoring Board.

THE CERTIFICATION SYSTEM IN FORMAL TRAINING PATHWAYS

The certification by second part is carried out from an accredited operational centre and from properly trained staff. The certification by second part happens:

- for the courses in which is foreseen frequency attestation release but not qualification,
- in case of partially developed courses, the acquired competences would be attested,
- in case of final test with negative result, the acquired competences and activities the user is able to develop are attested.
- in case of check of competences acquired in formal and informal/non formal training pathways.

It's also foreseen the certification by *authorized second part* for the *citizen portfolio* compilation. To allow such release it's been built a virtual system of certification by *authorized second part* in which the Region, together with the Provinces:

- Publicise the procedures
- Train and certify the operators and qualify them to the several types of certification.
- Set up the Board foreseen in the art. 8 State-Regions Unified Conference of October 2004
- Verify the whole certification process

In the regional system the operators that design and manage the training pathways are responsible for the certification, that is, the attestation of the happened attainment of learning outcomes from the individual within the formal training pathways. Such certification represent the credits for the entry in other training pathways. The in-entry credits allow the frequency reduction in a training pathway.

Procedure of recognition and certification of the competences within programmed or recognized by the piedmont region training pathways

The accredited formative agencies qualified for the second part certification are entitled for the process of certification of competences in the field of training pathways not aimed to the IVET qualification release.

The evaluation of the competences (in entry, intermediary and in exit) it is carried out with reference to the regional catalogue of training standards, that is composed by the profile description (expressed in competences/skills, activities/actions, evaluation indicators (focus), matters of reference - knowledge).

PHASES

1. in entry check of the possessed competences: it could happen through evidences (titles of study, attestations, etc), and/or through the administration and the evaluation of verification tests, managed by experts on professional contents (normally the course coordinator). it represents an attestation of credits (and eventual debts) carried out by the regional informative system support procedure.
2. The person's insertion inside the pathway.
3. training pathway fulfilment
4. In case of course interruption, on application of the user (D.G.R. 152/06, art. 11, 7th paragraph) the certification of competences will look for evidences that attest the achieved learning outcomes in terms of competences and/or activities.
5. At the end of the pathway, the final certification of the competences happens through evidences and examination, with which the training agency attests the attainment of the whole the learning outcomes in terms of competences and activities and according to the achieved levels.
6. the training agency records the acquired competences in the *citizen portfolio*.

This are the models for the attestation related to the delivered training services:

- the attestation of in-entry credits that allow the admission to an already started pathway or the exemption from the frequency on some course parts, because these competences are already acquired.
- the certificate of competences that contains the description of the carried out pathway, the acquired competences, the activities that the user is able to perform and the formalities with which they have been evaluated. In case of course interruption, such certificate would be released on application of the user. In case of pathways that foresee as result the certification of frequency with profit, it shall be released by the training agency as result of the training pathway.

The system of certification of competences acquired within non formal and informal experiences

If the whole certifications of competence in possession of an individual underlines the possession of all the unities of competence of which a professional figure is composed, the user has the right to be admitted - without obligation of frequency - to the examination of qualification related to the profile.

The System *Libra/Collegamenti* allows the computerized certification related to the delivered training services, according to what foreseen in the Agreement on the certifications approved in the State-Regions Unified Conference of October 2004.

The regional system should guarantee to every individual the possibility to record and progressively to update the achieved certifications. Such recording represents the base of the *citizen portfolio*.

Procedure of recognition and certification of competences in case of application by the user for certification of competences acquired in contexts different than the IVET regional system

The accredited formative agencies qualified for the certification techniques, as well as the accredited job services qualified for the certification techniques, both are entitled for certification of competences acquired in contexts different than the IVET regional system (on-the-job; on informal contexts).

PHASES

1. Application by the interested user to the organisms qualified for the techniques of certification of the possessed competences.
2. The quoted organisms must check the competences through evidences and eventual verification tests (examinations, tests in situation) with the experts of professional contents affiliated in regional list (normally working in accredited training agencies and authorized to the second part certification).
3. Certification of competences by the subjects qualified for techniques of certification.
4. the subjects qualified for techniques of certification shall record the acquired competences in the *citizen portfolio*.

3. WEAKNESSES ANALYSIS OF THE PIEMONTESE SYSTEM

Unlike so many other Italian regions, the Piedmontese system of certification of competences has been set up and it's running on a logic of greater standardization to the national level. Its stronger point is the computer based system "Collegamenti" that is an online integrated system for the modelling and the competences based management for competences of Professional Profiles, of training pathways and final exams of qualification and specialization.

The public part of the integrated system "*Vetrina Regionale dei Profili di competenze tecnico-professionali Standard*" "Regional Showcase of the Profiles of Standards technical-professional competences" it collects the Objectives and the Profiles of standards technical-professional competences modelled by the Technique Committee of the Training Standards, Quality and Professional Guidance Sector of the Direction Vocational Training and Job of the Piedmont Region. Such Profiles guarantee the minimum standard to reach for the recognition of the acquired professionalisms, they are also used by the operators of Vocational Training while planning training pathways financed by the Piedmont Region. Subsequently the new Profiles / Objectives could be standardized following the preliminary activity predisposed by the Piedmont Region. Besides in the same section it is possible to check with the Catalogues ISCO 88, ISTAT 91 and the Ministry of Labour, by visualizing the meaningful correlations among the contained professions in the different files.

There's also a reserved area for the accredited operators that could carry out several actions regarding the different instruments:

- *Profili* (Profiles) – This is a tool devoted to the modelling of the Professional Profiles (in general sense) for Competences. In particular, “Profili” allows the operator to:
 - to model a profile reported to an area of activity;
 - to create catalogues of competences, activities and profiles;
 - to update the created catalogues;
 - to identify the criteria for the definition of training pathways;
 - to elaborate documentation for the presentation of the profiles;

- *Percorsi* (Pathways) - This is a tool devoted to the modelling of the Training Pathways for training units. In particular “Percorsi” allows the operator to:
 - to model training pathways reported to a professional profile;
 - to define Training Units to be structured in phases/syllabus;
 - to specify contents, timing, and training formalities;
 - to elaborate documentation for the presentation of the Pathways;

- *Valutazioni* (Evaluation) - This is a tool devoted to the modelling of evaluation pathways for qualification and specialization final tests. In particular “Valutazioni” allows the operator to:
 - To create evaluation pathways;
 - To create FAQ lists;
 - To implement evaluation criteria;
 - To present/supply questionnaires and evaluation charts;
 - To manage grade lists and integrated grade lists.

The weaknesses tied up to the Piedmontese system of evaluation and certification of competences are partly consequence of the national situation. The citizens' awareness on the possibility of enjoy the system of certification of competences is limited from the fact that the training standards are worth only on the regional level and it miss the national reference. A problem to which the system intends to make up before 2010.

Another weakness is tied up to the difficulties in the dialogue among the systems of education, training and job. The Region is undertaking some initiatives to approach these systems. Within the field of education and training it has been tried to reach the accord on the recognition of basic competences to create a real dialogue among the two systems. At this moment it has succeeded in reaching a common sharing of the cultural aces defined by the Ministry of Public education.

For what it concerns the dialogue among the training and job systems, the problem becomes ampler and tied up to cultural particularities: in the past it has been spoken so much of the competences as a theoretical concept but the practical side has been neglected: in the job system the concept of competence it is not used in the matching process between job offer and demand. Such situation in the Piedmont Region is also the consequence of a missed involvement of the social parts in the process of validation of the professional profiles. In this moment the investigation on the professional and training enterprise requirements it's being carried out both in the provinces and in the Piedmont region, the network “Rete Indagini Fabbisogni” allow the sharing of the professional figures for which this sharing is not foreseen in the regional Catalogue.

The RIF project has been promoted by the Piedmont Region and the Province of Turin with the Piedmontese provinces on the basis of the convergence on the importance of a common perspective of the professional, training and occupational requirements of middle period as an essential element for the general planning of the education and training offer and on the fundamental share of the social parts to the investigation with their direct contribution in the profiles identification and the results validation.

IV – ATTACHMENTS

REGIONAL REPOSITORY OF QUALIFICATIONS

- Emilia-Romagna -

Professional Area	Qualifications
Administration and enterprise management	Administration-secretarial operator
	Accounting technician
	Administrative, financing and managing control technician
Industrial production management of supply	Industrial production planning technician
	Supply and purchase technician
Social, health, social-health care	Social-healthy operator
	Social leader
	Intercultural mediator
	Interpreter in Italian language of gestures
Car-repairing	Car repairing operator
	Coachworks operator
	Car autronic car operator
Building construction	Draughtsman
	Building structure operator
	Building infrastructure operator
	Carpenter
	Building designer
Marketing and sales	Sales technician
	Marketing technician
	Sales point operator
	Sales point managing technician

Professional Area	Qualifications
Territorial defence and promotion	Environmental technician
	Treatment of city waste system technician
	Integrated cycle of city waste planner
	Water resource planning technician
	Intervention on forest and agricultural planning technician
	Integrated cycle of water resources managing technician
	Intervention on agricultural and forest resource planning technician
	Environmental and fauna interventions planning technician
Underwater interventions supply	Underwater technician
Goods and People safety and protection services	Goods and people safety worker
Electrical and thermo hydraulic systems installation	Electric system installation and maintenance technician
	Thermo hydraulic system installation and maintenance technician
Industrial transport and delivery logistics	Goods storage worker
	Industrial logistics technician
	Transport, delivery and logistics technician
Agriculture	Farm operator
	Agricultural production technician
	Animal production technician
Arts and show production	Theatre operator
	sound and light in live shows technician
	Actor
	Dancer
	Singer
Meal production and distribution	Restaurant manager
	Meal production operator
	Pastry production operator
	Catering and waiting – restaurant service operator
	Food and beverage distribution service operator

Professional Area	Qualifications
products and works of art production and maintenance	Mosaicist
Multimedia production	Multimedia graphic artist
	Multimedia products designer
Gardening maintenance and planning	Green worker – Gardening operator
	Gardener
	Green technician – Gardening technician
Food production and planning	Food and agricultural operator
	Milk and dairy processing operator
	Meat processing operator
	Wine-making operator
	Bakery and pastry operator
	Food designer
(standard or customized) wood furniture design and production	Furniture and wood operator
	Wood technician/prototype designer
	Wood furniture production technologist
Leather shoes design and production	Shoe designer
	Shoe model maker
Chemical planning and production	Chemical production worker
	Chemical processing/production technician
Graphic design production	Print design worker
	After-print design worker
	Pre-print design technician
Mechanical and electromechanical design and production	Machinery production worker
	Machinery tools builder
	System mechanical assembler
	Mechanical process/product technologist
	Mechanical designer
	Mechanical planner
	Electric-electronic system installer-assembler
Industrial automation technician	

Professional Area	Qualifications
Ceramics products design and production	Artistic ceramics operator
	Ceramics system/line worker
	Ceramics designer
Information and communication products design and supply	Information-communication technician
Textile and fashion production – knitwear and garments	Fashion production worker
	Knitwear production worker
	Sample-items for fashion productions technician
	Fashion model maker
	Textile-clothing production technician
	Sample-items for knitwear production technician
	Fashion designer
	Computer system for textile and fashion design and production technician
Training and guiding systems planning and supply	Professional advisor
	Learning processes manager
Cultural services promotion and supply	Library service operator
	Cultural heritage/products promotion technician
	Museum educational service technician
	Care and museum welcome operator
Tourist service promotion and supply	Tourist promotion and welcome operator
	Tourism marketing technician
	Tourist – reception service technician
	Fair-convention service technician
	Entertainment and leisure service technician
Financial, credit, insurance services/products promotion and supply	Financial, credit, insurance services/products technician
Company's quality system development and management	Company's quality system manager

Professional Area	Qualifications
Computer systems development and management	Computer technician
	Computer networks technician
	System analyst
Body care and treatment	Beauty treatment operator
	Dental care operator
	Beautician
	Hair stylist
	Spa worker

