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ENVOL

Recognition of Transversal and Professional competences of the first qualification levels of EQF

IO3: User Guide for the Common Model

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INTRODUCTION

The Envol project aims to:

- provide an overview of the approaches and methodologies implemented at national levels for the recognition and validation of non-formal and/or informal learning outcomes for low-skilled groups at EQF levels 1 and 2;
- to describe and analyse examples of good practice in developing the positioning, the recognition of non-formal and informal learning outcomes at EQF levels 1 and 2;
- to identify common transnational issues and make recommendations to policy makers.

The general objective of this project will therefore aim to strengthen existing mechanisms for the valorisation, recognition and validation of learning outcomes in order to enable the positioning of training offers and learning outcomes for low-skilled groups in national qualification frameworks (in connection with the EQF) at level 1,2 via the development of a system recognised by the competent authorities enabling learners to receive recognition and positioning of their learning outcomes within non-formal and informal training systems.

The general objective of this project will therefore aim to strengthen existing mechanisms for the valorisation, recognition and validation of learning outcomes in order to enable the positioning of training offers and learning outcomes for low-skilled groups in national qualification frameworks (in connection with the EQF) at level 1,2 via the development of a system recognised by the competent authorities enabling learners to receive recognition and positioning of their learning outcomes within non-formal and informal training systems.

In IO1 it was possible to have an overview of the different qualification systems in the countries involved in the consortium.

In IO2 it was possible to design a common positional model for the recognition, validation and certification of transversal and professional skills and for units of competences.

The main goal for this Output 3 is to present a user guide for the application of the model proposed in IO2.

In this way, and considering the conclusion of the IO1 and IO2, and the development process of the model presented, we will star to define the main goals and proposed of the Guide, the target groups and end users, following the presentation of the Model defined and the key concepts considered.

As it was not possible to test to model proposed, the second part of this IO will present a proposal of application of the Common model, as well as instruments to be use as resources

PART I
THE USER GUIDE

A user guide is a document that helps and support the "user" to the implementation of a given document. In IO2 the ENVOL project proposes a structure for a common model for the recognition, validation and certification for level 1 & 2, also for the positioning of a qualification in these two first levels.

In the third intellectual output (IO3), it is intended to propose a user guide that helps to understand and apply in real cases the Model.

It is therefore an instrument that aims to provide assistance to users (trainers, operators, stakeholders guidance operators) who support the recognition of the competences acquired by low skilled people with different means, also to position a specific qualification/ training course by analysing the expected achievements in each unit of learning outcomes.

1 - GENERAL OBJECTIVES

Having a Guide identifying procedures generates advantages for institutions or administrative units, and especially for those who demand the recognition and validation of their training.

- It allows the end user having a step-by-step guide that will help to start the process of recognition of training of low skilled people
- It helps the user to clarify **doubts** about the information.
- It can be consulted **by anyone** who deals with anyone has formal or non-formal training and wants to carry out its recognition or validation.
- It allows to base procedures under a Legal-Administrative Framework established in each member country of the project.
- It allows having a sequential and standardized information of the process.
- Contributes to the unification and **uniformity of criteria** in the procedure for the recognition and validation of training.
- It handles formal information and establishes administrative controls.
- It makes public different cases and **proposals** to achieve the recognition of the education.
- A written user guide permits a permanent consultation and provide a support to **the user**.

The main goals of this Intellectual Outputs is to:

- Provide the user with useful **information**.
- To let know to end users how the recognition and validation of the training **process** works.
- To know how to use a recognition and validation **system**, by means of a detailed description of the options of each country participating in the project.
- To be aware of the scope of all the information thanks to a detailed and illustrated explanation of each step of the process to be carried out.
- Satisfying the real **needs** of users demanding recognition of their training.
- Having a continuous process of review and **updating**.

We also make note that the present document could, in another hand, contain basic information and do not offer too many options, due to the diversity of cases and the difference between the laws among countries. For this, it is important to know well the recipients of the guide for which it has been thought.

It also may lack complete or clear information when performing complex actions and the information may not have logical sequences from the perspective of the other member countries of the project.

2 - TARGET GROUPS AND END USERS

In IO2 the ENVOL project has defined:

End users:

- Training organizations that work with the target groups;
- Organizations with responsibility to develop and design training paths;
- Associations that represent training organizations, specific organization in some professional sector.

Target groups:

- Low skills (lower then level 3 EQF), adults or student that didn´t reach a specific level of qualification;
- Low skills (lower then level 3 EQF), adults who have previous learning (informal or not formal) that can represent "credits" or "credentials" to promote employability or to enter a training having some pre-requirements or units recognised and valorised.

Aiming (goal):

- Young or adults that don´t reach higher levels and could go to labour market with some level of qualification or micro-qualification/micro-credential and use the certified units/credits recognized to access the labour market;
- Adults with no qualification but life experience and can have their competences identified (first party), validated (second party) and certified (third party).

The user guide is intended to facilitate the achievement of a professional qualification through the validation of the training acquired throughout life by different means.

- To recognize work experience and **training** acquired by beneficiaries through non-formal channels, with an official accreditation.
- To increase the possibilities of finding or improving a job and to facilitate lifelong learning.
- To analyze which are the professional competences related to the professional profile to improve professionally.
- It offers more opportunities to **low skilled** people. It increases awareness and the chance to develop appropriate responses for adults with disabilities.
- It Provides information to users so that training courses are more appropriate to the demands of the labor market.
- It Allows access **to higher levels of qualification** for unqualified adults.
- IT develops a system that gives importance to competences rather than academic qualifications
- It Increases the knowledge of accreditation procedures in Europe and develop a greater sense of European belonging by better understanding how others work and thus, be able to use a reliable assessment standard for all.

In conclusion, the qualification system **should be made more flexible and capable of having a personalized training path,** assessing the results of formal, non-formal and informal learning at the different levels of the EQF (including the lowest).

This recognition will allow **a fluency of lifelong learning trajectories** thanks to the acquisition of a common language among **stakeholders** (trainers and the world of work). This could allow the development of innovative evaluation procedures in line with the operating methods of the different training actors.

PART II
COMMON POSITIONING MODEL –CONCEPTS AND STRUCTURE

Partners participating in this project has reached a common positioning model, working on common concepts through which has been possible to meet a common procedure to position the target groups at level 1 or 2.

1 - THE STARTING POINT EUROPEAN QUALIFICATION FRAMEWORK

To better understand these levels, the starting point for their definition is clarified, i.e. the European Qualification Framework (EQF).

The Recommendation of the European Parliament and of the Council of 23 April 2008[1] (updated in 2017)[2] adopted the EQF for lifelong learning "as a translation tool to make national qualifications easier to understand and more comparable. The EQF seeks to support cross-border mobility of learners and workers, promote lifelong learning and professional development across Europe".

The EQF is structured in 8 levels; each one is defined by a set of descriptors indicating the learning outcomes relevant to qualification at that level in any qualification system. The learning-outcomes are defined in terms of Knowledge, Skills and Responsibility and Autonomy.

Descriptors		
Knowledge	Skills	Responsibility and Autonomy
In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

Source: Council of the European Union, 2017.

[1] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32008H0506(01)&from=EN
[2] https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN

2 - THE EQF LEVEL 1 AND 2: DESCRIPTORS

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.

Level descriptors describe the characteristics of learning and context in which it occurs for each of the levels of qualification. Level descriptors should serve as a reference for positioning and designing qualifications based on competencies.

In the present project, we will focus on the positioning of competences at two levels, level 1 and level 2.

Descriptors defining levels in the European Qualifications Framework (EQF)			
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.			
	Knowledge	Skills	Responsibility and Autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility & autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.
Level 1 The learning outcomes relevant are:	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context.
Level 2 The learning outcomes relevant are:	Basic factual knowledge of a field of work or study.	Basic cognitive & practical skills required to use relevant info in order to carry out tasks & to solve routine problems using simple rules and tools.	Work or study under supervision with some autonomy.
Level 3			
Level 4			
Level 5			
Level 6			
Level 7			
Level 8			

Source: Council of the European Union, 2017.

3 - CONCEPTS

For an enlightened use of the Guide, we present the definitions of the concepts that underlie the positioning model, selected and adapted from the most suitable definitions in the terminology used at European level (CEDEFOP) and in the legal documents of each country.

LEVEL OF QUALIFICATION

Qualification levels are indicators of the complexity and/or depth of knowledge and skills, of the autonomy and responsibility that an individual should be able to demonstrate at a given qualification level.

LEARNING OUTCOMES (LO)

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and autonomy and responsibility.

KNOWLEDGE

The collection of facts, principles, theories and practices related to the field of studies or professional activity.

SKILLS

The "ability to apply knowledge and use the know-how to complete tasks and solve problems, It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skills and the use of methods, materials tools and instruments).

AUTONOMY AND RESPONSIBILITY

The "ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility".

LEVEL DESCRIPTORS

Level descriptors describe the characteristics of learning and context in which it occurs for each of the levels of qualification.

Level descriptors should serve as a reference for positioning and designing qualifications based on in competencies.

4 - DETAILED VIEW OF THE DOMAINS AND DESCRIPTORS

At each level, there are associated general or abstract descriptions of learning outcomes. Learning outcomes are expressed through three domains: knowledge, skills, autonomy, and responsibility.

KNOWLEDGE

The collection of facts, principles, theories and practices related to the field of studies or professional activity.

Following the work developed by ANQEP, to make the reading more transparent, we chose to use the sub-domains of knowledge that have the following definitions:

- **Depth of knowledge** is considered to increase progressively form lowest to the highest level, as is the complexity and variety of knowledge
- **Understanding and critical thinking**: at the lower level, it is understood as interpretation of information and application in the context; at the highest, critical awareness of knowledge related issues in the field and interface with other field.

ANQEP-2014

Knowledge – Subdomains

Knowledge (The body of facts, principles, theories and practices related to a field of study or professional activity)	Depth of Knowledge	Knowledge complexity
		Predominant Type of Knowledge
	Understanding and critical thinking	Predominant cognitive process

Adapted from ANQEP-2014

Bloom et al. (1956) is one of the most influential theories in thinking about learning outcomes and progression. With regard to the descriptors of the knowledge domain and in order to articulate the two subdomains, we apply the taxonomy of Bloom et al. (1956) reviewed by Krathwohl et al. (2001). This theory establishes a hierarchical categorization of cognitive learning, "presenting a typology of knowledge that it considers an evolution in terms of Complexity and breadth of knowledge (Depth subdomain), intersecting with the cognitive processes used in learning (Understanding/Purpose subdomain)" (Rocha: 2014).

The taxonomy considers four dimensions of knowledge and six dimensions of the cognitive process as shown in the tables below:

The knowledge dimension

A. Factual Knowledge	The basic elements an individual must know to be acquainted with a work or study area (knowledge of terminology/Knowledge of specific details and elements)
B. Conceptual Knowledge	The interrelationships among the basic elements within a larger structure that enable them to function together (knowledge of classifications and categories/knowledge of principles and generalizations/knowledge of theories, models and structures)
C. Procedural Knowledge	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques and methods (knowledge of subject-specific skills and algorithms; knowledge of subject-specifics techniques and methods; knowledge of criteria for determining when to use appropriate procedures).
D. Metacognitive Knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's cognition (strategic knowledge; knowledge about cognitive tasks, including appropriate contextual and conditional knowledge; self-knowledge).

Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

The cognitive processes dimension

1. Remember	Retrieve relevant knowledge from long-term memory.
2. Understand	Construct meaning from instructional messages, including oral, written, and graphic communication.
3. Apply	Carry out or use a procedure in a given situation.
4. Analyze	Break material into constituent parts and determine how parts relate to an overall structure or purpose
5.Evaluate	Make judgements based on criteria and standards.
6.Create	Put elements together to form a coherent or functional whole, reorganize elements into another pattern or structure.

Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

Anderson and Krathwohl propose a model of concept use based on a two-dimensional table. This table shows the dimensions of knowledge organised in a vertical crescendo of complexity and the dimensions of the cognitive process organised in a horizontal line, creating points of intersection between the different dimensions

The knowledge dimension	The cognitive processes dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive Knowledge						

Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

Considering that the positioning model focuses only on levels 1 and 2, the table was adapted, keeping only the descriptors characteristic of these levels, represent that way:

Level 1

The knowledge dimension	The cognitive processes dimension		
	Remember	Understand	Apply
Factual Knowledge			

Level 2

The knowledge dimension	The cognitive processes dimension		
	Remember	Understand	Apply
Factual Knowledge			
Conceptual Knowledge			

Adapted from Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

As Rocha (2014) refers in the NQF Interpretative Guide (Portugal), 'knowledge at the lowest levels of qualification is not expected to be only factual, nor to appeal only to simple cognitive processes such as remembering. At lower levels, it is expected (and desired) that the individual should also be able to evaluate situations and even create. However, the context in which this process occurs is less complex because it is a familiar or everyday context. What is advocated is that there is a predominance of this type of knowledge and thought process".

The crossing between the knowledge dimensions and the cognitive domains allows interpreting and locating the learning outcomes and the expected actions in the units of competence of each qualification level. For that purpose, one should follow the detailed matrix[3]! concerning the dimensions of the cognitive process, with hypothetical verbs to use in their formulation and examples of application.

The two-dimensional table – taxonomy table adapted to the positioning model

		The Cognitive Process Dimension		
Level	**The Knowledge Dimension**	**1 - Remember**	**2 - Understand**	**3 - Apply**
Level 1 **Level 2**	**A – Factual Knowledge**	**Recognizing** Identify Indicate Label List Recite	**Interpreting** Clarifying Paraphrasing	**Executing** (under supervision) Carrying Out (apply)
Level 2	**B – Conceptual Knowledge**	**Recalling** Arrange Define Describe Match Retrieving	**Interpreting** Representing Translating **Exemplifying** Illustrating **Classifying** Categorizing **Comparing** Contrasting	**Executing** (under supervision with some autonomy) Carrying Out (apply)

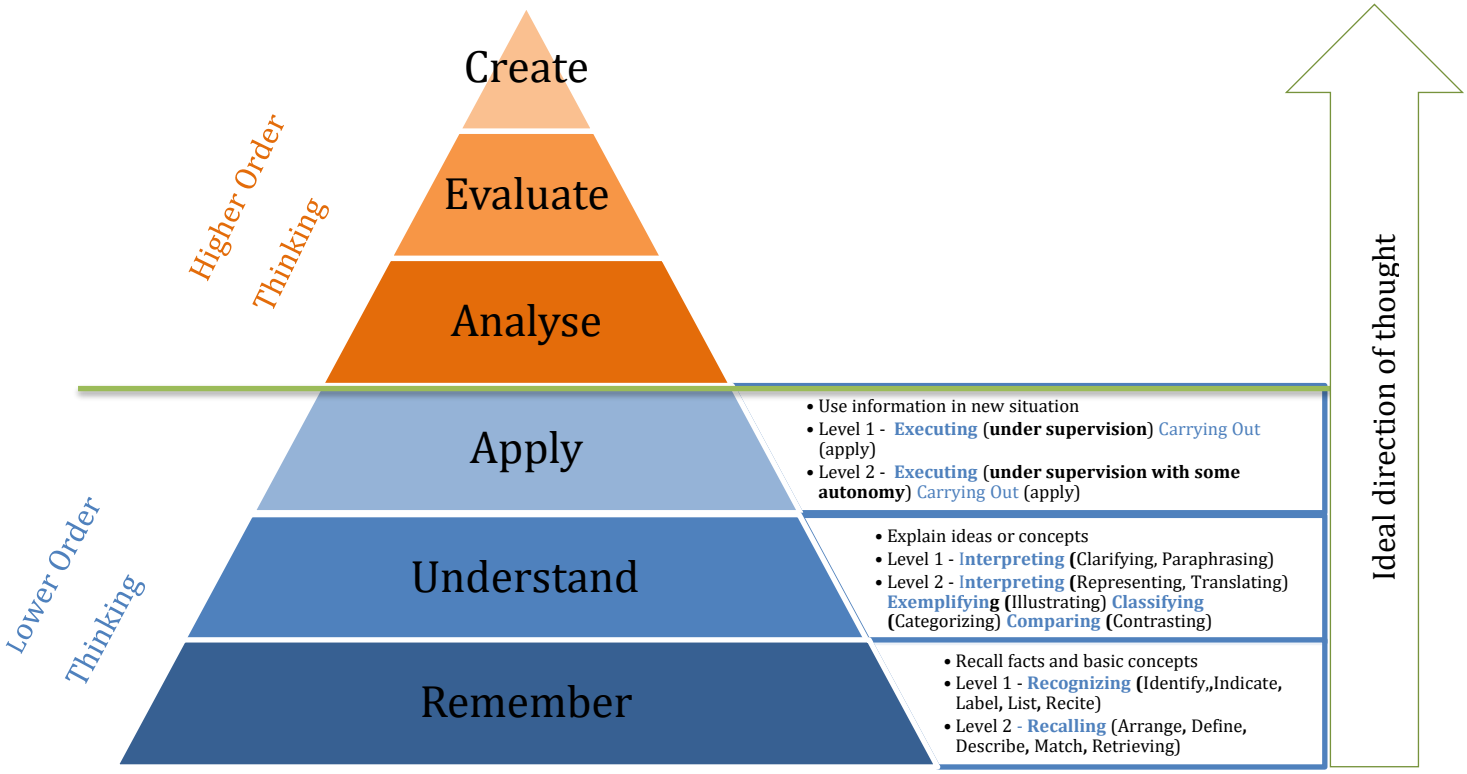
Adapted from Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

SKILLS

The "ability to apply knowledge and use the know-how to complete tasks and solve problems, It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skills and the use of methods, materials tools and instruments).

To understand the relationship between cognitive skills and manuals, we again turn to Bloom's taxonomy as revised by Krathwohl. According to these authors, thought evolves according to six categories which follow on from the simplest to the most complex, in a process in which each category is made up from the categories below, as can be seen in the scheme presented.

[3] Appendix 1.



Adapted from Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001)

To each category, we associate the verbs that, according to the taxonomy in use, allow the activities of each level to be guided.

Regarding to practical skills, we follow the definition presented by Rocha (2014) "The set of resources of a technical or procedural nature, considering from manual dexterity, to methods and instruments, tools and materials, which allow the accomplishment of tasks and/or problem solving, in a given area of work or study".

In this domain, it was also decided to follow the division into subdomains proposed by ANQEP.

- Depth and breadth: progressive broadening and specialization of the range of cognitive and practical skills, from a range of restricted breadth and basic depth at qualification at level 1, to an advanced range of skills at the forefront of a field of work or study at the highest level of qualification
- Purpose: at the lowest level, the individuals should be capable of performing tasks and solving problems by interpreting information (task of execution), and at higher level of qualification they are expected to solve critical problems and perform complex tasks or redefine existing knowledge and professional practices (research and development tasks, innovation)

Skills – Subdomains

Skills (The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments)	Understanding and Purpose	Knowledge apply
		Task Complexity
		Purpose

Adapted from ANQEP-2014

AUTONOMY AND RESPONSIBILITY

The "ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility".

- Responsibility: the subdomain includes responsibility for one's own work and responsibility for others. In terms of responsibility for one's work, a gradation was adopted from work under instruction shared responsibility (level 1) to work taking responsibility and with a sustained commitment to the development of new ideas and new processes at the forefront of a field of work or study (level 8). As for the level of responsibility for others, there is considered to be progression from no responsibility (level 1) to responsibility for others, demonstrating authority, innovation and scientific and professional integrity (level 8)
- Autonomy: this subdomain is structured from no autonomy/low level of autonomy (levels 1/2) to maximum autonomy, understood in a sliding scale.

ANQEP-2014

Autonomy and Responsibility – Subdomains

Autonomy and Responsibility (The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility)	Autonomy	Degree of autonomy
	Responsibility	Degree of responsibility for own work
		Degree of responsibility for others work

Adapted from ANQEP-2014

In addition to the adoption of the subdomains, it was also chosen to adopt Context as a domain that, according to Rocha (2014) is transversal to all descriptors and determinant for the global configuration/reading of the learning outcomes at each qualification level".

CONTEXT

The different actions in a specific space and time in a precise situation, i.e. in context,

- Context of application: ranging from everyday activities at a lower level, to a specialized field of work or study and the interface between different areas at higher level
- Predictability and complexity: developing from a stable structure context at level 1, to an unpredictable and highly complex context at qualification level 8.

ANQEP-2014

Context – Subdomains

Context (The different actions in a specific space and time and in a precise situation, i.e. in context.)	Understanding/Purpose	Context of application
		Predictability and complexity

The ramification some of the concept's subdomains follow Bloom's taxonomy (1956) as revised by Anderson-Krathwohl (2001). This taxonomy divides knowledge into four dimensions - factual, conceptual, procedural and metacognitive - and cognitive process into six - remembering, understanding, applying, analysing, evaluating and creating.

Key Words to define the positioning		
	Level 1	Level 2
Depth of Knowledge	Basic	Basic
Type of Knowledge	Factual	Factual and Conceptual
Cognitive Process (predominant)	Remember (Recognizing/Recalling) Understand (Interpreting)	Remember (Recognizing/Recalling) Understand (Interpreting/Exemplifying/ Classifying/Comparing)
Task complexity	Simple task	Simple task
Degree of autonomy	Limited: needs orientation	Limited: with some autonomy and orientation when is needed
Context	Everyday life, Familiar study and work Context	Study and work

The key words to define positioning are supported by Bloom's taxonomy (1956) revised by Krathwohl (2001).

RVCC (Recognition, Validation, Certification of Competences)

In the context of RVCC processes, it can be said that one of the most demanding tasks for the technicians who are confronted with candidates without school or vocational certification is to position the adult's competences at a level.

A tool that allows them to observe the composition and interconnection of the learning outcomes expected at a certain level may be the ideal instrument to help to solve some doubts. Although it is widely known that there is no direct and unquestionable correspondence between descriptors and competences.

The construction of this model is based on the descriptors of learning outcomes at levels 1 and 2 defined in the EQF and the descriptors of the subdomains identified above.

For each sub-domain, a question was designed that allows, in response, to obtain the specific characteristic of the sub-domain under analysis. These questions will serve as a starting point for the construction of competence recognition instruments to be mediated by the technicians and used by the candidates. The questions must be adapted to the achievements being analysed, as exemplified in IO3

.

Common Model - RVCC Positioning

Level 1

	Learning outcomes			
Domains	**Knowledge**	**Skills**	**Responsibility Autonomy**	**Context**
Definition	Basic general knowledge.	Basic skills needed to carry out simple tasks.	Work or study under direct supervision in a structured context.	Stable and structured
General Questions	What should the individual know and understand?	What should the individual do?	What should the individual be able to assume?	What are the characteristics of the context?

	Learning outcomes			
Domains	**Knowledge**	**Skills**	**Responsibility/Autonomy**	**Context**
subdomains and guiding questions	Knowledge complexity **Basic**	Task complexity **Simple**	Degree of responsibility for the achievements **Shared responsibility**	scope of exercise **Everyday life**
	Does s/he have basic knowledge of the activity?	Does s/he apply rules and use simple tools?	Does s/he act under direct supervision, with shared responsibility for the achievements?	Does s/he operate in a stable and predictable family and daily context?
	type of knowledge (predominance) **Factual**	Application of knowledge **Remember/Understand to perform simple tasks**	Degree of responsibility for the achievements of third parties **No responsibility**	Predictability and complexity of the context **Stable and structured**
	Does s/he know the specific elements and details of the area?	Does s/he carry out tasks & solve simple, everyday problems (execution)?	Does s/he have responsibility towards third parties?	Does s/he operate in a stable and predictable family and daily context?
	Cognitive process (predominant) ***Remember* / Understand**		Degree of autonomy **Limited** (work under orientation)	
	Does s/he identify and interpret information to apply it in a familiar study and work context?		Does s/he have a limited autonomy? Does s/he make decisions & solve every day and routine problems?	

Common Model - RVCC Positioning

Level 2

	Learning outcomes			
Domains	**Knowledge**	**Skills**	**Responsibility Autonomy**	**Context**
Definition	Basic *factual* knowledge *of a field of work or study*	Basic *cognitive and practical* skills required *to use relevant information* to carry out tasks *and to solve routine problems using* simple *rules and tools*	Work or study under supervision, *with some autonomy.*	Stable and structured
General Questions	What should the individual know and understand?	What should the individual do?	What should the individual be able to assume?	What are the characteristics of the context?

	Learning outcomes – RVCC level 2			
Domains	**Knowledge**	**Skills**	**Responsibility Autonomy**	**Context**
subdomains and guiding questions	Knowledge complexity **Basic**	Task complexity **Simple**	Degree of responsibility for the achievements **Shared responsibility**	scope of exercise **study or work**
	Does s/he have basic knowledge of the activity?	Does s/he apply rules and use simple tools?	Does s/he act under direct supervision, with shared responsibility for the achievements?	Does s/he operate in a stable & predictable context?
	type of knowledge (predominance) **Factual and Conceptual**	Application of knowledge **Remember to perform simple tasks**	Degree of responsibility for the achievements of third parties **No responsibility**	Predictability and complexity of the context **table and structured**
	Does s/he know the specific elements and details of the area? *Does s/he know about classifications and categories? Are s/he aware of principles and generalizations? Does s/he have knowledge of theories, models and structures?*	Does s/he carry out tasks and solve simple, everyday problems (execution)?	Does s/he have responsibility towards third parties?	Does s/he operate in a stable and predictable *study or work* context?
	Cognitive process (predominant) **Remember / Understand**		Degree of autonomy **Limited (Work under orientation with autonomy when possible)**	
	Does s/he interpret the information to apply it in a *work or study* context?		Does s/he have a limited autonomy? Does s/he make decisions and solve every day and routine problems?	

For the positioning of a qualification a model is proposed based on a set of guiding questions constructed from the sub-domains. The answers to these questions contribute to define the expected achievements in each unit of learning outcomes of a given course.

Common Model - Unit of Competence Positioning

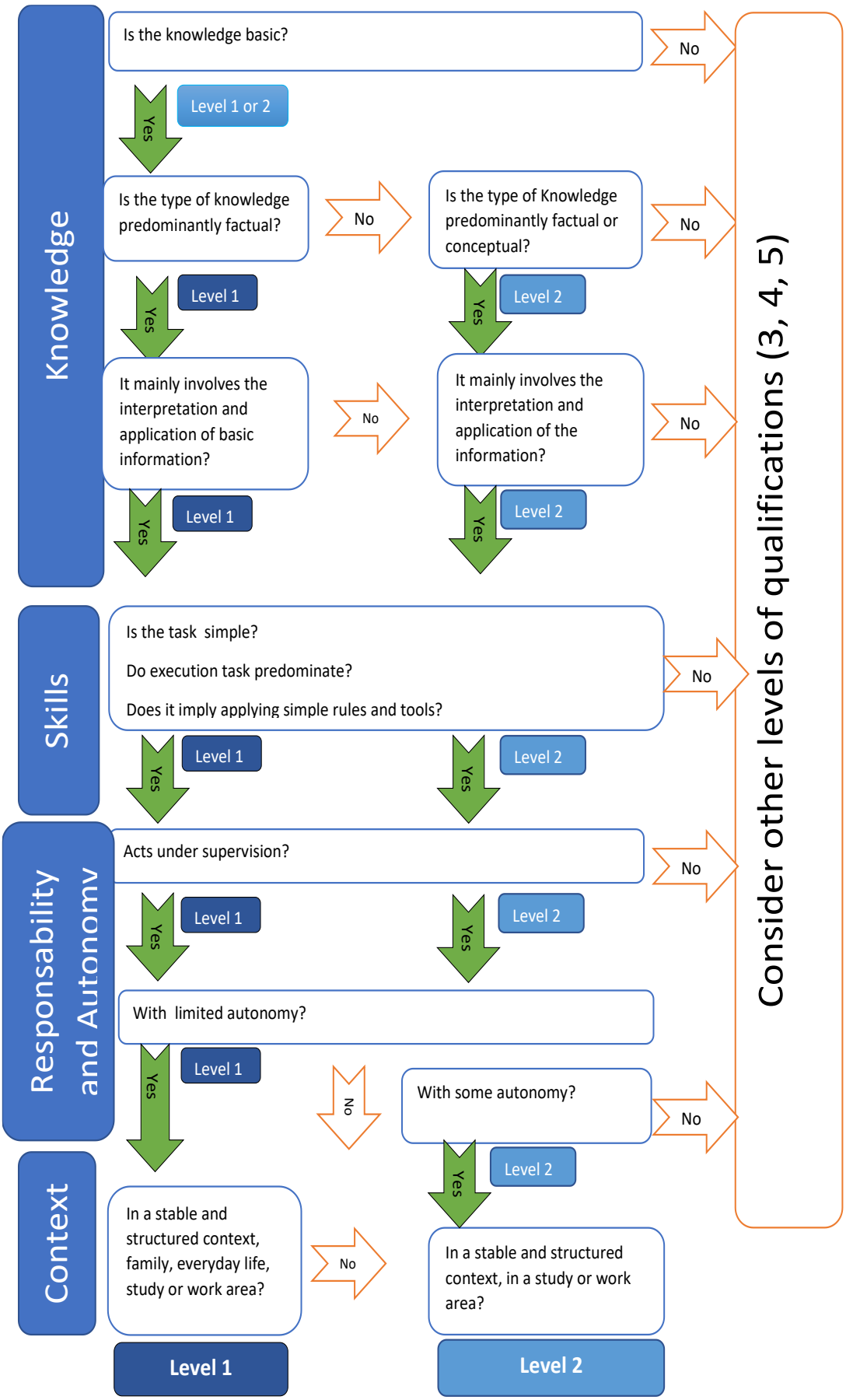
Level 1

	Learning Outcomes			
	Knowledge	**Skills**	**Responsibility Autonomy**	**Context**
Definition	Basic general knowledge.	Basic skills needed to carry out simple tasks.	Work or study under direct supervision in a structured context.	Stable and structured
Guiding questions	Is the level of depth of knowledge basic? Is the type of knowledge factual? At the level of understanding, the predominant cognitive process is that of recognizing, recalling and interpret?	Apply Rules and use simple tools? Carry out tasks and solve simple, everyday problems (execution)?	Is the responsibility of the actions shared? Does s/he make decisions and solve routine and everyday problems?	Does s/he operate in a stable and predictable familiar study or work context?

Level 2

	Knowledge	Skills	Responsibility Autonomy	Context
Definition	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision, with some autonomy.	Stable and structured
Guiding questions	Is the level of depth of knowledge basic? Is the type of knowledge factual and conceptual? Does s/he know the specific elements and details of the area? Does s/he know about classifications and categories? Is s/he you aware of principles and generalizations? Does s/he have knowledge of theories, models and structures? Does s/he interpret the information to apply it in a work or study context?	Does s/he apply Rules and use simple tools? Does s/he carry out tasks and solve simple, everyday problems (execution)?	Does s/he act under direct supervision, with shared responsibility for your achievements? Does s/he make decisions and solve routine and everyday problems?	Does s/he operate in a stable and predictable study or work context?

Synthesis Expected Answer			
		Level 1	Level 2
Knowledge	What should the individual know and understand	Basic	Basic
		Factual	Factual and Conceptual
		Identify and interpret basic information to apply in familiar everyday life or study or work contexts	Identify and interpret information to apply in the context of study or work
Skills	What should the individual accomplish	Apply rules and use simple tools	Apply simple rules and tools
		Perform tasks and solve simple and current problems (execution)	Perform tasks and solve simple and current problems (execution)
Autonomy and Responsibility	What should the individual be able to assume	Acting under direct supervision, with shared responsibility for their achievements	Acting under direct supervision, with shared responsibility for their achievements
		Limited autonomy to decision making and solving current and routine problems	Limited autonomy to decision making and solving current and routine problems
Context	What are the characteristics of the context	In an everyday family context In an area of study or work stable and predictable	In an area of study or work stable and predictable


Knowledge
Is the knowledge basic?
No
Yes
Level 1 or 2
Is the type of knowledge predominantly factual?
No
Is the type of Knowledge predominantly factual or conceptual?
No
Yes
Level 1
Yes
Level 2
It mainly involves the interpretation and application of basic information?
No
It mainly involves the interpretation and application of the information?
No
Yes
Level 1
Yes
Level 2
Skills
Is the task simple?
Do execution task predominate?
Does it imply applying simple rules and tools?
No
Yes
Level 1
Yes
Level 2
Responsability and Autonomy
Acts under supervision?
No
Yes
Level 1
Yes
Level 2
With limited autonomy?
Yes
Level 1
No
With some autonomy?
No
Yes
Level 2
Context
In a stable and structured context, family, everyday life, study or work area?
No
In a stable and structured context, in a study or work area?
Level 1
Level 2
Consider other levels of qualifications (3, 4, 5)

The proposed diagram model helps end users to position target groups competence and to collect them in order to identify a qualification at level 1 or 2 even though in their respective countries those levels were not recognized at the moment of the project. The objective was to recognize and validate informal competences of target groups in order to promote employability or to enter a training course. However, how does this model work? It's simple and it's based upon a series of question that helps end users to position unit of competence at level 1 or 2 (or higher levels if your answers are negative).

The model starts analyzing the required knowledge of the unit of competence and the question are aimed to know if knowledge are basic or not, predominantly factual for level 1 and if some are conceptual in this case the eligible level should be the second.

Once we have established the knowledge and their depths, it's necessary to analyze the skills of the unit of competence, meaning with that the ability to apply knowledge and use the required resources to complete task and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and use of methods, materials, tools and instruments)

The next steps is aimed to analyze the responsibility and the autonomy during the development of the working tasks. If the tasks need working under instructions (level 1) or with limited autonomy (level 2).

Finally, the common diagram analyzes the context in which tasks are developed in a stable and structured every day life context (level 1) or in a field or work or study (level 2).

In order to use in the best way, the end users is utterly recommended to look at the table in which all the concepts and meaning are briefly determined.

As this project is aimed to lead all the European to recognize and validate the target groups competence and to reach a real free movement among the European countries, partners participating in the project will solve a workshop in which they are going to apply the before mentioned common positioning model.

PART III
APPLICATION OF THE MODEL FOR THE DESIGN OF UNIT OF COMPETENCE

This chapter will present an application of the model to describe a Unit of Competence, included the appropriate EQF level and the instruments for the assessment.

Concepts to better understand the organization of a Unit.

UNIT OF LEARNING OUTCOMES (ULO)/UNIT OF COMPETENCE (UC)

Component of a qualification, consisting of a coherent set of outcomes (ECVET) knowledge, skills and competences, which can be assessed and validated autonomously.

COMPETENCE

The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.

LEARNING OUTCOMES STANDARDS

Referential or list of expected learning outcomes.

ASSESMENT OF LEARNING OUTCOMES/COMPETENCES

Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence

The application proposed is the basic instrument to create a standard of competences. A standard of competence highly facilitates the process of competence recognition and consequently the recognition of training courses (based on a set of competences), and the more widely the standard is shared (at national, European level) the more people can have their competences easily recognized.

This is very important above all for those who don't have a Qualification but most likely have competences acquired in non-formal or informal learning context.

Some competences can be declined on more than one level, modulating knowledge, skills, the type of context; the degree of autonomy and the responsibility according to the parameters that describe the EQF levels (see Appendix 2 in IO2 – Checklist).

The main criteria to establish whether to decline a competence on more than one level or not is stating whether the competences obtained are meaningful in a family, study or work context.

The following table show how the model proposed by the consortium of partner could be presented in order to visualize the Unit of competence-in which learning outcomes are itemised in Knowledge, skills, competence, autonomy and responsibility and assessment.

1 - APPLICATION OF THE MODEL

Unit Code number	*Code number that uniquely identifies the unit of competence/ learning outcomes*
Unit EQF Level	*According to all the information related to unit of competence: knowledge, skills, context, autonomy, responsibility*
Unit Title	*Name of the unit of competence; it should be short and it contains nouns or verbs in the <ing> form.*
Competence description	*This part is a short description of the competence; it contains the following items:* - *the core (to be able to… plus a set of verbs),* - *autonomy (degree) and responsibility,* - *the context (scope, predictability, complexity).*

Knowledge	**Skills**
A structured set of knowledge that are strictly necessary to act the competences (to describe knowledge keep in mind depth, type, predominant cognitive process and use appropriate adjectives according to the EQF level of the competence)	*A structured set of skills that are strictly necessary to act the competence. (to describe skills keep in mind complexity, application of knowledge, depth and breadth, according to the EQF level of the competence).*

Responsibility and Autonomy
It must be highlighted the responsibility for individual achievement and/or third parties' achievement and the degree of autonomy.

Evaluation of the performance
A list of activities that require the application of knowledge, skills and the ability to use them. The situations highlight also the context and the level of responsibility and autonomy requested.

Before presenting a common unit of competence, we will present auxiliary instruments to help end users positioning their unit of competence in any sector of the job market. If the in majority of the answers, you ticked out level 1 or 2, it means that your country has already units of competence at those levels. In case that you can't tick out any of these options, it is possible that in your country is not recognized any qualifications at level 1 or 2. These means that it is necessary to work out a unit of competence similar to the one we elaborate in this project.

2 - AUXILIARY TOOLS TO SUPPORT LEVEL POSITIONING

Answer to the question to position your unit of competence as describe in Envol project:

Knowledge

Is the level of depth of knowledge basic?

☐ **Yes** ☐ **No**

If the previous answer is affirmative, go on with the following questions.
If the previous answer is negative you are is facing a level of qualification higher than 2.

Is the type of knowledge factual and conceptual?

☐ Factual

☐ Factual and Conceptual

☐ None /Other

If the previous answer is negative you are is facing a level of qualification higher than 2

Does s/he know the specific elements and details of the area? Try to tick out one or more of these following options.

Level 1: Words in brackets are synonym end users of the guide can find in their unit of competence.

☐ Remember (recognizing/Recalling)

☐ Understand (interpreting)

Level 2:

☐ Remember (recognizing/Recalling)

☐ Understand (Interpreting, exemplifyng, classifying orcomparing)

Does s/he know about classifications and categories?

☐ Yes (level 2)

☐ No (Level 1)

Is s/he you aware of principles and generalizations?

☐ Yes (level 2)

☐ No (Level 1)

Does s/he have knowledge of theories, models and structures?

☐ Yes (level 2)

☐ No (Level 1)

Does s/he interpret the info to apply it in a work or study context in a work or study context?

☐ Yes (level 2)

☐ No (Level 1: familiar context)

Skills

Does s/he apply Rules and use simple tools?

☐ Yes ☐ No

If the previous answer is negative you are is facing a level of qualification higher than 2

Does s/he carry out tasks and solve simple, everyday problems (execution)?

☐ Yes (level 2)

☐ No (Level 1: familiar context)

Responsibility and autonomy

Does s/he act under direct supervision, with shared responsibility for your achievements?

☐ Work or study under direct supervision in a structured context (level 1)

☐ Work or study under supervision, with some autonomy (level 2)

Does s/he make decisions and solve routine and everyday problems?

☐ Yes (Level 1 or 2)

☐ No

If the previous answer is negative you are is facing a level of qualification higher than 2

Context

Does s/he operate in a stable and predictable context?

☐ Yes (Level 1 or 2)

☐ No

If the previous answer is negative you are is facing a level of qualification higher than 2

What kind of context does s/he operate?

☐ **Work or study (level2)**

☐ **Work or strudy/Familiar (level 1)**

The answers to the questions of the following table is necessary for the end users of this projects to help them to clarify the level of different tasks before position the unit of competence. The possible answers are following the below framework:

What the individual should know and understand		
☐ 1, 2	Basic	Depth of knowledge
☐ 1	Factual	Type of knowlwdge (predominant)
☐ 2	Factual and Conceptual	
☐ 1	Interpret basic info to apply in a familiar context or work and study context	Cognitive Process (predominant)
☐ 2	Interpret information to apply in a work or study context	
What the individual should be able to do		
☐ 1, 2	To carry out tasks and solve simple & common problems (implementation tasks)	Complexity of tasks
☐ 1, 2	Applying simple rules and tools	Application of knowledge
☐ 1, 2	Range of cognitive and material skills of restricted breadth and basic depth	Depth and Breadth of skills to be used
What the individual should be able to take on		
☐ 1, 2	Shared responsibility for their routine achievements. Acting under direct supervision	Degree of responsibility for your achievements
☐ 1, 2	No responsibility for third party achievements	Degree of responsibility for the achievements of third parties
☐ 1	Limited autonomy in making decisions & solving ordinary and routine problems	Degree of autonomy
☐ 2	Limited, but with some autonomy in making decisions and solving ordinary and routine problems	
What are the characteristics of the context?		
☐ 1	Familiar/everyday life & in a field of study or work	Scope of the exercise
☐ 2	In a field of study or work	Scope of the exercise
☐ 1, 2	Stable and structured	Predictability & complexity of the context

Adapted from *ANQEP-2014*

For example, according to these descriptors, a unit of competence is at level 1 if the knowledges *that are strictly necessary to act the competence are predominantly basic and factual, if the skills requested are to solve only simple and common problems, to apply simple rules and tools etc. the responsibility is shared and the autonomy is limited in making decision and solving ordinary problems within a stable and structured context etc.*

The ENVOL Model for competence description has been conceived by the project partnership, in the perspective to have a common European repertoire of competences each related to its appropriate EQF level (especially at 1st and 2nd)

Through this tool, a competence that has been recognized in a country by applying its specific recognition process, is automatically recognized in all the other countries which share the same repertoire.

Moreover, since the competence recognized indicates the EQF level, it is easier to state whether a person needs to upgrade his/her competence or not in order to enter / re-enter the labour market or to find a new or a better job.

If the person needs to improve the competence possessed, it is easier to choose the appropriate training course since it is built using a set of competences of the common repertoire.

Currently, the common repertoire of competence and characteristic of autonomy, make it possible to build training / qualification courses, based these competences, in a flexible way - according to different country or sector parameters like the structure of the education and VET system, the demand of the labour market, the need of competences of companies etc. - and, at the same time, to have the acquired competences or the qualification automatically recognized.

In order to give to the end user an example we elaborate 4 units of competence at level 1&2.

3 - PRATICAL EXAMPLE OF APPLICATION OF THE MODEL

Let's start from a set of 4 Unit of competences; each of them is an autonomous unit and at the same time can be used to build a professional profile. In this case, the set of level 2 competences from the profile of kitchen helper according to ISCO. (European Skills, Competences, Qualifications and Occupations (ISCO) is a multilingual classification that identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education. ISCO has been developed by The European Commission since 2010).

For each of the Unit of competence proposed for level 2 is presented the exercise to compare the whole unit of competence at level 2 (and in particular the learning outcome and the itemisation in Knowkedge, skills, responsibility and autonomy and assessment) to the verbs guide already presented for level 1. The words in blue are the ones that after this comparison correspond to the knowledge, skills, autonomy and responsibility and assessment fo level 1. Sentences wiped off in red are knowledge, skills, autonomy and responsabilities (subdomains of a learning outcome) that are beyond level 1 of EQF. Sentences in blue are the ones that are adapted to knowledge, skill, responsibility and autonomy and assement of level 1.

First example:

Code number	940201
EQF Level	02
Title	Setting up of food preparation areas.
Competence	To be able to clean food preparation areas, cooking equipment, crockery etc.; to take care of the ordinary basic maintenance of the kitchen stuff and put it in place according to the organization; these operations are done under supervision, in a structured and stable context of study or work, with a limited autonomy in making decisions and solving ordinary and routine problems and with responsibility only for routine achievements.

Knowledge	**Skills**
Appliances for kitchen, Cooking Equipment, Crockery: name, use and place where they are put/stored. Cleaning Products: typology according to specific use for surfaces, utensils, appliances etc. Basic safety rules for the use of cleaning products. Basic safety rules for handling of appliances, utensils etc. Basic hygiene rules for kitchen stuff. Procedures given for carrying out cleaning. Procedure given for ordinary basic maintenance of kitchen stuff.	Choose the correct cleaning product, among those available, according to the surface or stuff to be cleaned. Apply the given procedures for carrying out cleaning, paying attention in particular to safety and hygiene rules. Apply the given procedures for ordinary basic maintenance of kitchen stuff paying attention in particular to safety rules.

Code number	940101
EQF Level	01
Title	Setting up of food preparation areas.
Competence	To be able to clean food preparation areas, cooking equipment, crockery etc.; ~~to take care of the ordinary basic maintenance of the kitchen stuff~~ and put ~~it~~ them in place according to the organization; these operations are done under direct supervision, in a structured and stable, family context ~~of study or work~~, with a limited autonomy in making decisions and solving ordinary and routine problems and with shared responsibility only for routine achievements.

Knowledge	**Skills**
Appliances for kitchen, Cooking Equipment, Crockery: name, use and place where they are put/stored. ~~Cleaning Products: typology according to specific use for surfaces, utensils, appliances etc.~~ Cleaning Products: correspondence of each of those available in the kitchen with the specific use. Basic safety rules for the use of cleaning products. Basic safety rules for handling of appliances, utensils etc. Basic hygiene rules for kitchen stuff. ~~Procedures given for carrying out cleaning.~~ Short and simple instructions for carrying out cleaning of the surfaces, appliances and utensils; ~~Procedure given for ordinary basic maintenance of kitchen stuff.~~	Choose the correct cleaning product, among those available, according to the surface or stuff to be cleaned. Apply the given simple and short instructions ~~procedures~~ for carrying out cleaning, paying attention in particular to safety and hygiene rules. ~~Apply the given procedures for ordinary basic maintenance of kitchen stuff paying attention in particular to safety rules.~~

Code number	940201
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision.	
Evaluation of the performance	
Retrieve the necessary information about cleaning products and procedures from the given paper or verbal indication. Choose the correct cleaning products according to the surface or staff to be cleaned. Apply the procedures to carry out the cleaning of surfaces, appliances, cooking equipment, crockery etc. correctly (hygiene and safety rules, time complied). Apply the procedures for ordinary basic maintenance of kitchen stuff, correctly (safety rules, time complied). Put kitchen stuff in place correctly (hygiene and safety rules, time complied)..	

Code number	940101
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the family context. Responsibility only for the own routine achievements.	
Evaluation of the perfomance	
~~Retrieve the necessary information about cleaning products and procedures from the given paper or verbal indication.~~ Choose the correct cleaning products, among those available, according to the surface or staff to be cleaned. Apply ~~the procedures~~ the short and simple instructions to carry out the cleaning of surfaces, appliances, cooking equipment, crockery etc. correctly (hygiene and safety rules, ~~time complied~~). ~~Apply the procedures for ordinary, basic maintenance of kitchen stuff correctly (safety rules, time complied).~~ Put kitchen stuff in place correctly (hygiene and safety rules, ~~time complied.~~	

Second example:

Code number	940202
EQF Level	02
Title	Row materials retrieving and preparing.
Competence	To be able to prepare row materials for cooking by retrieving them from the storage areas and by washing, eliminating waste parts, peeling, cutting, measuring ingredients according to the recipe or to the cook/chef directions. These operations are done in a structured and stable context of study or work, with a limited autonomy in making decisions and solving ordinary and routine problems and with responsibility only for routine achievements, acting under supervision.

Knowledge	Skills
Food raw materials: name of the main varieties, uses in the kitchen. Food raw materials: basic organoleptic properties and standard basic quality criteria. Methods for food weighing. Methods for food washing according to hygiene rules. Utensils necessary for the operations requested (peeling, cutting, measuring, mixing etc.): typologies and safety use. Basic methods for eliminating waste parts according to the recipe/cook's directions and to the safety rules. Basic methods for cutting according to the recipe/other indications and to the safety rules.	Interpret the recipe or the cook/chef directions regarding the necessary raw materials. Choose the necessary raw materials among those available in the storage area. Check the deadlines of the raw materials. Execute the unpacking checking and weighing. Execute a basic organoleptic control of the raw materials. Wash the row materials according to hygiene rules. Interpret the recipe or the cook/chef directions regarding the typology of operations needed for raw material preparation. Execute preliminary operations such as peeling, basic cutting, measuring, simple eliminating of waste parts. Operate in compliance with food hygiene and workplace safety regulations.

Code number	940102
EQF Level	01
Title	Row materials retrieving and preparing
Competence	To be able to prepare row materials for cooking by retrieving them from the storage areas and by washing, eliminating waste parts, peeling, cutting, measuring ingredients according to ~~the recipe or to~~ the cook's/chef's directions. These operations are done in a structured and stable family context ~~of study or work~~, with a limited autonomy in making decisions and solving ordinary and routine problems in the family context and with shared responsibility only for routine achievements, acting under direct supervision.

Knowledge	Skills
Food raw materials: name of the main varieties, ~~uses in the kitchen.~~ Food raw materials: basic organoleptic properties and standard basic quality criteria. Methods for food weighing. Methods for food washing according to hygiene rules. Utensils necessary for the operations requested (peeling, cutting, measuring, mixing etc.): ~~typologies~~ correspondence between those available in the kitchen and specific use, safety use. Basic methods for eliminating waste parts according to ~~the recipe/~~ the cook's directions and to the safety rules. Basic methods for cutting according to the cook's directions ~~the recipe/other indications~~ and to the safety rules.	~~Interpret the recipe or the cook/chef directions regarding the necessary raw materials.~~ Choose the necessary raw materials among those available in the storage area according to the cook/chef's directions. Check the deadlines of the raw materials. Execute the unpacking checking and weighing. Execute a basic organoleptic control of the raw materials. Wash the row materials according to hygiene rules. ~~Interpret the recipe or the cook/chef directions regarding the typology of operations needed for raw material preparation.~~ Execute preliminary operations such as peeling, basic cutting, measuring, simple eliminating of waste parts according to the cook/chef's directions Operate in compliance with the food hygiene and workplace safety regulations.

Code number	940202
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision	
Evaluation of the performance	
Take raw materials from the storage area according to the recipe or cook's/chef's directions and to the deadlines. Put away the unused raw materials according to the storage area organization, safety and hygiene rules. Check the state of conservation through a basic organoleptic control and refer the results to the supervisor. Decide whether is necessary or not to wash the raw materials, and wash them according to hygiene rules. Execute preliminary operations such as peeling, basic cutting, measuring, mixing, simple eliminating of waste parts according to the recipe or cook/chef's directions.	

Code number	940102
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the family context. Responsibility only for the own routine achievements. Acting under direct supervision	
Evaluation of the performance	
Take raw materials from the storage area according to ~~the recipe or~~ cook's/chef's directions and to the deadlines. Put away the unused raw materials according to the storage area organization, safety and hygiene rules. Check the state of conservation through a basic organoleptic control and refer the results to the supervisor. ~~Decide whether is necessary or not to wash the raw materials,~~ ~~and~~ wash the raw materials according to cook's/chef's directions and to the hygiene rules. Execute preliminary operations such as peeling, basic cutting, measuring, mixing, simple eliminating of waste parts according to ~~the recipe or~~ cook's/chef's directions.	

Third example:

Code number	940203
EQF Level	02
Title	Preparing basic semi-finished products and simple food items.
Competence	To be able to assemble raw materials and execute basic operations of cooking to prepare cold/hot basic semi-finished products and simple food items. These operations are done in a structured and stable context of study or work, with a limited autonomy in making decisions and solving ordinary and routine problems and with responsibility only for routine achievements.

Knowledge	**Skills**
Main utensils for food manipulations: typologies, specific names, way of use (safe and efficient). Bindings (easy to be prepared): specific names, recipe and way of use. Sauces (easy to be prepared): specific names, recipe and way of use. Other (easy to be prepared) food items: specific names, recipe. Basic methods for mixing, assembling raw materials. Basic methods of cooking operations (es. boiling, frying, toasting). Containers for food storage: typologies, indications of use. Procedures for the correct storage of semi-finished products/pre-elaborated raw materials. Basic self-control protocols of food hygiene.	Interpret the recipe or the cook's/chef's directions regarding the semi-finished/food items preparation. Mix raw materials. Assemble raw materials to produce semi-finished products, cold dishes, ready-to-cook products. Execute operations of food cooking (i.e. boiling, toasting, frying, gratin, stewing, brazing) at a basic level. Reheating food for consumption. Store the semi-finished products / pre-elaborated raw materials according to conservation rules. Operate in compliance with food hygiene and workplace safety regulations.

Code number	940103
EQF Level	01
Title	Preparing basic semi-finished products and simple food items
Competence	To be able to assemble raw materials and execute basic operations of cooking to prepare cold/hot basic semi-finished products and simple food items. These operations are done in a structured and stable, family context, under direct supervision with a limited autonomy in making decisions and solving ordinary and routine problems in the family context and with shared responsibility only for routine achievements..

Knowledge	**Skills**
Main utensils for food manipulations: ~~typologies, specific~~ names, way of use (safe ~~and efficient~~). Bindings (easy to be prepared): ~~specific~~ names, ~~recipe and way of use.~~ Sauces (easy to be prepared): ~~specific~~ names, ~~recipe and way of use.~~ Other (easy to be prepared) food items: specific names, recipe. ~~Basic methods~~ Short and simple instructions for mixing, assembling raw materials. ~~Basic methods~~ Short and simple instructions for cooking operations (es. boiling, frying, toasting). ~~Containers for food storage: typologies, indications of use.~~ ~~Procedures for the correct storage of semi-finished products/pre-elaborated raw materials.~~ Basic self-control protocols of food hygiene.	~~Interpret the recipe or the cook's/chef's directions regarding the semi-finished/food items preparation.~~ Mix raw materials according to the cook's/chef's directions. Assemble raw materials to produce semi-finished products, cold dishes, ready-to-cook products according to the cook's/chef's directions. Execute operations of food cooking (i.e. boiling, toasting, frying, gratin, stewing, brazing) at a basic level) at a basic level according to the cook's/chef's directions. Reheating food for consumption. Store the semi-finished products / pre-elaborated raw materials according to the cook's/chef's directions. Operate in compliance with food hygiene and workplace safety regulations.

Code number	940203
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision.	
Evaliuation of the performance	
Prepare simple semi-finished products, cold/hot dishes by mixing, assembling and/or executing cooking operations at a basic level. Store the semi-finished products or ready food items for a future usage according to conservation rules.	

Code number	940103
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision.	
Evaluation of the performance	
Prepare simple semi-finished products, cold/hot dishes by mixing, assembling and/or executing cooking operations at a basic level according to the cook's/chef's directions. Store the semi-finished products or ready food items for a future usage according to ~~conservation rules~~ the cook's/chef's directions.	

Fourth example:

Code number	940204
EQF Level	02
Title	Assembling dishes for service
Competence	To be able to assemble dishes for service according to the type of service requested, the quantities of food, the position of the food, the decorative elements, etc., and to put simple decorative elements on the ready dishes. These operations are done in a structured and stable context of study or work, with a limited autonomy in making decisions and solving ordinary and routine problems and with responsibility only for routine achievements.

Knowledge	**Skills**
Portioning techniques on plates or trays. Decorating techniques for plates and trays with external decorative elements. Serving and decoration techniques for buffets. Self-control protocols relating to food hygiene and safety in the workplace.	Portion food into plates and trays. Decorate plates and trays by applying basic techniques. Prepare single portion foods (finger food) by applying basic techniques. Prepare trays for buffet service. Operate in compliance with food hygiene and workplace safety regulations.

Code number	940104
EQF Level	01
Title	Assembling dishes for service
Competence	To be able to assemble dishes for a basic service according to ~~the type of service requested~~, the quantities of food, ~~the position of the food~~, ~~the decorative elements, etc., and to put simple decorative elements on the ready dishes~~. These operations are done in a structured and stable, family context ~~of study or work~~, with a limited autonomy in making decisions and solving ordinary and routine problems in the family context and with shared responsibility only for routine achievements

Knowledge	**Skills**
~~Portioning techniques on plates or trays~~ ~~Decorating techniques for plates and trays with external decorative elements~~ ~~Serving and decoration techniques for buffets.~~ Short and simple cook's/chef's directions to assemble dishes. Self-control protocols relating to food hygiene and safety in the workplace.	Portion food into plates and trays. ~~Decorate plates and trays by applying basic techniques.~~ ~~Prepare single portion foods (finger food) by applying basic techniques.~~ ~~Prepare trays for buffet service.~~ Operate in compliance with food hygiene and workplace safety regulations.

Code number	940204
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision.	
Evuation of the performance	
Portion the food according to the required quantities and positions. Prepare trays for buffet according to the required quantities and positions. Decorate plates and trays with simple elements that recall the ingredients and taste. Prepare single portion food at a basic level of complexity.	

Code number	940104
Responsibility and Autonomy	
Autonomy in making decisions and solving only ordinary and routine problems within the context. Responsibility only for the own routine achievements. Acting under supervision.	
Evalaution of the performance	
Portion the food according to the required quantities and positions. ~~Prepare trays for buffet according to the required quantities and positions.~~ ~~Decorate plates and trays with simple elements that recall the ingredients and taste.~~ ~~Prepare single portion food at a basic level of complexity .~~	

CONCLUSIONS

The scope of IO3 is to demonstrate that it is possible to have common set of units of competences that can make possible free mobility within the European Union. We have tried to adjust our theoretical set of concept in order that all the countries members of the European Union and in particular, those that deal with these issues, (both public and private institutions that deal with recognition of vocational training at low and informal levels) as well as the end users of these processes could understand it and be used by them.

Furthermore the whole process used to find a common model and thus an example of a unit of competence allows the population with less training to take advantage to get a job more easily and quickly in different European countries, avoiding crises that could be generated in the future and avoiding also the effects of unemployment in Europe.

On the other hand, even though this project has come very far, still needs to be improved with the help of the common European public institutions as well as the national ones. Just to think that, it needs instruments for assessing the professional skills acquired informally and a common process of validating them. For this reason, the IO4 will analyse possible recommendations so that Member States can adjuste their qualification systems in order to reach common or equivalent understandings at European level that can facilitate the recognition of formal and informal training at low levels such as level 1 and 2.

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