

## ***Memorandum of Understanding***

For the stabilization of the network of competent Authorities  
and the continuation of ECVET testing in relation to  
EQF and other European tools

Rome, March 2013

Building on the network and project test results



LLL 2007- 2013  
Sub-Programme Leonardo da Vinci  
*Support to national projects to test and develop ECVET*  
EACEA/08/2010



REGIONE CALABRIA

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## INTRODUCTION

### The National Context

This Memorandum of Understanding (MoU) has been drafted by the Regional Authorities that are partners in the final phase of Project ECVET COLOR – Competency and Learning Outcome Recognition for Migrants. (The project context is described in the following section.) In general, the project has been developed in a context characterized by the rapid evolution of the national regulations that increasingly pursue the integrated growth and exploitation of the professional and cultural heritage acquired by an individual throughout his/her life, studies and work in order to guarantee its recognition, transparency and portability.

Among the main acts of this regulatory framework over the 2011-2013 period, there is *in primis* the State-Regions Agreement of 27 July 2011 establishing the “National Repertory for Professional Education and Training” (IeFP), in which a common descriptive format is defined for qualifications and the “descriptive-constructive indications” of the competences, skills and knowledge are given with explicit reference to the EQF.

Following this the State-Regions Agreement of 19 April 2012 regarded the definition of a national certification system for apprenticeships, explicitly implementing all the European Recommendations on tools for the transparency and mobility of entitlements and qualifications – EQF, ECVET, EQAVET (besides the Europass Decision), where “qualification” in the EQF sense means the formal outcome of an assessment of competences acquired with formal, non formal and informal methods. By defining “competence” as the minimum certifiable element, the project - certification standard and service standard – of a system of qualifications with a modular structure is adopted in an ECVET key, meaning they can also be acquired outside a univocal and continuous pathway.

At the end of 2012 another important element was added to the implementation of the European Strategy at national level. This was the formal closure of the first stage of the Italian EQF referencing process, launched in 2009 by the competent Authorities with the approval of the State-Regions Conference of 20 December 2012, of the “First Italian Referencing Report on the European Qualifications Framework”. This Report will be presented at the end of May 2013 to the European coordination round table, the EQF Advisory Group.

In line with the steps already taken in 2012, 2013 opens with Legislative Decree 13 of 16 January 2013, under the Labour Market Reform Law 92/2012, specifying the general regulations and assessment and validation levels for non formal and informal learning and the minimum standards of the national competence certification system. This decree establishes a National Repertory of Qualifications, consisting of all the existing repertories, “constituting the common European framework of reference for the certification of competences, by the progressive standardization of the essential descriptive elements of education and training titles and professional qualifications and also by their transferability based on a shared system of recognition of training credits Europe-wide”.

Alongside these important provisions, outlining the evolution of the national system of qualifications since 2011, the various regional contexts have also carried out various kinds of tests during this period, mainly under the Leonardo da Vinci Programme. This has stimulated the exchange and comparison of practices in a logic of interconnection between European inputs and national needs. Particularly fruitful is the experimentation, as in the Project COLOR, in which the competent Authorities are directly involved in the process, in close contact with operators and experts from the professional sectors. Thus COLOR, within the framework of national innovations, has stimulated shared activities in this protocol, open to new actors and to other operational scenarios that will be outlined along the way.

## The Context of Project COLOR ECVET

Project COLOR is a two-year project launched in March 2011. It was financed under the 2010 Call for Proposals through which the European Commission has financed seven pilot projects aiming to test and apply the ECVET system in various Member States.

COLOR focused on the experimental application of ECVET in the healthcare and construction sectors. Isfol and various regional Authorities are part of the national partnership network that the project promotes. These include: Campania (Arlas), Lazio, Piedmont and Tuscany, as well as Basilicata and Calabria as associate partners. Moreover, the Formedil National Office (National Agency for Vocational Construction Training) participated in the project as an associate partner through its local network. For the Calabria Region and Formedil, it should be pointed out that both entered the COLOR network in progress, with a considerable added value both for the network and for the technical opportunities of the project.

MQC (Malta), NCTVETD (Romania) and SCQF (Scotland) supported the national partnership as consultants and ensure the European sustainability of the practices developed in the process of advancing national systems towards ECVET.

COLOR adopted ECVET principles to satisfy the specific needs of exploiting competences and recognising the learning outcomes (LOs) of individuals that are not highly qualified, especially labour migrants who need to qualify and re-qualify more easily in order to meet the challenges of an unstable labour market. Starting from this premise the ECVET System language and mechanisms and subsequent development of learning-outcome Units were studied. Numerous regions contributed to this work as well as two Technical Working Groups (TWGs) guiding the partnership.

The TWG for the construction sector was led by Arlas-Campania and assisted by the staff of the Campania Region School Department and Isfol, the project coordinator. The following organisations provided sector-specific know-how and access to their networks:

- Formedil National Office – National Agency for Vocational Construction Training managed by the national social partners
- Formedil Campania Region Office
- Naples Construction Work Training Centre

The TWG was also supported by the Cuneo Agency for Vocational Construction Training (Piedmont Region) as it was directly involved, at national level, in drafting the Formedil Repertory of competences that, as reported below, was one of the main references for the technical route taken.

The construction sector TWG focused on construction sector qualifications as set by the National Repertory (State-Regions Agreement, 27 July 2011), a particularly promising area for ECVET application. Alongside these, other qualifications were also taken into account, consistent for sector and level, issued in the regional contexts outside the Agreements.

The TWG carried out numerous technical meetings, developing a methodology with three benchmarks: ECVET technical specifications, with particular reference to the ECVET Unit and its constituent elements; the descriptive format on which the Repertory regulated by the Agreement of 27 July 2011 was based; the Formedil Repertory of Construction Competences with relative evaluation format. The operational outcome of the integration of these perspectives and the cross-comparison between the various descriptive elements is represented by the Units developed. Annex 4 gives the two LO Units tested:

- ECVET LO Unit: Masonry work for building construction
- ECVET LO Unit: Structural work for construction and assembly of building elements

The construction TWG focussed on the qualification of Construction Operator as set forth in the National Repertory regulated with the State-Region Agreement of 27 July 2011, a particularly promising terrain for ECVET application.

The Piedmont Region and its regional commission experts led the healthcare TWG. Isfol, as project coordinator, provided support for all activities. Members of this TWG were sourced from:

- Managers from the Piedmont Region, Training Standards, Quality and Professional Orientation Sector
- Turin Province
- Turin Municipality
- ENGIM Piedmont.

The TWG for the healthcare sector focused on the National Healthcare Operator (NHO) (*OSS- Operatore Socio Sanitorio*) Qualification and its description as established by the 22 February 2001 Agreement between the Health Ministry, the Social Solidarity Ministry, the Regions and the Autonomous Provinces of Trento and Bolzano. Since the descriptive format for this qualification – also for evident timing reasons – was much less respondent to ECVET indications than that of Construction Operator, it was the object of experimental remodelling. To define the Learning Outcomes (LO) the TWG used the specific ECVET techniques with particular reference to the ECVET Unit and its constituent elements; the descriptive format on which the national standard for the Healthcare Operator qualification was based; the regional standard (Piedmont Region) as implementing NHO qualification and already reassessed on a modular level in line with the Agreement of 27 July 2011; the competence assessment format in the Piedmont Region, not yet organized for individual units.

On the basis of this input, the LO Units were created for the NHO qualification in the family care framework, here defined as partial qualification (family carer) inside the overall NHO qualification. Annex 4 reports on two LO Units that have been tested:

- Unit: Assisting individuals to take care of their primary needs and managing health and hygiene issues
- Unit assisting individuals in their daily activities and hygiene needs.

The Units testing, with focus on their impact on experience assessment and certification practices (non formal learning) and on the design of training and assessment practices (formal learning), was done to acquire practical indications on the usability of the practices developed at various levels (inter-sectoral, trans-regional, etc.) and to identify a series of key issues for assessing all types of learning, in line with the LO and ECVET approach and bearing in mind good practices in terms of the assessment processes analysed during the project.

The materials implemented in COLOR and not covered in the annex to this Protocol can be seen on the site [www.color-project.org](http://www.color-project.org), *Materials and Products* section.

To support the implemented actions and guarantee the sustainability of results beyond the end of the project, both in terms of the network of actors studying ECVET and of its technical experimentation, the COLOR work programme specified that the competent Authorities should sign a Memorandum of Understanding. To this end, on 4 December 2012, the Campania (Arlas), Lazio, Piedmont and Tuscany Regions, with the support of Isfol, kicked off a consultation process that led to the signing of the Memorandum of Understanding in April 2013.

## Basic Shared Concepts and Terminology

In a framework based on European principles and a common national reference level, the following conceptual definitions and reference points have been adopted for the Memorandum of Understanding from the Recommendation to the European Parliament and Council (18 June 2009) on the creation of a European credit system for education and ECVET vocational training (2009/C 155/02):

- *Qualification*: the formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards
- *Learning Outcomes*: statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
- *Learning Outcome Units*: component of a qualification that consists of a coherent set of knowledge, skills and competences that can be evaluated and validated
- *Learning Outcome Credits*: a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications
- *Competent Authority*: a competent authority is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries
- *Assessment of Learning Outcomes*: methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence
- *Validation of Learning Outcomes*: process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification
- *Recognition of Learning Outcomes*: process of attesting officially achieved learning outcomes through the awarding of units or qualifications
- *ECVET Points*: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification

Together with the aforesaid key concepts, the definitions in the national regulations are also adopted with particular reference to the State-Regions Agreement of 27 July 2011 and Legislative Decree 13 of 16 January 2013.

## FORM AND CONTENT OF THE MEMORANDUM OF UNDERSTANDING

### Purpose of the Memorandum of Understanding

To improve access to lifelong learning opportunities and promote the recognition of learning outcomes for unqualified workers, with particular emphasis on migrants, and to foster a greater flexibility of qualifications and the homogeneity of skills assessment systems, the present Memorandum of Understanding (MoU) establishes that each signatory organization:

- Mutually recognises the status of stakeholder and/or competent institution
- Agrees on the MoU fields of activity and implementation methods
- Identifies stakeholders and other competent institutions involved in the process.

### Operational Objectives

This Memorandum of Understanding pursues the following operational objectives for its entire period of validity.

#### Operational Objective 1: *Stabilizing the ECVET network*

To foster the consolidation of a stable network for promoting the exchange of information and good practices in ECVET between competent authorities and stakeholders operating at regional and national levels. This entails:

- Developing a joint on-line information platform, accessible from the web portals of all the involved Authorities, on ECVET (ECVET-EQAVET, etc.) and connected to the ISFOL/ECVET and ISFOL/EQF sections of the national Isfol Portal ([www.isfol.it](http://www.isfol.it));
- Periodical dissemination of information on ECVET developments in terms of EQF and other European strategy mechanisms for the transparency and mobility of qualifications through the Euroguidance Newsletter and magazine (<http://www.euroguidance.it/>);
- Promoting the exchange of information amongst MoU signatories, peer learning through the participation of regional actors and informational initiatives and workshops organized by the National Group of ECVET Experts (Grant Agreement 365760-LLP-1-IT-Leonardo-ECVET- EXP; 2012-13) and the EQF Coordination Point, operating at Isfol.
- Promoting updates and periodic discussions on the implementation of the ECVET Recommendation and the advancement of the national and European processes through a National ECVET Day.

Details of the implementation procedures for Objective 1 are given in Annex 1.

#### Objective 2: *Continuing ECVET testing*

To continue testing the ECVET system mechanisms for facilitating: the modularization of qualification; the independent evaluation of units seen as parts of a qualification; designing training and education with a learning-outcome approach capable of placing the individual in the centre of his or her learning pathway. This is done by highlighting national practices that are already *de facto* in compliance with ECVET and analysing ECVET development opportunities that are consistent with the evolution of EQF processes and national laws on certification and related topics. This entails:

- Continuing testing (creation of ECVET LO Units) in the construction sector, both with reference to the procedure underway for the VET Qualification for Construction Operator (LEV. EQF 3) and for extension to other EQF levels with the support of Formedil and *in primis* the qualification of Construction Technician (LIV. EQF 4; with the support of the National Formedil Agency and its regional and local network.
- Continuing the ECVET LO Units testing in other local/target group/etc. contexts, with particular reference to support for the assessment of competences based on experience (non formal) and their identification, validation and certification process.

- Launching a process of cooperation aimed at interoperability of databases (Citizen's Training Booklet and Formedil Booklet) and the recognisability of competences by continuing to analyse the relations between a Brick Mason (Toscana Region Repertory implementing the State-Regions Agreement of 27 July 2011) and a national Construction Operator, Formedil Repertory.
- Designing and testing modular LO-oriented training pathways, first of all applied to the qualifications contained in the 27 July 2011 Agreement (EQF3 and EQF4 levels); to be implemented through stable exchange and cooperation with education and training facilities required to adopt the innovations introduced by the LO approach, with particular reference to Vocational Education Institutes.

Details of the implementation procedures for Objective 2 are given in Annex 2.



## Description of the Competent Authorities

### **Campania Region**

As established by Art. 21 of Regional Law no. 14 (18 November 2009), the “Agenzia della Campania per il Lavoro e l’Istruzione” (henceforth ARLAS) is a non-economic regional public agency with organizational, administrative, patrimonial and accounting independence.

ARLAS, as per the regional programming and actions approved by the regional government, integrates and coordinates administrative, technical support, qualification, assistance, study and monitoring actions on labour, vocational education and training policies.

Specific ARLAS competences are:

- Labour-market policy programmes
- Labour-related services
- Vocational training
- Education

The agency also has specific competences for policy programmes:

- Technical support for drafting annual and triennial programming documents
- Technical support for Regional Programming bodies (Conference, Regional Commission)

### **Lazio Region**

The *Regional Department for Labour Policies and Guidance and Training Systems* plans interventions within the framework of the strategic objectives set by the European Union and supervises the activities linked to the European Social Fund (ESF) negotiations. It coordinates the actions of the intermediate bodies co-financed by the ESF Ob. 2. It represents the Managing Authority of the ESF Ob. 2 Regional Operational Programme, carrying out the actions specified in the European Community regulations for the programming, planning, managing, monitoring, evaluating and checking the resources of the Fund and relative co-financing. It ensures link-ups with other European Community instruments and with European, national and local authorities and organizations, also with the aim of promoting the integrated use of structural funds. It promotes and defines European sector projects. It supervises links with programmes of other EC and national funds. It supports employment and training systems, and in particular:

- Organizes and coordinates active labour policies
- Organizes the regional employment and guidance system, guaranteeing its direction and coordination
- Organises and manages the accreditation system for training and employment services
- Organizes apprenticeship systems in line with national regulations and with regional provisions
- Helps to match labour demand to labour supply, also through management of the regional labour exchange

The Department’s duties include:

- Promoting work experience with recognition of acquisition of knowledge, skills and competences in the workplace
- Bringing undeclared work out into the open and promoting security
- Defining interventions for analysing, developing and up-dating skills and competences as well as for the international mobility of worker
- Developing networks and transnational partnerships on labour policies

### **Piedmont Region**

The Directorate for Education, Professional Training and Labour of the Training Standards – Quality and Professional Orientation Sector implements activities related to:

- Studying, developing and disseminating projects focusing on training and professional standards
- Defining competence certification standards and recognizing training credits acquired via formal, informal and non-formal contexts
- Training teachers and trainers and development of relative criteria
- Implementing didactic experimentation activities
- Programming and managing for the education of trainers
- Defining and implementing a regional system for learning evaluation (entrance, intermediate and final exams), appointing exam committees, nominating committees and issuing final certifications for regional competency; development and coordination of professional orientation actions
- Presidency and support of the Quality Guidance Committee

- Defining the accreditation system for professional training, orientation and management and monitoring and developing of the system
- Monitoring application of accreditation criteria and evaluation of the accrediting system
- Defining the requisites for accrediting evaluators and maintaining the public register
- Managing the regional register; relations with ministries and provincial administrations for competences
- Developing the Directorate information system
- Collaborating with the Education Sector on activities related to professional instruction

### ***Tuscany Region***

As part of the General Directorate for Regional Competitiveness and Competence Development – Coordination Area for [Training, Orientation and Labour](#), the Training and Orientation Sector has the following competences:

- Designing an integrated model for regional training-education-labour
- Regional system for professional training and distance learning
- System of training standards and certification of competences
- Defining the accreditation system for professional training and orientation and managing maintenance, monitoring and development
- High-level regional, national and international training
- Lifelong learning
- Organizing professional training activities (internships, apprenticeships, doctorates) for university students together with universities and labour institutions
- Regional educational and training system
- Collaboration with the education sector for activities related to professional education
- Regional apprenticeship system
- General orientation activities with other school and university orientation systems
- Individual tools (vouchers, IFTS, etc.) for employed, unemployed and not employed individuals
- Integrated training activities via inter-professional funds
- Planning, managing and accounting structural funds and EU, regional and national resources for the sector
- Managing information systems on related subjects

The Tuscany Region has developed a Repertory of Regional Vocational Qualifications as part of a dedicated project for the development of a standard regional system for the recognition and certification of competences. The Repertory was adopted by the Regional Council as a bill: DGR 539\2009.

### ***Basilicata Region***

The Strategic Planning and Technical Assistance Office of the Department of Training, Labour, Culture and Sport has the following competences:

- Defining the regional system of professional, training, competence validation and certification standards in collaboration with other relevant departments, regions and local and national administrations
- Fulfilling all administrative requirements for the nomination of exam committees and presentation of certificates
- Defining criteria for the implementation of the accreditation system for training organisations and fulfilling related administrative requirements, as well as control and monitoring
- Implementing activities to improve the quality of training organisations and general activities aiming to improve services
- Monitoring and controlling activities recognised and authorised by the Provinces of Matera and Potenza
- Collaborating with other departmental structures interested in applying standards for the development of training opportunities
- Supporting, in collaboration with other involved departments, the development of the annual and triennial planning documents required by current regional regulations for professional training and education, orientation and labour
- Managing integrated and/or joint projects with institutional and economic/social partners
- Managing training projects, transversal to other department competences, implemented with EU resources
- Implementing inter-regional and transnational projects in collaboration with interested departments
- Implementing, managing, monitoring and controlling activities related to initiatives that are co-financed by structural funds, especially ESF

## **Calabria Region**

The Regional Administration is broken down into 15 different departments, and in particular Department 10 "Labour, Family Policies, Vocational Training, Cooperation and Voluntary Service" deals with developing training, social and employment policies, representing a specific regional point of reference for Lifelong Learning (LL) and Certification of Competences (CC).

Department 10 has headquarters in Catanzaro and numerous offices scattered over the entire region, housed in the employment centres' network and also in the Eures network in considerable expansion. It contains three main sectors: Labour, Training and Social Policies, although many initiatives and especially those concerning LL and CC, are directly managed by the Department from an inter-sectoral perspective (it should also be pointed out that the Department 10 management also represents the Managing Authority for the ESC ROP and almost all the main Axes are assigned to the sector managements).

The various initiatives include Agorà @Lè Calabria, a recently launched system experience to accompany development and innovation in a Work and Education framework through participatory planning. The topics, discussions and updating deal precisely with the integration between the worlds of work and education, embracing the key issues of European policies, such as Life Long Learning, European Qualification Framework, European Credit Vocational Education and Training, up to the national dimension of the most recent framework (leFP qualification systems, competence standards, Citizen's Training Booklet, Apprenticeship Consolidation Act, Labour Reform on LL, updating Higher Technical Education and Training System (IFTTS), guidance, legislative decree on CC). This is an initial work space – also on the web – for collecting ideas for engaging the system actors, including citizens and final beneficiaries ([www.agorale.it](http://www.agorale.it)).

There are also many other projects with which it will be possible to develop interesting and profitable synergies, such as the Tos.Ca. twinning between Toscana and Calabria for transferring best practices into the LL/CC area.

Also significant is the establishment (with Bill 8780 of 18.06.12) of a specific in-house group (Standard PFC – development Professional and Training Standards and Certification of Competences) of 8 consultants assisting Department 10 in trouble-shooting and developing innovations in the LL/CC sector.

In a national scenario undergoing extensive changes, the entire structure of the Calabria Region is thus widely engaged in adapting the regional regulatory framework to the most recent innovations in the sector, a line of action already initiated after the d.g.r. 67 of 28.02.11 outlining the "Regional Repertory of Vocational Education and Training Provision" in line with the National Repertory of Professional Figures and has provided the first guidelines on the regional certification of competences system.

## Organizations Signing the Memorandum of Understanding

### Information on Competent Authority A:

Competent Authority	ARLAS
Type of Organisation	Public Agency
Address	Centro Direzionale di Napoli, via E. Porzio Isola C/5 - Il Piano
Town	80143 Naples
Tel	081-7968740
E-mail	<a href="mailto:direzione@arlas.campania.it">direzione@arlas.campania.it</a>
Website	<a href="http://www.arlas.campania.it">www.arlas.campania.it</a>
Person authorised to sign MoU	Patrizia di Monte
Contact person	Pasquale di Marzo
Tel	++39-081-7968740
Fax	++39-081-7968508
E-mail	<a href="mailto:pasquale.dimarzo@libero.it">pasquale.dimarzo@libero.it</a>

### Information on competent Authority B:

Competent Authority	Regione Lazio - Assessorato Formazione e Lavoro
Type of Organisation	Regional agency
Address	Via Rosa Raimondi Garibaldi, 7
Town	00145 Roma
Tel	++39-06-51684949
E-mail	<a href="mailto:elongo@regione.lazio.it">elongo@regione.lazio.it</a>
Website	<a href="http://www.portalavoro.regione.lazio.it/portalavoro/">http://www.portalavoro.regione.lazio.it/portalavoro/</a>
Person authorised to sign MoU	Elisabetta Longo
Contact person	Mafalda Camponeschi
Tel	++39-06-51685022
Fax	++39-06-51686800
E-mail	<a href="mailto:mcamponeschi@regione.lazio.it">mcamponeschi@regione.lazio.it</a>

### Information on competent Authority C:

Competent Authority	Regione Piemonte, Direzione Istruzione, Formazione Professionale, Lavoro - Settore Standard Formativi, Qualità ed Orientamento Professionale
Type of Organisation	Regional Agency
Address	Via Magenta, 12
Town	10128 - Turin
Tel	++39-011-4321456
E-mail	<a href="mailto:direzioneB15@regione.piemonte.it">direzioneB15@regione.piemonte.it</a>
Website	<a href="http://www.regione.piemonte.it">www.regione.piemonte.it</a>
Person authorised to sign MoU	Paola Casagrande
Contact person	Nadia Cordero
Tel	++39-011-4323967
Fax	++39-011-4322383
E-mail	<a href="mailto:nadia.cordero@regione.piemonte.it">nadia.cordero@regione.piemonte.it</a>

*Information on competent Authority D:*

Competent Authority	Regione Toscana - Settore Formazione e Orientamento
Type of Organisation	Regional Agency
Address	Via Pico della Mirandola 24
Town	50132 Florence
Tel	++39-055- 438 2370
E-mail	<a href="mailto:gianni.biagi@regione.toscana.it">gianni.biagi@regione.toscana.it</a>
Website	<a href="http://www.regione.toscana.it">www.regione.toscana.it</a>
Person authorised to sign MoU	Gianni Biagi
Contact person	Silvia Marconi
Tel	++39-055-43822378
Fax	++39-055-4382055
E-mail	<a href="mailto:silvia.marconi@regione.toscana.it">silvia.marconi@regione.toscana.it</a>

*Information on competent Authority E:*

Competent Authority	Regione Basilicata
Type of Organisation	Regional Agency
Address	Via Vincenzo Verrastro, 8
Town	85100 - Potenza
Tel	++39-0971/666141
E-mail	<a href="mailto:liliana.santoro@regione.basilicata.it">liliana.santoro@regione.basilicata.it</a>
Website	<a href="http://www.basilicatanet.it">http://www.basilicatanet.it</a>
Person authorised to sign MoU	Liliana Santoro
Contact person	Marco Albanese
Tel	++39-0971/666141
Fax	++39-0971/666136
E-mail	<a href="mailto:marco.albanese@regione.basilicata.it">marco.albanese@regione.basilicata.it</a>

*Information on competent Authority F:*

Competent Authority	Regione Calabria
Type of Organisation	Regional Agency
Address	Via Lucrezia della Valle
Town	88100 Catanzaro
Tel	++39-0961 858462
E-mail	<a href="mailto:autorita.gestione.FSE@regcal.it">autorita.gestione.FSE@regcal.it</a> ; <a href="mailto:bruno.calvetta@regcal.it">bruno.calvetta@regcal.it</a>
Website	<a href="http://www.regione.calabria.it/formazionelavoro/">http://www.regione.calabria.it/formazionelavoro/</a>
Person authorised to sign MoU	Bruno Calvetta
Contact person	Luigi Taccone
Tel	++39-055-245.749
Fax	++39-055-245.749
E-mail	<a href="mailto:luigi@taccone.net">luigi@taccone.net</a>

## **Organizations Eligible to Operate in the Framework of the Memorandum of Understanding**

This Memorandum of Understanding is an open agreement and is open to all other organizations that may be interested in signing it at a later date.

Annex 3 provides a list of the organizations that have joined this Memorandum of Understanding.

## **Duration of the Memorandum of Understanding**


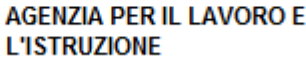

This Memorandum is valid - starting from the date of its signature - for three years. It may be changed at any time, with the agreement of all the parties involved and can be renewed upon expiry with the consent of all the parties involved.

## **Technical Annexes**


- Annex 1: Implementation Methods for Objective 1: Stabilization of ECVET Network
- Annex 2: Implementation Methods for Objective 2: Continuation of ECVET Testing
- Annex 3: List of Organizations Joining the Memorandum of Understanding
- Annex 4: LO Units tested in COLOR according to ECVET mechanisms for Construction Operator and National Healthcare Operator qualifications.

## Signatories of the Memorandum of Understanding

By undersigning this MoU, all partners confirm the accuracy of the statements made herein and thereby accept all the principles and articles expressed herein.


Competent Authority	ARLAS - Agenzia per il Lavoro e l'Istruzione
Place	Naples
Date	
Person authorised to sign the MoU	Patrizia Di Monte
Signature	
Stamp	  

Competent Authority	Regione Lazio
Place	Rome
Date	
Person authorised to sign the MoU	Elisabetta Longo
Signature	
Stamp	

Competent Authority	Regione Piemonte
Place	Turin
Date	
Person authorised to sign the MoU	Paola Casagrande
Signature	
Stamp	

Competent Authority	Regione Toscana
Place	Florence
Date	
Person authorised to sign the MoU	Gianni Biagi
Signature	
Stamp	<p><b>REGIONE TOSCANA</b></p> 

Competent Authority	Regione Basilicata
Place	Potenza
Date	
Person authorised to sign the MoU	Liliana Santoro
Signature	
Stamp	 <p><b>REGIONE BASILICATA</b></p>

Competent Authority	Regione Calabria
Place	Catanzaro
Date	
Person authorised to sign the MoU	Bruno Calvetta
Signature	
Stamp	 <p><b>REGIONE CALABRIA</b></p>



## TECHNICAL ANNEXES

1. Implementation Methods for Objective 1: Stabilization of ECVET Network
2. Implementation Methods for Objective 2: Continuation of ECVET Testing
3. List of Organizations Joining the Memorandum of Understanding
4. LO Units tested in COLOR according to ECVET mechanisms for Construction Operator and National Healthcare Operator qualifications

**Description of Implementation Procedures for Objective 1**

Promote the consolidation of a stable cooperation network by favouring the exchange of information and good practices on ECVET issues amongst competent Authorities and regional/national stakeholders.

<p><b>Objective 1.a</b></p> <p>Develop a common information platform for the network that can be accessed via a web page through all the portals of the Authorities involved in ECVET (ECVET-EQAVET, etc.) and connected to the ISFOL/ECVET and ISFOL/EQF sections of the national Isfol portal (<a href="http://www.isfol.it">www.isfol.it</a>).</p>
<p><b>Activity</b></p> <p>Develop a web page connected to the Isfol portal</p>
<p><b>Procedures and Schedule</b></p> <ul style="list-style-type: none"> <li>• Prototype by Calabria Region: April 19, 2013 (COLOR Final Conference)</li> <li>• Design: June 2013</li> <li>• Validation of content (July 2013)</li> <li>• Adoption and uploading – compatibly with individual Regions' portals (September 2013)</li> </ul>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Isfol</li> <li>• Regional Authorities</li> </ul>
<p><b>Results and Products</b></p> <p>ECVET information source automatically updated for all users</p>

<p><b>Objective 1.b</b></p> <p>Periodically disseminate information on the development of ECVET in relation to EQF and other European tools for the transparency and mobility of qualifications, based on the most significant issues in the national context (e.g. LO approach, evaluation, etc.) also with reference to the MoU activities.</p>
<p><b>Activity</b></p> <p>Production of an ECVET article in the Isfol-Euroguidance newsletter (<a href="http://www.isfol.it/euroguidance.it/">http://www.isfol.it/euroguidance.it/</a>).</p>
<p><b>Procedures and Schedule</b></p> <ul style="list-style-type: none"> <li>• Dedicate an article to ECVET (trimestral) on the Isfol-Euroguidance Newsletter (<a href="http://www.isfol.it/euroguidance.it/">http://www.isfol.it/euroguidance.it/</a>) in collaboration with the EQF Coordination Point, the National Leonardo da Vinci Agency, the National Reference Point for EQAVET Quality and the National Europass Centre.</li> <li>• Make the Newsletter available through the portals of MoU signatories</li> <li>• Distribute the Newsletter to a mailing list of selected Regions' actors</li> </ul> <p>Trimestral beginning September 2013.</p>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Isfol- Euroguidance desk</li> <li>• Regional Authorities</li> <li>• Formedil</li> </ul>
<p><b>Results and Products</b></p> <ul style="list-style-type: none"> <li>• At least three articles per year presenting ECVET</li> <li>• Actors regularly informed and updated</li> </ul>

<p><b>Objective 1.c</b></p> <p>Favour the exchange of information amongst MoU signatories and peer learning through the participation of regional actors in informative events and local workshops organised by the National Group of ECVET Experts (Grant Agreement 365760-LLP-1-IT-Leonardo-ECVET- EXP; 2012-13) and the EQF Coordination Point (both of which are operative at Isfol).</p>
<p><b>Activity</b></p> <p>Participation of regional actors in informative events and local workshops</p>
<p><b>Procedures and Schedule</b></p> <p>Involve MoU signatories and their regional networks in scheduled initiatives: direct participation in events, sharing and disseminating material, identifying beneficiaries, etc.</p> <p>MoU duration (five events estimated for 2013)</p>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Isfol</li> <li>• Regional authorities</li> <li>• Formedil</li> </ul>
<p><b>Results and Products</b></p> <ul style="list-style-type: none"> <li>• Actors kept updated and informed</li> <li>• Event materials and reports available via web (see Activity no. 1)</li> </ul>

<p><b>Objective 1.d</b></p> <p>Promote the update and periodical review of the implementation of the ECVET Recommendation and the advancement of the related processes at the national and European levels through a National ECVET Day.</p>
<p><b>Activity</b></p> <p>Delivery of a National ECVET Day (together with EQF and related processes)</p>
<p><b>Procedures and Schedule</b></p> <p>Organise a national meeting, with the technical support of Isfol, with Isfol funds available for EQF-ECVET Annually, beginning in 2013</p>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Isfol</li> <li>• Regional authorities</li> <li>• Formedil</li> </ul>
<p><b>Results and Products</b></p> <ul style="list-style-type: none"> <li>• Consolidation of Network</li> <li>• Redefine priorities related to ECVET development and related processes at the national level</li> <li>• Event materials and reports available via web (see Activity no. 1)</li> </ul>

## ANNEX 2

### Description of Implementation Procedures for Objective 2

To continue testing the ECVET system mechanisms as a tool to facilitate: the modularization of qualifications; the independent evaluation of Units understood as parts of a qualification; the design of LO-oriented education and training with a learning-outcome approach capable of placing the individual in the centre of his or her learning pathway. This is done by highlighting national practices that are already *de facto* in compliance with ECVET and analysing ECVET development opportunities that are consistent with the evolution of EQF processes and national laws on certification and related topics.

<b>Objective 2.a</b>  Continue experimentation (development of ECVET LOs Units and testing) in the construction sector both in terms of the leFP Construction Operator qualification (EQF Level 3) and also by extending it to other EQF levels with the support of the national Formedil office, <i>in primis</i> the qualification of Construction Technician (LIV. EQF 4); this is done with the support of the National Formedil Agency and its regional and local network.
<b>Activity 1</b> Complete the ECVET units for the Construction Operator qualification and create the Unit system for the Construction Technician referred to level EQF 4
<b>Procedures and Schedule</b> <ul style="list-style-type: none"><li>• Complete the ECVET Units development process for the Construction Operator Qualification by pursuing the established methodology (cross-referencing the descriptive elements set by the 27 July 2011 Agreement and Formedil Repertory of competences)</li><li>• Launch the design of LO Units associated with the qualification of Construction Technician.</li></ul> June 2013 - June 2014
<b>Actors</b> <ul style="list-style-type: none"><li>• Arlas Campania</li><li>• Formedil Nazionale</li><li>• Formedil Regione Campania</li><li>• Centro Maestranze Edili Napoli</li><li>• Regione Toscana</li><li>• Province of Lucca</li><li>• Formedil regione Toscana</li><li>• Scuola edile di Lucca</li><li>• Isfol</li></ul>
<b>Results and Products</b> <ul style="list-style-type: none"><li>• Comparative table of descriptive elements in State Regions Agreement of 27 July 2011 and competences of Formedil National Repertory</li><li>• LO Units completed for Construction Operator qualification and design of LO Units for Construction Technician qualification</li><li>• Report of outcome evaluation</li></ul>

<b>Activity 2</b> Continue testing of ECVET LO Units in other local contexts/target groups/etc., with particular reference to the support of evaluation of competences acquired by experience ( <i>non formal</i> ), as part of their identification, validation and certification process.
<b>Procedures and Schedule</b> <ul style="list-style-type: none"><li>• Calabria: use the developed units and ECVET principles to test the validation processes for non-formal experiences on 30 individuals; with the help of the Lamezia Terme Employment Centre (Centro per l'Impiego di Lamezia Terme) and the Scuola Edile di Reggio Calabria with an optional extension to other local contexts May – November 2013</li><li>• Piedmont: use the developed units and ECVET principles to test the validation/certification processes for non-formal experiences; with n. Job Centres Starting from June 2013</li></ul>

<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Regione Calabria</li> <li>• Regione Piemonte</li> <li>• Formedil Regione Calabria</li> <li>• Formedil Regione Piemonte</li> <li>• Scuola Edile Reggio Calabria</li> <li>• Scuole Edili Piemonte</li> </ul>
<p><b>Results and Products</b></p> <p>Report on test results, to be distributed through the channels specified in the present MoU (see Obj. 1 and related activity)</p>

<p><b>Activity 3</b></p> <p>Launch of interoperability of data banks (Citizen's Training Booklet and Formedil Booklet) and the recognisability of competences by continuing to analyse the relations between a Brick Mason (Toscana Region Repertory implementing the State-Regions Agreement of 27 July 2011) and a national Construction Operator, Formedil Repertory</p>
<p><b>Procedures and Schedule</b></p> <ul style="list-style-type: none"> <li>• Analysis of figures and competences relations</li> <li>• Analysis of data banks' content</li> <li>• Verification of roles and functions in the "recognition and validation" process</li> <li>• Analysis of data interchange flow</li> </ul> <p>September 2013-december 2015</p>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Formedil Nazionale</li> <li>• Formedil Toscana</li> <li>• Arlas Campania</li> <li>• Regione Toscana</li> <li>• Regione Piemonte</li> <li>• Formedil Piemonte</li> </ul>
<p><b>Results and Products</b></p> <ul style="list-style-type: none"> <li>• Correlation tables</li> <li>• Data bank analysis document</li> <li>• Document on data flows</li> </ul>

<p><b>Activity 4</b></p> <p>Designing and testing modular LO-oriented training pathways, first of all applied to the qualifications contained in the 27 July 2011 Agreement (EQF3 and EQF4 levels); to be implemented through a stable exchange and cooperation with education and training facilities required to adopt the innovations introduced by the LO approach, with particular reference to Vocational Education Institutes.</p>
<p><b>Procedures and Schedule</b></p> <ul style="list-style-type: none"> <li>• Continue the design and construction of the ECVET Units in relation to the Educational, Cultural and Professional Profile (PECUP) on the different levels of: a) Basic Competences (qualification at the end of compulsory schooling), b) Common technical-professional competences c) Specific technical-professional competences</li> <li>• Design and test in vocational education training pathways constructed on LO and ECVET Unit principles.</li> </ul> <p>June 2013 - September 2014</p>
<p><b>Actors</b></p> <ul style="list-style-type: none"> <li>• Arlas Campania</li> <li>• Isfol</li> <li>• Regional Education Office for Campania</li> <li>• Vocational Training Institutes</li> </ul>
<p><b>Results and Products</b></p> <ul style="list-style-type: none"> <li>• ECVET Units constructed with reference to the different levels of a) Basic Competences (qualification at the end of compulsory schooling), b) Common technical-professional competences c) Specific technical-professional competences.</li> <li>• Experimental training pathways on LO and on ECVET Unit principles.</li> </ul>

**Schedule of Activities for MoU**

	II sem. 2013	sem. 2014	II sem. 2014	sem. 2015	II sem. 2015	sem. 2016	II sem. 2016
<b>OB 1 NETWORK</b>							
Develop web page connected to Isfol Portal							
Produce ECVET articles for Isfol-Euroguidance newsletter/magazine							
Participation of regional actors in informative events and local workshops							
Organization of a National ECVET Day (together with EQF and related processes)							
<b>OB 2 TESTING</b>							
Complete design of ECVET Units (Construction Operator and Construction Technician Qualifications)							
Continue ECVET LO Unit testing activities							
Launch of inter-operability of data banks							
Design and testing of LO-oriented training pathways							

## Organizations Joining the Memorandum of Understanding

### National level

Organisation	FORMEDIL National Office
Type	Training Agency
Address	Via Alessandria 215
City	00198 Roma
Tel	++39-06-852612
E-mail	formedil@formedil.it
Website	www.formedil.it
Legal Representative	Massimo Calzoni
Contact	Rossella Martino
Tel	++39-06-85261797
Fax	++39-06-8416159
E-mail	rossella.martino@formedil.it

Organisation	ISFOL
Type	Public research body
Address	Corso d'Italia 33
City	00193 Roma
Tel	++39-06-854471
E-mail	presidenza@isfol.it
Website	www.isfol.it
Legal Representative	Pietro Antonio Varesi
Contact	Antonella Attanasio
Tel	++39-06-85447563
Fax	++39-06-85447807
E-mail	<a href="mailto:a.attanasio@isfol.it">a.attanasio@isfol.it</a> ; s.dagostino@isfol.it

### Other Member States

Organisation	Malta Qualifications Council (MQC)
Type	Public body
Address	"Casa Leoni", 476, St Joseph High Road
City	Santa Venera, SVR1012, Malta.
Tel	(+356) 2754 0051
E-mail	mqc@gov.mt
Website	www.mqc.gov.mt
Legal Representative	Philip Von Brockdorff
Contact	Richard Curmi
Tel	(+356) 2754 0051, 21801411
Fax	(+356) 2180 8758
E-mail	richard.curmi@gov.mt

Organisation	Ministry of National Education National Centre for TVET Development (NCTVETD)
Type	Public agency
Address	Spiru Haret str., no. 10-12,
City	010176 Bucharest
Tel	++40 21 311 11 62
E-mail	vet@tvet.ro
Website	www.tvet.ro
Legal Representative	Gabriela Liliana Ciobanu
Contact	Mihaela Stefanescu
Tel	++40 21 311 11 62
Fax	++40 213125498
E-mail	mihaela.stefanescu@tvet.ro

Organisation	Scottish Credit and Qualifications Framework Partnership (SCQF)
Type	Private body
Address	39 St Vincent Place
City	Glasgow G1 2ER
Tel	++44-(0)141 225 2932
E-mail	a.ponton@scqf.org.uk
Website	www.scqf.org.uk
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Contact	Anthony O' Reilly
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E-mail	a.ponton@scqf.org.uk

### Local level

Organisation	APOFIL
Type	Ente pubblico non-profit
Address	Via dell'Edilizia, 15
City	85100 Potenza
Tel	++39-0971-59223
E-mail	<a href="mailto:apofil@apofil.it">apofil@apofil.it</a>
Website	<a href="http://www.apofil.it">www.apofil.it</a>
Legal Representative	Giuseppe Romaniello
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Tel	++39-0971-59223
Fax	++39-0971-481789
E-mail	<a href="mailto:giuseppina.groia@apofil.it">giuseppina.groia@apofil.it</a>



Organisation	CEFMECTP – Organismo Paritetico per la Formazione e la Sicurezza in Edilizia di Roma e Provincia
Type	Organismo Paritetico
Address	Via di Monte cervino, 8
City	Pomezia (RM)
Tel	++39-06-91962237
E-mail	<a href="mailto:segreteria@cefmectp.it">segreteria@cefmectp.it</a>
Website	<a href="http://www.cefmectp.it">www.cefmectp.it</a>
Legal Representative	Alessandro Minicucci
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Tel	++39-06-91962282
Fax	++39-06-91962209
E-mail	<a href="mailto:a.simonetti@cefmectp.it">a.simonetti@cefmectp.it</a>

Organisation	Centro di Formazione delle Maestranze Edili di Napoli e provincia
Type	Ente bilaterale per la formazione professionale in edilizia
Address	Via Bianchi 36
City	Napoli
Tel	0815453377
E-mail	<a href="mailto:info@cfmena.it">info@cfmena.it</a>
Website	<a href="http://www.cfmena.it">http://www.cfmena.it</a>
Legal Representative	Carmela Lamberti
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Tel	++39-0815453377
Fax	++39-0812296108
E-mail	<a href="mailto:r.lucido@cfmena.it">r.lucido@cfmena.it</a> ; <a href="mailto:a.patierno@cfmena.it">a.patierno@cfmena.it</a>

Organisation	Comune di Torino – Direzione Centrale Politiche Sociali e Rapporti con le Aziende Sanitarie – Scuola di Formazione e Educazione Permanente (S.F.E.P.)
Type	Ente locale
Address	Via Cellini, 14
City	Torino
Tel	++39-011-4428910
E-mail	<a href="mailto:sfep@comune.torino.it">sfep@comune.torino.it</a>
Website	<a href="http://www.comune.torino.it/sfep">www.comune.torino.it/sfep</a>
Legal Representative	Monica Lo Cascio
Contact	Ileana Leardini
Tel	++39-349-4162123
Fax	++39-011-4428919
E-mail	<a href="mailto:ileana.leardini@comune.torino.it">ileana.leardini@comune.torino.it</a>

Organisation	EFMEA – Potenza
Type	Ente bilaterale
Address	Via dell'Edilizia snc
City	Potenza
Tel	++39-0971-56755
E-mail	<a href="mailto:segreteria@efmea.it">segreteria@efmea.it</a>
Website	<a href="http://www.efmea.it">www.efmea.it</a>
Legal Representative	Donato A. Claps
Contact	Anna Paola Vergari
Tel	++39-0971-601839
Fax	++39-0971-56755
E-mail	<a href="mailto:a.vergari@formazionedile.it">a.vergari@formazionedile.it</a>

Organisation	ENGIM Piemonte
Type	Ente di formazione
Address	C.so Palestro, 14
City	Torino
Tel	++39-011-2304301
E-mail	<a href="mailto:direzione.piemonte@engim.it">direzione.piemonte@engim.it</a>
Website	<a href="http://www.engim.it">www.engim.it</a>
Legal Representative	Palolo Tommaso Bornengo
Contact	-
Tel	++39-011-2304301
Fax	++39-011-2304320
E-mail	<a href="mailto:paolo.bornengo@engim.it">paolo.bornengo@engim.it</a>

Organisation	ESEFS Ente Scuola Edile per la Formazione e la Sicurezza della Provincia di Reggio Calabria
Type	Ente Bilaterale/paritetico senza scopo di lucro
Address	Via Vecchia San Sperato n.2/la
City	Reggio Calabria
Tel	0965.68302-2 6 73106
E-mail	<a href="mailto:direttore@scuolaedilerc.it">direttore@scuolaedilerc.it</a> - <a href="mailto:info@scuolaedilerc.it">info@scuolaedilerc.it</a>
Website	<a href="http://www.scuolaedilerc.it">www.scuolaedilerc.it</a>
Legal Representative	Paolo Foti
Contact	Fabrizio Smorto
Tel	++39-0965-683022 -673106
Fax	++39-0965-672762
E-mail	<a href="mailto:direttore@scuolaedilerc.it">direttore@scuolaedilerc.it</a>

Organisation	Formedil Piemonte
Type	Coordinamento delle Scuole edili piemontesi
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City	10129 Torino
Tel	++39-011-5623133
E-mail	<a href="mailto:borra.g@ancepiemonte.it">borra.g@ancepiemonte.it</a> ; <a href="mailto:info@ancepiemonte.it">info@ancepiemonte.it</a>
Website	-
Legal Representative	Emilio Melgara
Contact	Giuseppe Borra
Tel	++39-011-5623133
Fax	++39-011-5624472
E-mail	<a href="mailto:borra.g@ancepiemonte.it">borra.g@ancepiemonte.it</a> ; <a href="mailto:info@ancepiemonte.it">info@ancepiemonte.it</a>

Organisation	Formedil Regione Campania
Type	Ente di formazione
Address	Via L. Bianchi, 36
City	Napoli
Tel	081-7645851
E-mail	<a href="mailto:info@formedilcampania.it">info@formedilcampania.it</a>
Website	<a href="http://www.formedilcampania.it">www.formedilcampania.it</a>
Legal Representative	Stefano Russo
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Tel	++39-081-5453377
Fax	++39-081-2296108
E-mail	<a href="mailto:e.stradella@cfmena.it">e.stradella@cfmena.it</a>

Organisation	Formedil Toscana
Type	Ente Bilaterale regionale per la formazione professionale in edilizia – coordinamento regionale delle Scuole edili toscane
Address	Via Valfonda, 9
City	50123 Firenze
Tel	++39-055-280096
E-mail	<a href="mailto:l.chiarelli@ancetoscana.it">l.chiarelli@ancetoscana.it</a>
Website	<a href="http://www.formedil.toscana.it">www.formedil.toscana.it</a>
Legal Representative	Andrea Tanzini - Presidente
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Tel	++39-055-280096
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## LO Units tested in COLOR according to ECVET mechanisms for Construction Operator (leFP) and National Healthcare Operator (NHO) qualifications

### 4.a Qualification 1: Construction Operator

Title of qualification	Triennial Construction Operator Qualification (regulated by State-Regions Agreement of 27 July 2011)
EQF Level	3
LO Units Definition Procedure	<p>Cross matrix of three references (technical principles and mechanisms): 1) ECVET technical specifications, with particular reference to the ECVET Unit and its constituent elements; 2) Descriptive format of the qualification di Construction Operator as present in the Repertory regulated by the Agreement of 27 July 2011: the competences referred to in the qualification, broken down into skills and knowledge, have been taken as the default composition of the Unit and LO description on which to develop the other components to include in the ECVET Units (<i>in primis</i> the assessment mechanisms) 3) The Formedil Repertory of competences (included in a database) of Construction Sector Competences with relative assessment system.</p> <p>The operational outcome of the integration of these perspectives and the cross matrix of the different descriptive elements is represented by the Units concerning the technical and professional component of the qualification.</p>
Technical annexes	<ul style="list-style-type: none"> <li>• ECVET LO Unit: Implement masonry work for building construction</li> <li>• ECVET LO Unit: Implement structural work for constructing and assembling building elements</li> </ul>

## ECVET Unit: Masonry Work for Building Construction

**Reference Qualification: Construction Operator (IeFP)**

**EQF Level: 3**

**Reference Labour Process: C. Masonry Work**

**Learning Outcomes:**

Competence	Skill	Knowledge
Implement <b>masonry work</b> for the development of constructions based on indications and specific project details and respect standard sector safety requirements.	<ul style="list-style-type: none"> <li>- Identify elements in the technical plans</li> <li>- Apply marking techniques</li> <li>- Apply mortar preparation techniques</li> <li>- Apply masonry work techniques</li> <li>- Apply techniques for construction of support structures</li> <li>- Apply techniques for the demolition and removal of waste material</li> <li>- Apply (flat and inclined) roofing work techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of inert and binding materials</li> <li>- Safety regulations for worksite injury prevention</li> <li>- Knowledge of marking techniques</li> <li>- Mortar preparation process</li> <li>- Masonry techniques</li> <li>- Propping techniques</li> <li>- Types of brickwork</li> <li>- Types and construction techniques for masonry facings</li> </ul>

### Assessment Cross Matrices

*A cross matrix of descriptive elements (skills and knowledge) relative to "Masonry for construction work on the basis of indications, project specifics and in conformity with sector specific safety standards" (State-Regions Agreement - 27 July 2011) and the corresponding competence units in the Formedil Repertory of competences on which the assessment trials are structured.*

LOs Construction Operator – Masonry (State-Regions Agreement - 27 July 2011)			Formedil Repertory of competences	
Competence	Skill	Knowledge	Competence Units (assessment basis)	
<b>Masonry for construction work on the basis of indications, project specifics and in conformity with sector specific safety standards</b>  <i>Interpret project blueprint Masonry work Masonry support structures Masonry facing</i>	Identify project technical elements		BASIC CONSTRUCTION BLUEPRINT ACTIVITIES AREA	<b>Reading and Interpreting Project Blueprints</b> <i>(Indicated as an elementary UC in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to: <ul style="list-style-type: none"> <li>- Identify the type of blueprint</li> <li>- Interpret the blueprint scale</li> <li>- Understand linear and height indications</li> <li>- Comprehend the graphic symbols</li> </ul>
	Identify project technical elements			<b>Interpreting Architectural Blueprints</b> <i>(indicated as an intermediate competences in the Formedil Repertory of competences)</i> To pass the assessment, a worker must be able to: <ul style="list-style-type: none"> <li>- Classify the blueprints that represent an architectural object</li> <li>- Understand relations between blueprints</li> <li>- Identify the type of represented building</li> <li>- Understand spatial distribution</li> <li>- Understand the chart of technological elements</li> </ul>
	Apply marking techniques	Technical know-how for marking		

		techniques		<p><i>Formedil Repertory of competences</i>) To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Identify the positioning of architectural elements to be constructed</li> <li>- Use necessary tools</li> <li>- Mark the elements that must be developed and indicate apertures and specific elements</li> </ul>
	Apply mortar preparation techniques	Production process for mortars	MASONRY ACTIVITIES AREA	<p><b>Masonry Assistance</b> <i>(Indicated as an elementary competence in the Formedil Repertory of competences)</i> To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Identify materials and tools based on verbal indications</li> <li>- Correctly use dedicated tools and machinery</li> <li>- Prepare different types of mortar</li> <li>- Assist masonry work and differentiate waste materials</li> <li>- Keep the worksite clean and in order</li> </ul>
	Apply techniques for the demolition and processing of waste material	Characteristics of inert and binding materials		
	Apply marking techniques	Technical marking know-how		
	Apply mortar preparation techniques	Production of mortars		
	Apply masonry work construction techniques	Masonry work techniques		
	Apply techniques for the erection of support structures	Propping techniques		
	Apply construction techniques for flat and inclined masonry work structures	Types and techniques of masonry roofing		<p><b>Assembly of Roofing Elements</b> <i>(Indicated as an intermediate competence in the Formedil Repertory of competences)</i> To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Organise and prepare the worksite, specifically in relation to roofing work</li> <li>- Mark geometrical references for roofing</li> </ul>

				<p>work</p> <ul style="list-style-type: none"><li>- Organize all subsequent phases for roofing layers</li><li>- Organize and manage necessary materials</li><li>- Set roofing layers (bricks and other materials)</li><li>- Develop and install accessory and/or finishing elements</li><li>- Verify the geometrical references and quality of execution</li></ul>
Safety and security regulations for work sites				

## ECVET LO Unit Assessment

*Assessment of methodologies and tools*

What is assessed (competence, skill and knowledge)	Assessment Methodology	Tool	Annexes see Doc. <i>Guidelines for Testing</i> ( <a href="http://www.color-project.org">www.color-project.org</a> )
<b>Focus on overall Competence and Skill</b>			
<p><b>Identify blueprint elements</b></p> <p>↓</p> <p>Reading and basic interpretation of blueprint</p> <p>Interpretation of architectural blueprints</p> <p><b>Applying marking techniques</b></p> <p>↓</p> <p>Marking masonry work</p> <p><b>Applying techniques for mortar preparation</b> <b>Applying techniques for demolition and processing of waste material</b></p> <p>↓</p> <p>Masonry assistance</p> <p><b>Applying marking techniques</b> <b>Applying mortar preparation techniques</b> <b>Applying masonry construction techniques</b> <b>Applying support structure erection techniques</b></p> <p>↓</p> <p>Rough masonry</p> <p><b>Applying flat and inclined roofing construction techniques</b></p> <p>↓</p> <p>Assembly of roofing elements</p>	Direct observation of practical activities	Observation chart based on: <ul style="list-style-type: none"> <li>- Description of competences</li> <li>- Performance indicators</li> <li>- Performance indices</li> </ul>	Practical test Observation chart for assessment of test broken down into six cards
<b>Knowledge</b>			
<ul style="list-style-type: none"> <li>- Characteristics of inert and binding materials;</li> <li>- Safety and security regulations for work sites;</li> <li>- Marking techniques;</li> <li>- Production of mortars;</li> <li>- Masonry work techniques;</li> <li>- Propping techniques;</li> <li>- Types of brick work;</li> <li>- Types and techniques of masonry roofing</li> </ul>	Assessment session with an individual multiple choice test	Questionnaire	Questionnaire

**Summary Chart: typology, duration, threshold, weight**

Type of Exam	Duration	Threshold Value	Weight
Practical Test-Observation	1 h	3/5 is a "pass"	70
Questionnaire	1 ½ h	40/100	30



**Reference Qualification: Construction Operator (IeFP)**

**EQF Level: 3**

**Reference Labour Process: D Structural Work**

**Learning Outcomes:**

Competence	Skill	Knowledge
Structural work for the construction and assembly of building elements according to project specification in respect of sector safety standards.	Identify blueprint elements Verify compatibility of materials and planned operations Apply techniques for cutting, folding, binding and preparing metallic frameworks Apply techniques for the construction and removal of wooden frames Apply techniques for the construction and assembly of structures and elements made of wood Apply techniques for the assembly of pre-fabricated elements in concrete and pre-compressed concrete Apply techniques for pouring concrete	Structural construction elements: foundation, vertical, horizontal, connection and pre-fabricated Safety and security regulations for construction sites; Understanding technology of metals used in construction work Main techniques for using structural work and the assembly of pre-fabricated elements Production of mortars Main techniques for using materials and metal structures Main techniques for assembling architectural elements and wooden structures Types of frames

**Assessment Cross Matrices**

A cross matrix of descriptive elements (skills and knowledge) relative to "Implement structural work for the construction and assembly of building elements according to project specification in respect of sector safety standards" competence (State-Regions Agreement of 27 July 2011) ) and the corresponding competence units in the Formedil Repertory of competence on which the assessment trials are structured.

LO Construction Operator – Structural Work (State-Regions Agreement of 27 July 2011)			Formedil Repertory	
Competence	Skill	Knowledge	Competence Units (assessment basis)	
Structural work for the construction and assembly of building elements according to project specification and in conformity with specific safety standards	Identify project technical elements		BASIC CONSTRUCTION BLUEPRINT ACTIVITIES	<b>Reading and Interpreting Project Blueprints</b> <i>(Indicated as an elementary competences in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to: <ul style="list-style-type: none"> <li>- Identify the type of blueprint</li> <li>- Interpret the blueprint scale</li> <li>- Understand linear and height indications</li> <li>- Comprehend the graphic symbols</li> </ul>
	Identify project technical elements			<b>Interpreting Architectural Blueprints</b> <i>(indicated as an intermediate competences in the Formedil Repertory of competences)</i> To pass the assessment, a worker must be able to: <ul style="list-style-type: none"> <li>- Classify the blueprints that represent an architectural object</li> <li>- Understand relations between blueprints</li> <li>- Identify the type of building represented</li> <li>- Understand spatial distribution</li> <li>- Understand the chart of technological elements</li> </ul>

	Identify project technical elements			<p><b>Iron and wood structural blueprints</b>  <i>(indicated as an intermediate competences in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Recognize the symbols used in iron and wood structural blueprints</li> <li>- Know the main methods for representing construction details of iron frames</li> <li>- Interpret structural work plans of medium complexity: identify constituent elements of structure to be built</li> </ul>
	Check the compatibility of materials and interventions	Typology of frames		<p><b>Preparation and assistance for constructing, removing and cleaning framework</b>  <i>(Indicated as an elementary competences in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Identify in the blueprints the concrete elements to be realised</li> <li>- Recognize symbols representing iron</li> <li>- Understand the size and exact place of frames and iron assembly methods</li> </ul>
	Apply techniques for assembling prefabricated elements in concrete and pre-compressed concrete	Process for producing mortar		
	Apply techniques for constructing and assembling elements and structures made of wood	Main techniques for assembling elements and structures made of wood		<p><b>Construction of wooden frames for concrete</b>  <i>(Indicated as an elementary competences in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Construct and assemble drop ends for building foundation plinths</li> <li>- Construct containment panelling for casting columns and relative support works</li> <li>- Construct containment panelling for casting beams</li> <li>- Prepare boards for casting simple slabs</li> <li>- Construct containment panelling for casting simple linear walls and relative support works</li> <li>- Adopt the necessary devices for countering thrust of concrete</li> </ul>
	Apply techniques for pouring concrete	Structural construction elements: foundation, vertical, horizontal, connection and pre-fabricated		
	Apply techniques for cutting, folding, binding and preparing metal frameworks	Understanding technology of metals used in construction work		<p><b>Identification, cutting and shaping iron to create metal framework for concrete</b>  <i>(Indicated as an elementary competences in the Formedil Repertory of competences)</i>  To pass the assessment, a worker must be able to:</p> <ul style="list-style-type: none"> <li>- Select iron bars according to diameter and type</li> <li>- Cut iron bars according to project sizes</li> <li>- Shape iron bars</li> </ul>
	Apply techniques for the construction and removal of wooden frames	Types of frames		
		Understanding technology of metals used in construction work		

STRUCTURAL WORK ACTIVITIES AREA

		Techniques for using materials and metal structures		
		Main techniques for assembling wooden structures		
Safety and security regulations for work sites				

## ECVET LO Unit Assessment

### Assessment of methodologies and tools

What is assessed (competence, skill and knowledge)	Assessment Methodology	Tool	Annexes see Doc. <i>Guidelines for Testing</i> ( <a href="http://www.color-project.org">www.color-project.org</a> )
Focus on overall <b>Competence</b> and <b>Skill</b>			
<b>Identify blueprint elements</b> ↓ Reading and basic interpretation of blueprint Interpretation of architectural blueprints Structural work blueprint	Direct observation of practical activities	Observation chart based on: - Description of competence - Performance - Performance indexes	Practical test Observation chart for assessment of test broken down into six cards
<b>Verify computability of materials and planned operations</b> ↓ Preparation and assistance for constructing, removing and cleaning framework			
<b>Apply techniques for the construction and assembly of structures and elements made in wood</b> ↓ Construction of linear framework in wood for concrete			
<b>Apply techniques for cutting, folding, binding and preparing metal frameworks</b> <b>Apply techniques for the construction and removal of wooden frames</b> ↓ Identification, cutting and shaping iron to create metal framework for concrete			
<b>Knowledge</b>			
<ul style="list-style-type: none"> <li>- Structural construction elements: foundation vertical, horizontal, connection and pre-fabricated</li> <li>- Safety and security regulations for construction sites</li> <li>- Understanding technology of metals used in construction work</li> <li>- Main techniques for using structural work and the assembly of pre-fabricated elements</li> <li>- Production of mortars</li> <li>- Main techniques for using materials and metal structures</li> <li>- Main techniques for assembling architectural elements and wooden structures</li> <li>- Types of frames.</li> </ul>	Assessment session with an individual multiple choice test	Questionnaire	Questionnaire

### Summary Chart: typology, duration, threshold, weight

Type of Exam	Duration	Threshold value	Weight
Practical Test - Observation	1 h	3 out of 5 signifies test passed	70
Questionnaire	1 ½ h	40/100	30

#### 4.b Qualification 2: Healthcare Operator with Focus on Units involving Family Care

Title of qualification	<b>Healthcare Operator</b> Qualification (NHO) (Agreement of 22 February 2001 between the Ministry of Health, Ministry of Social Solidarity, the Regions and autonomous Provinces of Trento and Bolzano)
EQF Level	Not referenced
LO Units Definition Procedure	<p>Cross matrix of three references (technical principles and mechanisms): 1) ECVET technical specifications, with particular reference to the ECVET Unit and its constituent elements; 2) the descriptive system of the qualification of Healthcare Operator as present in the Agreement of 27 July 2011: since the descriptive format for this qualification – also for evident timing reasons – was much less respondent to ECVET indications than that of Construction Operator (IeFP), it was the object of experimental remodelling; 3) the regional standard (Piedmont Region) as implementing the national OSS qualification and already reassessed on a modular level in line with the Agreement of 27 July 2011; 4) the competence assessment format in the Piedmont Region, not yet organized for individual units.</p> <p>The operational outcome of the integration of these perspectives and of the cross matrix of the different descriptive elements is represented by the Units concerned with the technical and professional component of the qualification.</p>
Technical Annexes	<ul style="list-style-type: none"> <li>• Cross matrix of OSS descriptive elements according to National Agreement of 2001 and OSS competences according to the Piedmont Region standard corresponding to the two LO Units:</li> <li>• ECVET LO Unit: Assisting individuals in taking care of their primary needs and managing health and hygiene issues</li> <li>• ECVET LO Unit: Assisting individuals in their daily activities and hygiene needs</li> </ul>

**Cross-matrix of elements characterizing a Healthcare Operator (based on National 2001 Agreement) and Healthcare Operator competences according to the Piedmont Region Standard (corresponding to the two tested LO Units)**

State–Regions Agreement 2001 National Standards for Healthcare Operators				Healthcare Operator Profile based on the Piedmont Region Standard (2012)		
				UNIT 1 Assisting Individuals in Taking Care of their Primary Needs and Managing Health and Hygiene Issues		
Technical Competences	Relational Competences	Competences relative to required knowledge	Main Subjects	Competence (associated to reference process and activities)	Skills	Knowledge
<ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>- Dressing/Undressing</li> <li>- Assistance with bodily functions</li> <li>- Assistance with walking</li> <li>- Use of facilities, tools and equipment to improve posture</li> </ul> <p>In substitution and support of family members and as directed by personnel, also:</p> <ul style="list-style-type: none"> <li>- Administering medicine</li> <li>- Use of simple medical devices</li> <li>- Observation, recognition and referral of most common alarming symptoms (paleness, sweating, etc.);</li> <li>- First Aid;</li> <li>- Applying/changing medications;</li> <li>- Controlling and administering diets;</li> </ul>		<p>Identification, referral and communication of general and specific patient issues.</p>	<p>Areas:</p> <ul style="list-style-type: none"> <li>- Health and Hygiene</li> <li>- Technical and Operative Elements of Hygiene.</li> </ul> <p>General procedures for health protection and safety.</p> <p>Individual assistance for specific issues and types of users.</p>	<p><b>1 - Assisting individuals to take care of their primary needs and managing health and hygienic issues</b></p> <p align="center">↓</p> <p><i>Process</i></p> <p>A. Assist individuals with their primary needs and promote their well-being and independence</p> <p><i>ACTIVITIES</i></p> <p>Identify patient needs</p> <p>Collaborate with other professionals, with the patient and their family to plan assistance</p> <p>Assist individuals</p>	<p>Identify unsatisfied patient needs</p> <p>Recognize symptoms and signals of patient distress</p> <p>Use patient data</p> <p>Assist the patient with hygienic and sanitary issues (life parameters, simple first aid, medications, taking medicine, use of simple medical devices)</p> <p>Assist patient (mobility, personal hygiene, feeding and bodily functions)</p> <p>Recognize psycho-physical and social conditions, also in terms of patient biography</p> <p>Identify significant actors and relational dynamics in relation to the patient's psycho-physical characteristics</p> <p>Respect patient self-determination</p> <p>Promote patient autonomy</p> <p>Inform family and/or other personnel about changes in patient conditions</p>	<p>Observation and communication</p> <p>Primary needs: basic techniques</p> <p>Safety and security</p> <p>Assisted movement techniques</p> <p>First Aid</p> <p>Personal hygiene</p> <p>Prevention and cure of issues caused by primary degenerative pathologies</p> <p>Self-medications and taking medicine</p> <p>Conserving and disposal of medicines</p>

				<b>UNIT 2</b> <b>Assisting Individuals in their</b> <b>Daily Activities and Hygiene Needs</b>		
<p>Is capable of collaborating with the patient and his family:</p> <p>Managing the house and life environment, changing the linen and cleaning; preparing and/or helping to eat meals; cleaning and disinfecting the house and if necessary helping with purchases</p> <p>Cleaning and keeping the house in good order, as well as cleaning up after meals</p> <p>Providing information on local services and bureaucratic necessities</p> <p>Accompanying the patient to use available services</p>	<p>Is capable of creating a relationship with the patient and his family and communicating the daily assistance activities;</p>	<p>Understanding how to identify, report and communicate general problems and patient-specific issues</p>	<p>Hygiene and comfort of the living areas</p>	<p><b>2 Assisting individuals in their daily activities and hygienic needs</b></p> <p>↓</p> <p><i>PROCESS</i></p> <p>B. Assisting individuals with their daily activities and hygienic needs</p> <p><i>ACTIVITIES</i></p> <ul style="list-style-type: none"> <li>- Managing the house and life environment</li> <li>- Using tools, devices and machinery</li> <li>- Interact with local resources and services</li> </ul>	<p>Identifying food health and environmental safety regulations related to patient and environment</p> <p>Identifying risks related to professional activities</p> <p>Preventing dangerous situations for safety of patient</p> <p>Alerting the correct professionals in social and/or health emergencies</p> <p>Taking care of hygienic conditions for everyday activities</p> <p>Assisting the patient to cook and/or eat meals</p> <p>Making sure the patient regularly changes clothes and that all linens and towels are regularly changed</p> <p>Making purchases at outlets at the best prices and quality</p> <p>Using local services (i.e. post, bank, public doctors, etc.)</p>	<p>Elements of domestic hygiene: cleaning the house and linens/towels</p> <p>Elements of domestic economy and managing the budget</p> <p>Preparing meals</p> <p>Preventing domestic accidents</p> <p>Food health and hygiene</p>

UNIT	Assisting Individuals in Taking Care of their Primary Needs and Managing Health and Hygiene Issues	
<b>Reference Qualification</b>	National Healthcare Operator (NHO)	
<b>Reference Labour Process</b>	A: Assisting individuals in taking care of their primary needs, encouraging their wellbeing and autonomy	
<b>EQF Level</b>	3-4 (Note: The OSS qualification is not formally referenced in EQF; the technical group has anyway studied the level of autonomy of the single competences in the qualification with respect to the EQF descriptors, according to the Piedmont region implementation).	
<b>Learning Outcomes</b>		
<b>Competence</b>	<b>Skill</b>	<b>Knowledge</b>
<p><b>1 Assist individuals in taking care of their primary needs and managing health and hygiene issues</b></p> <p>Specification of autonomy level</p> <p><i>According to the needs of the person assisted, he or she can operate:</i></p> <p><i>autonomously – in non complex situations in the chronic stage following the individual plan and established protocols/procedures</i></p> <p><i>in cooperation or by prescription – in complex situations in the acute stage for which the intervention of other health workers is specified following the individual plan and established protocols/procedures</i></p>	<p>Identify unsatisfied patient needs</p> <p>Recognise signals and symptoms of patient distress</p> <p>Process patient data</p> <p>Assist individuals in their health needs (life parameters, simple first aid, medications, taking medicine, use of simple medical equipment)</p> <p>Assist individuals (mobility, personal hygiene, feeding and bodily functions)</p> <p>Recognize psycho-physical and social conditions also in terms of patient biography</p> <p>Identify significant actors and relational dynamics with regards to the patient's psycho-physical characteristics</p> <p>Respect patient self-determination</p> <p>Promote patient autonomy</p> <p>Inform family and/or other caregivers about changes in patient conditions</p>	<p>Elements of observation and communication</p> <p>Primary needs: basic techniques</p> <p>Safety and prevention</p> <p>Assisted movement techniques</p> <p>Elements of first aid</p> <p>Elements of personal hygiene</p> <p>Prevention and treatment of complications caused by primary degenerative pathologies</p> <p>Self-medication and medicine taking techniques</p> <p>Conservation and disposal of medicines</p>



## LO Unit Assessment

### Assessment of Methodologies and Tools

What is assessed (competence, skill and knowledge)	Assessment Methodology	Tool	Annexes see Doc. Guidelines for Testing ( <a href="http://www.color-project.org">www.color-project.org</a> )
Competence and skill	Direct observation of practical activities.  The practical assessment also includes an oral exam	Observation chart	Practical test Observation chart
Knowledge	Assessment session through closed questions to assess knowledge of the unit An open question is also planned to assess work experience.	Questionnaire	Questionnaire

### Summary Chart: typology, duration, threshold weight

Type of exam	Duration	Threshold Value	Weight
Assessment by Questionnaire	1 h	40/100	20
Practical test Observation	30 min.	40/100	15
Oral exam	30 min.	40/100	15

UNIT		Assisting Individuals in their Daily Activities and Hygiene Needs	
Reference Qualification	National Healthcare Operator (NHO)		
Reference Labour Process	B. Assisting Individuals in their Daily Activities and Hygiene Needs		
EQF Level	3-4 (Note: The OSS qualification is not formally referenced in EQF; the technical group has anyway studied the level of autonomy of the single competences in the qualification with respect to the EQF descriptors, according to the Piedmont region implementation).		
<b>Learning Outcomes</b>			
Competence	Skill	Knowledge	
<b>2 Assisting Individuals in their Daily Activities and Hygiene Needs</b>  Specification of autonomy level  <i>Working independently:</i>  <i>Independent management of activities following the instructions given</i>  <i>Supervising the routine work of others</i>  <i>Evaluating and improving working activities</i>	Identify food health and environmental safety regulations relating to the patient and the home environment  Identify risks related to professional care work  Prevent situations affecting patient safety  Alert competent practitioners in social and/or health emergencies  Take care of hygiene conditions in daily life  Help the patient to prepare and/or eat meals  Ensure the patient regularly changes underwear and that all household linen and towels are regularly changed  Purchase necessities at shops seeking the best quality and prices  Use local services (e.g. post, bank, family doctor, etc.)	Elements of domestic hygiene: cleaning the house and linen, towels  Elements of domestic economy and managing the budget  Preparing meals  Preventing domestic accidents  Elements of food hygiene	

## LO Unit Assessment

### Assessment of methodologies and tools

What is assessed (competence, skill and knowledge)	Assessment Methodology	Tool	Annexes see Doc. Guidelines for Testing ( <a href="http://www.color-project.org">www.color-project.org</a> )
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REGIONE CALABRIA