

TALQ

TRANSPARENCY IN ART LEVELS AND QUALIFICATIONS



TALQ Final Report

As previously announced, the TALQ project is finally in its closing phase.

A Final Report has been published and the full text document is available at the following [Link](#).

An overview of the final results is made available through this last Newsletter which hopefully represents the first step for a further implementation of the relevant research which has been carried out in the last months.

Future updates will be shared on the project website www.talqproject.org as well as through the [LinkedIn](#) community (find references in the “Links and contacts” section)

The TALQ Research Team thanks all of you for the kind attention and contribution dedicated to the project along all its implementation.



Abstract

The main outcomes of the TALQ research come from an investigation taking into account all the possible advantages (direct and indirect ones) of a European qualification.

A European acknowledgment fitting the existing EU tools would really impact on those priorities which are part of the Commission's agenda. Mobility, mutual understanding and cooperation between different countries, exchange of contents and approaches would really benefit from this approach and the general level of the training offer would increase accordingly.

Moreover, the labour market offers the concrete possibility to change the point of observation on this matters, gaining a concrete authority of "central point" on which all the aspects related to certification and qualification would be finally addressed.

In fact, the market anticipated and anticipates the issue of the mutual understanding, providing features and circumstances in which different educational and training path have to compare their related outputs on the field.

According to the TALQ research, Transparency, Trust and Freedom are those principles which would lead the change.

The possibility to accept and recognize learning paths between countries, understanding what is the meaning behind a qualification in terms of operation on the work-field, is the crucial aspect impacting the system. Nevertheless, the possibility to keep learning methodologies and approaches coherent with their traditional (national) developments is extremely important both for respecting the individual specificities as well as to safeguard the feasibility of the innovative approach, thus avoiding the addition of a further bureaucratic superstructure.

ESCO is a relevant opportunity in order to gain and look at a common reference and the development of a sectoral layer "below" it would help in overcoming the criticisms which the system still have in terms of "definition" and

"customization" to specific sectoral profiles. Therefore, TALQ endorses the creation of a sectoral layer, which keeps the original competences intact and transversal, but provides enough detail to make an accurate comparison ensuring transparency, better clarifying competences knowledge and suggesting feasible assessment strategies.

The confrontation of the ESCO occupations with the TALQ concept while comparing the three targeted core-profiles revealed critical points related to the undefined volume of the ESCO profiles, the arbitrary division between essential and optional competences and the lack of general education competences. The answer proposed by TALQ in order to answer these issues is firstly based on the possibility to split the programs into a package of essential competences ideally forming the 70% of the qualification and providing the possibility for the education or assessment providers to choose 30% variable competences to complete the profile.

The general approach proposed by TALQ really aims at taking into account the different stakeholders concurring in the development of the sector such as social partners, professional organisations, education and training players, field specialists and structure specialists

To be able to weight the fixed and variable parts, a credit system is needed as well as the reference to the EQF. This would lead to the ECTS/ECVET systems measuring specific learning units. Indeed, credits are quite crucial in the definition of a common framework as they help in weighting the fixed/variable parts of the expected profile, they are appropriate indicators to facilitate exchanges, they are key-elements in defining a qualification.

At the same time, credit systems have some unsolved issues as well; for instance, what happens with a credit if the unit of learning occurs in different levels? Which is the appropriate mathematic relation to apply in order to re-define the weight in terms of credits? As credits are not originally conceived for defining a competence (but a learning unit) and they are too large from a quantitative point of view, the use of "CentiCredits" would help in solving the issue.



The issue about the body validating the EU qualification refers again to the group of interested parties (stakeholders) which would ensure the compliance of this task keeping in mind the ultimate “relevance” of the competence impacting directly the labour field. A consortium including all of them would make final decisions.

This process would result into a common profile with the following features:

- Based on ESCO
- With sectoral definition
- With a proposed SQF level based on existing evidence and an interpretation of EQF
- With 30% flexibility (Defined by CentiCredits)
- Supported and validated by an inclusive consortium of stakeholders

Moreover the EU institutions could have a facilitating, mediating role (which would be rather informal) or decide to develop a more formal role, ensuring quality by validating the profiles.

As previously explained in the report, Quality assurance would be the path to safeguard the principle of Trust. This core aspect would be based on the assurance of the real abilities of the holder of the qualification, partially avoiding other references such as the attended training program.

Usually the quality assurance of an education program is the set of rules governing the “service” and / or the “process”, namely a series of standards defining appropriateness of equipment, staff, facilities, procedures. This concept normally answers to the different kind of demands coming from the client / learner and from the donor / funding entity (public authorities, private entities, private citizens).

On the other hand, TALQ considers that the quality of a qualification should be fostered by a proper assurance of the “quality of result”, which is otherwise important for the employer as well as for the owner of the qualification, considering both of them as the “clients”. If, from the one

hand, the quality of the service impacts the national system of regulations, on the other hand the quality of a qualification influences the international working field.

Moreover, in order to assure the quality of a qualification, it is mandatory to take into consideration the expected features of the assessment process, which actually provides the expected proofs of competence. In principles, the evaluation is regulated by three core criteria:

- assessment must be implemented independent from training or work, avoiding conflicts of interest
- It should guarantee fairness (equal opportunities)
- It must be objectively performed (free from bias)

Nevertheless, the process must be supported by well-trained assessors.

The difference between the quality of the service / process and the quality of the result could be summarized as follows:

	Service / Process	Result
<i>Based on...</i>	Learning	Qualification
<i>Measuring through...</i>	Grading is about Effort Improvement	Statement is about Competence
<i>Quality is about...</i>	Quality is about service to learner	Quality is about measurement of result

According to these considerations, Freedom comes as a core aspect of the TALQ rationale. In fact, it allows to keep training programs and institutions free to manage their activity according to their national specificities, which are both cultural and procedural.

Thus, every citizen would be free to earn competences and skills following the existing opportunities according to his / her specific needs and getting to the same (internationally

shared) result. This approach would also facilitate under-represented tracks such as independent learning as well as the recognition of prior learning.

Once again, the (minimum) 30% of variable competences in the expected profiles fosters the freedom of education and related training organisations, also allowing the shaping of local occupations.

In conclusion, the shape of a possible European Qualification would follow this core postulates:

- The European Qualification sets the minimum requirements for learning outcomes based on the ESCO profiles
- The European Qualification is measured based on high quality standards
- The European Qualification guarantees the freedom to choose different training options including the possibility to deliver a double Qualification or starting a program directly under the EU Qualification

Links and contacts

TALQ WEBSITE

<https://talqproject.org>



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LINKEDIN COMMUNITY

TALQ - Transparency in art levels and qualifications

<https://www.linkedin.com/groups/12007045>

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