UNIMEI and Pearle* Associated Partners' Common Position

In the frame of the CALL FOR PROPOSALS – EACEA/48/2015 - Key Action 3 (Support for Policy Reform - Support to European Policy Tools), the TALQ project (Transparency in Arts Levels and Qualifications - 576008-EPP-1-2015-1-IT-EPPKA3-TRANS-SQ) has been implemented by Fondazione Accademia Teatro alla Scala in cooperation with STEPP vzw and with the active partnership of UNIMEI and Pearle*.

The TALQ project identified and tested possible approaches, procedures and quality criteria to meet the Commission's objective to support easier de-facto recognition of qualifications. The TALQ project identified 3 key factors for a successful approach: transparency, trust and freedom.

The **transparency** is based on a mutual set of detailed learning outcomes, based on mapping of national profiles in relation to ESCO and the European Qualifications Framework (EQF). **Trust** is based on the use of agreed quality standards and an intensive engagement of all the stakeholders. **Freedom** is based on the flexibility of the sets of learning outcomes and the independency between the assessment and the learning path.

The overall result is an exploration of the benefits and of the feasibility of using qualifications frameworks and European core profiles of qualifications to support common recognition approaches for qualifications.

TALQ researchers have been sharing the interim results of their work in the Sectorial Social Dialogue meeting which took place in December 2016 and April 2017, while the final outputs of the project have been discussed in the session of September 2017. In this frame, a final report has been delivered in November 2017 to our Associated Partners' attention in order to set a common position among all interested national organisations on the developed European core profiles and quality assurance principles, mechanisms and criteria.

Specifically, with this document, our Associated Partners consider that a feasible European Qualification should:

- Be **independent** from the type of training or (prior) learning

- Describe the learning outcomes based on a **Sectorial layer**, detailing the ESCO competences and profiles as a common reference point

- Define the level of the qualification in relation to the **EQF** or a sectoral qualification framework that is related to EQF.

- Have a minimum of **70%** competences in common, providing a **30%** of freedom within a given set of variable competences

- Measure the volume of the learning outcomes on the basis of **credits** or parts of it (centi-credits / learning hours) in combination with the EQF level

- Be measured based on the highest **quality standards available on a European level**, guaranteeing the rights of the learner and the independence and the objectivity of the assessment

- Be validated by a **consortium** of stakeholders representing the sector (employers, employees, VET institutions and professional organisations) as an awarding body, also defining and safeguarding the quality standards and procedures, based on the EU standard and ideally supported by the EU institutes

- Guarantee the training providers the **freedom** to choose the way they organise teaching and training