



**Project: TRAINENERGY**  
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## **INSTITUTIONALIZATION**

### **Deliverable 4.1**

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# **TrainEnergy – WP4**

## **INSTITUTIONALIZATION :**

### **Developing common certificates and achieving recognition**

#### **PLANNED PHASES :**

- 1. PREPARATION OF THE CERTIFICATION MODEL**
- 2. SUMMARIZED DESCRIPTION OF THE CERTIFICATION MODEL**
- 3. RECOGNITION IN THE TRAINING SYSTEMS IN ALL THE PARTICIPATING COUNTRIES**

**Planned actions :**

<b>1. <u>PREPARATION OF THE CERTIFICATION MODEL</u></b>
1 – Presentation of the methodology of sustainable professionalization
2 – Following the methodology
2.1 – Elaboration common profiles
2.2 – Describing the new aspects of the jobs, in the new context related to Energy efficiency: <ul style="list-style-type: none"> <li>- Activities</li> <li>- Tasks</li> <li>- skills</li> </ul>
3 – Presentation of the supplement certificate, as a model
<b>2. <u>SUMMARIZED DESCRIPTION OF THE CERTIFICATION MODEL</u></b>
<b>3. <u>RECOGNITION IN THE TRAINING SYSTEMS IN ALL THE PARTICIPATING COUNTRIES</u></b>
3.1 Certification
3.1 - Building a common frame to describe European modules at a national and European level
3.2 - Presentation to the partners and adaptation : the description of the modules will be similar in all the participating countries
3.3 - Inform, giving testimony on the French method for the elaboration of French certificates and diplomas and recognition on the NQF.
3.4 - Brainstorming, propositions and adaptation of the methodology to the context of the project
3.5 - Guidance and following up on a way to certification (common ? separate ?)

## **PHASE 1 : PREPARATION OF THE CERTIFICATION MODEL**

### **1.1- Presentation of the methodology of sustainable professionalization**

This methodology , proposed in the submission form, has been resented

- at the kick off meeting in Biberach,  
see :
  - o The PowerPoint from French partner (website – Kick off meeting)
  - o The “profession durable” methodology (annex 1)

### **1.2 – Following the methodology :**

- Description of the new context in the partner’scountry (see French study provided at the Kick off meeting at Biberach)
- Elaboration common profiles : describing the new aspects of the jobs, in the new context:
  - Activities
  - Tasks
  - skills

See the grids provided by Danish and French partners → (annex 2 )
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(the grids which were provided to collect activities, tasks and skills during the preparatory work of the survey (French/ Danish work)

This preparatory phase took place during the first months of the project in 2009

### **3 – Presentation of the supplement certificate, as a model**

- Presentation of this model at Coalville meeting (see annex 3)

## **PHASE 2 : SUMMARIZED DESCRIPTION OF THE CERTIFICATION MODEL**

Presentatio n of the French context for a national recognition and/or certification

- see belowCoalville PowerPoint
- See annex 4 – Certification process in France

PowerPoint - Coalville



### CNCP → RNCP

The **CNCP** (French National committee for vocational certification)

- is an entity under the authority of the Minister in charge of vocational training
- is made up of a tripartite representation : employers + employees + State
- Is the **coordination point for EQF**
- Is responsible for drawing up an updated inventory for vocational diplomas



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### CNCP → RNCP → NQF



- The **RNCP** (→ national directory for vocational certifications) is **the official inventory** for all the vocational diplomas in France
- The **RNCP** is the directory for the **NQF**

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### CNCP → RNCP → NQF

The French **NQF** is inclusive of all the certifications,

- issued by the vocational or higher education
- whatever the path is (initial, continuing, VAE ...)

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### CNCP → RNCP → NQF

In France today,  
Around 5000 certifications  
registered in the **RNCP**

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### Certification PROCESS

#### FRENCH PROCESS



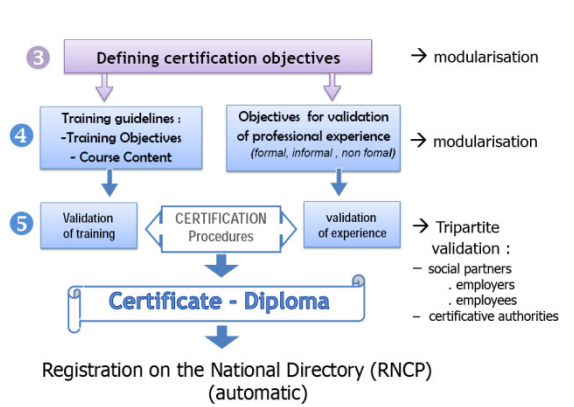
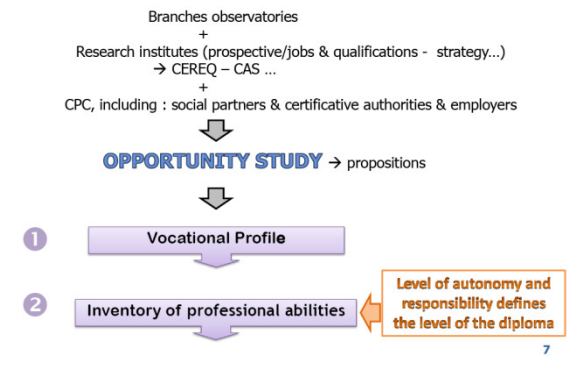
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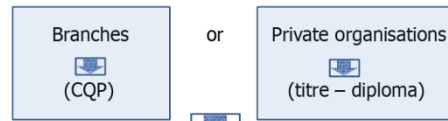
**OTHER**

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### French case 1 : Public sector



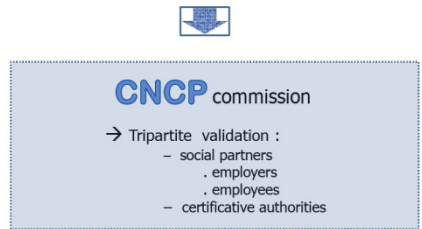
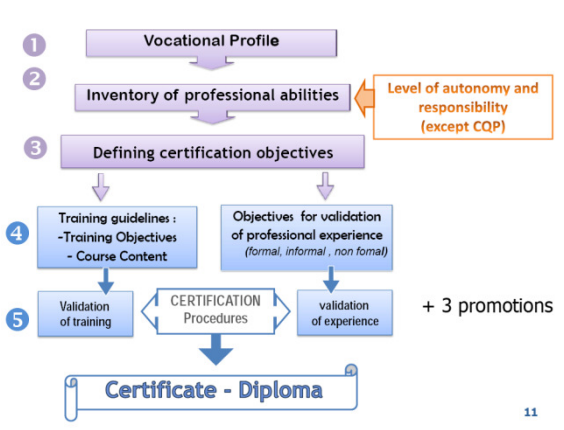
### French case 2 : Other sectors



#### OPPORTUNITY STUDY

→ showing the links of the demand / of the futur certification with the professional needs and context

Ask the CNCP for a specific procedure → a registration file in which they have to describe :



Registration on the National Directory (RNCP) for 5 years maximum

**validation of experience = VAE**

- In France , all the certifications registered on the RNCP are described on a « certificate supplement »
- All the registered certifications have to be accessible through the VAE
- If not, the certification is not registred on the RNCP and exists independently of the NQF
- The VAE is possible because the training and the validation are modularised
- The VAE allow an individual to get a part of a diploma (1 or several units) or the total diploma without training

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VAE, a key point in the French certification system

1 – VAE integrated in the elaboration of diplomas

2 – VAE leads to a new training offer and a new training organisation including individualized training paths

3 – VAE guarantees access for all to the certification

4 – All = any individual, disregarding his/her age, nationality, status and education level who can attest of 3 years of salaried, non-salaried or voluntary experience

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### PHASE 3 - RECOGNITION IN THE TRAINING SYSTEMS IN ALL THE PARTICIPATING COUNTRIES

3.1 Certification
3.1 - Building a common frame to describe European modules at a national and European level
3.2 - Presentation to the partners and adaptation : the description of the modules will be similar in all the participating countries
3.3 - Inform, giving testimony on the French method for the elaboration of French certificates and diplomas and recognition on the NQF.
3.4 - Brainstorming, propositions and adaptation of the methodology to the context of the project
3.5 - Guidance and following up on a way to certification (common ? separate ?)

**3.1** - Building a common frame to describe the modules

**3.2** - Adaptation : the description of the modules is similar in all the participating countries

**See modules on the website**

**3.3** - Inform, giving testimony on the French method for the elaboration of French certificates and diplomas and recognition on the NQF.

**See phase 2**

Information by the partners on the ways to certification in all the partners' countries

**See annex 5**

- {
- 3.4** - Brainstorming, propositions and adaptation of the methodology to the context of the project
  - 3.5** - Guidance and following up on a way to certification (common ? separate ?)

#### **– WHAT TO BE CERTIFIED**

##### **- The training is an additional part to existing jobs**

➔ The certification can only be an additional certification to a job

##### **- The training material is richer than previsted**

Could be considered

- as a whole package for a unique training to show the interactions of the jobs nowadays in the new contexts due to energy saving and energy efficiency, where workers have to better know of their colleagues' jobs, and have some common grounds at work (i.e. photovoltaics : Roofer ? Plumber ? Electrician ? ... all of them ?)
- as an additional training in energy efficiency to the 5 selected jobs.

➔ One certification / 5 certifications ? ➔ Subsidiarity, depending on the training course

## HOW TO CERTIFY

### - The level

**The level of the training is not so defined and is adaptable** : the level of the training could be the basic level according to the job (i.e. : Mason is level 3 (EQF)in France – level 5 (EQF) for a Danish mason) : In fact it was admitted that the training material is a base which has to be adapted by the trainers in accordance with their trainees' level and qualification for each session.

➔ Up to each partner

– **The requirements for a recognition in each partner's country are not the same** (see the partner's works on certification requirements in their country/ regions/ schools...)

The possible certifications :

- National
- Regional
- Local

The proposition was that each partner managed according to the requirements of his country's regulations and with the certifier

➔ Subsidiarity

– **LO are not understood the same way** :

Skills and LO are not understood / accepted in the same way by all the partners

## Conclusion

It seems difficult to get ONE common certificate (adjustments to the level, the group, the job, the country regulations...)

Each country would develop **his own certificate**, according to the local/ regional/ national constraints.

The chart of it would correspond to the European projects requirements (name of the project + EU + IEE + logos of EU, of the project and of the partners)

The acquired LO would be mentioned for each module / training course...

The level would be mentioned, regarding the level of the group of the craftsmen in each country.

Consequently, the training modules would be adapted by the trainer to the level of his trainees

**ANNEXE 1**

# A European pilot project Professionalisation durable

## 1 - PD VOCATIONAL EDUCATION AND TRAINING METHOD

First of all we have to remind that PD project major aim was to define a common method to elaborate common certificates at a European level. In each national vocational education and training system certificates reflect the requirements of national labour market (based on national vocational profile). In PD, our requirements must meet those of European labour market (based on inter- national vocational profile).

### *Who updates, who decides to create the diploma?*

Different national and European institutions could create common certificates (vocational secondary certificates, vocational post secondary non academic certificates, etc.) according to their responsibilities: Ministry of education, social partners, European vocational organisations, public and private schools, etc.

The updating modalities are not yet defined. PD is a too young process. But we propose that each 3 or 4 years those who are involved in could exchange and decided if it's necessary to update or not the certificate content.

Also, one of the partners could warn the others if necessary.

In France, as the ministry is involved in the process, the common certificates are registered in a national vocational certificates directory in which are registered all those types of certificates provided by ministries and some provided by social partners. All those certificates are recognized at a national level.

### *Who is involved?*

In each case, creating or updating common certificates needs a consultation of

- Partners involved at the national level (following national regulations, in France for example: social partners, vocational experts, teachers and those who are in charge of the implementation and the monitoring of the certificate at a national level)
- Partners involved at European level.

To resume, each partner decides who could be involved in a PD project according to his own rules.

### ***Describing the process***

The decision to create or to update certificates belongs to a demand of professionals. Following this stage, each partner who decides to join the project has to launch the national or local process depending from his capacity to create a certificate.

In the PD project, to finance the works partners could apply for Leonardo da Vinci program.

Elaborating the content of the trade, they follow the PD method.

First they describe the **key activities** ("logical or chronological process" as you can observe someone working).

Then in each key activity they describe the **key tasks** that are "what to be done" beyond if they are done or not and well done or not.

Next stage is the construction of **the skills** inventory

In PD method, vocational skills are described linked to the relevant key task as vocational capacities, as know how.

### ***How to build up competences (skills) ?***

In the vocational skills inventory (VSI) competences are described in each key task linked:

- To resources given by the company (in order to have the vocational and technical context of the job in terms of means, methods, procedures, etc.)
- To resources of the professional in terms of general associated knowledge.
- To the company requirements in order to link the implementation of competences and what the company is expected for.

### ***One or more definitions of competences ?***

There is no definition of competences because competences are described in terms of capacities. We describe contents and associate to them.

### ***Are there guidelines to describe competences ?***

There are common rules to describe vocational skills:

In each vocational skill you have to find common criteria: a vocational target, autonomy and initiative, level of responsibility and the relational context.

Each vocational skill has to follow writing rules: first word is an action verb, the sentence is clear, brief and non ambiguous.

Moreover, to be homogeneous, partners have to decide by consensus the size of the vocational skill.

### ***Describing the different steps in the building up of competences Certification***

- ***What to certify? (how to build up a certification?)***

There is a specific method In order to define what we have to do to certify, called certification objectives.

"How" to certify and "who» is going to do it belongs to national or local responsibilities according to each member state rules.

- **How?**

Following a quality method, to define the certification objectives based on using all the vocational skills (VSI) and based on vocational skills relevant combinations in working opened situations.

- **Who?**

Saure working group who elaborates the professional profile and the vocational skills inventory.

- **When?**

When creating a certificate or updating it.

- **Where?**

In a specific dedicated working group

***Is there a specific system to evaluate and/or assess quality of certification?***

No, because this point is under subsidiary

## 2 - SUSTAINABLE PROFESSIONNALISATION COMMON CERTIFICATES PROCESS OVERVIEW OF THE METHOD

“Professionalisation durable” is a common certificates process in which professionals, institutionals, experts, researchers and social partners are involved. It is applicable to all levels and to all sectors. Each certificate elaboration starts from a demand from the professionals in other words from the needs of different national labour markets strengthening by this way the links between training and employment.

### I. First the activities proper to each vocation are determined

The first stage begin with "activities", which gradually give rise to a vocational profile on which the group could reach a consensus. (The point of departure is not to define the "trade" itself, the basic contours of which would theoretically have been already set down).

*"An activity is a logical and/or chronological chain of tasks (a process) effectively carried out by the person fulfilling one or several functions within a company, in accordance with a determined operational pattern."*

Example<sup>1</sup> of activity: PREPARING FOR GUEST'S ARRIVAL

### II. These vocational activities enabled us to define key vocational tasks...

The vocational task is the "work to be done", whether or not it is effectively carried out, in a given physical and working environment, according to certain organisational conditions and expected performance criteria, regardless of the persons involved. This concerns the end goal of the activity, not the actual way in which it is accomplished.

#### Example of tasks:

Implementing reservation procedures

### III. ... then to move forward to descriptions of "vocational skills"

To accomplish the tasks according to a company's specifications (management's expectations, environmental constraints), the professional must bring to bear his or her vocational skills. This is done by putting resources to use (means, procedures, methods, acquired information and associated know-how) depending on the performance standards concerned.

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<sup>1</sup> Examples are extracted from the "Front office manager" post secondary plus 2 common diploma elaborated with the PD method. All the results of the PD process are on line on the CEDEFOP web site, [www.trainingvillage.gr/etv](http://www.trainingvillage.gr/etv) under the file "Common certificates"

Key tasks are then broken down into vocational skills along what turns out to be common lines. For this, we have to define implicit criteria (ie, working conditions) of a skill according to each delegation. For some, these are notions of a goal, a certain autonomy, taking initiative and responsibility; for others, the criteria concerns a relational or co-operative context, the resources used and, finally, expected performance.

Thus, on the basis of these descriptive factors (or, "descriptives") we have to define what each vocational skill consists of.

#### Examples of vocational skills:

Identifying the resources required to ensure reservations; verifying the department has those resources.

#### IV. We then identify the resources used

To put their vocational skills to use and accomplish assigned tasks efficiently, professionals need to count on various resources :

- material (means);
- procedural, methodological, information-related, etc;
- associated knowledge (and/or know-how).

Examples of resources

- **Means:** equipment (TIC);
- **Information, procedures and methods:**  
Reservation management procedures and modifications;
- **Associated knowledge:**  
Verbal and written knowledge of three European languages

#### V. Concurrently, we have to identify job requirements

These requirements break down each skill, depending on what the company may expect, into concrete operations that can be measured and/or observed.

Examples of job requirements:

- Defining required resources to make reservations.
- Ensuring that all data is updated, etc.

Once this vocational section is finished, the full qualifications unit is completed with sections on certification and training.

## VI. Developing certification objectives

Certification can be defined as that which authenticates an individual's skills with respect to formalised professional standards, which are laid down in our vocational profile (Activities-Tasks-Skills).

It is important to individuals who benefit from it, the employers recruiting them, the school and training systems for developing formal education curricula, and to the community at large, for which a good certification system can be a guarantee of quality training, of a work force well suited to economic requirements, as well as a recognition of acquired knowledge and training.

### A. The process

The approach to certification is constantly underpinned by the following principles:

- the joint development of vocational qualifications is not only a technical and productive challenge, but a social challenge as well;
- the social aspect is tightly linked to certification, which corresponds to society's acknowledgement of an individual's qualifications.

### B. Usefulness of certifications objectives

The goal is to produce a single certification system shared by several European countries respecting diversity of ways to access qualifications and certifications under subsidiarity principles. All certified individuals are thus considered apt to exercise their corresponding trades in all countries that sign a common agreement

There are basically three possible ways to apply these objectives<sup>2</sup>:

- in initial training,
- in continuing (later-stage) training,
- as validation of acquired experience.

It is a combined process, implying a cooperative effort between professional educators and employers from the countries involved in the project.

### C. Method used to draft certification objectives

The method follows a process in which are respected two major principles : certification objectives are elaborated as:

- meta skills using 100% of the vocational skills described, and

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<sup>2</sup> This is a general distinction; it can take different forms in different countries.

- established by relevant combinations of vocational skills in evolutive working situations.

***FIRST STAGE: Grouping resources into several "Areas" of qualifications***

This amounted to grouping resources (associated knowledge, procedures and methods) taken from the vocational profile into general categories common to professionals and trainers alike; these sets of resources we refer to as "Areas".

***SECOND STAGE: Core trade "areas" serve to define units of certification***

Although several different Areas comprise the overall qualification, only some of them relate directly and explicitly to the CORE TRADE. Only these were used in the process of drafting certifications. They can be supplemented, if necessary, by one or several Areas that are essential to the activity of the professional concerned, but these additional areas must also extend across the trade (ie, "core" areas, applying throughout the profession). The core trade Areas are the foundation of our Certification Units.

***THIRD STAGE: Initial grouping of skills in each Certification Unit***

The next step was regrouping partly or wholly pertinent vocational skills within each corresponding Unit.

***FOURTH STAGE: Second grouping of skills based on five "quality" criteria***

Within each of these four Certification Units, skills are grouped according to five criteria to determine certification objectives (one or several objectives per criterion). Objectives must be defined with a view to minimise the risks of under- or overestimating a candidate's mastery of vocational skills, then to reduce these risks even further. With this in mind, we must identify the causes of such risks, which are essentially malfunctions which prevent the certifier from accomplishing his job properly.

To minimise these risks, we found it useful to refer to the diagramme devised by Ishikawa (in "The General Principles of Quality Circles"), the purpose of which is to identify the possible causes of problems when seeking an objective—in this case, a trade certification.

The Ishikawa fish-bone diagramme is a method of analysing causes and effects in realising an objective. It is a schema which identifies and records all the factors (risks of malfunction) that could block expected results. These factors are classed according to five criteria:

**Products (Pr):** objects on which a professional works  
**Methods (Md):** plans and processes used by the professional to attain an objective, through the analysis of actions  
**Means (Me):** tools used by him or her  
**Manpower (Mp):** human resources the professional uses to realise objectives and/or interacts with in order to realise them

<b>Measures (Mr):</b> evaluation of the results of the process used or decision made
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These criteria make up a "problem-solving" approach that can be applied by certifiers. Each criterion is used to identify the constraints the professional faces when in a work situation or when preparing for a job: using a material, a method, leading a team, evaluating objectives, etc.

Grouping vocational skills by criterion ensures the certifier that a candidate uses all the skills that make up the vocational profile. It is precisely by determining the certification objectives beforehand that potential causes of the risk of under- or overestimating the candidate's skills are identified—thus reducing such risk.

Defined in this manner, the certification objective comes very close to a description of an overall skill (meta skill). In actual fact, it is a synthesis of a group of elementary vocational skills, among which a "root skill" often emerges—and is further defined by supplementary skills.



The candidate's attaining these objectives in the presence of a certifier therefore constitutes proof, inasmuch as possible, that the future professional masters all the pertinent skills of the trade.

#### *Professionalisation durable method and certificate supplement*

As major vocational skills need to be in the certificate supplement we could refer to the certification units contents. Thus we could be sure that 100% of the vocational skills are included.

## ANNEXE 2

## DRAFT concerning the job profile - new aspects of the jobs

<b>ACTIVITY 1 – Participation to the counselling</b>			
Participation to the following tasks 		<b>SKILLS (S1, S2, S3.....)</b> To carry out with the defined tasks, the craftsman should be able to participate to... 	
Task 1	Listens to the customer's demand and analyze his needs	<b>S1</b>	Develop an understanding of the clients' demand using active listening techniques
		<b>S2</b>	Analyse the clients' demand to bring out the client's needs
		<b>S3</b>	Map the customers' needs, using own understanding of energy efficiency in buildings
Task 2	Inform the client on laws and regulations about energy savings	<b>S1</b>	Read, inquire, learn and <b>keep abreast</b> on his own about laws and regulations on energy saving
		<b>S2</b>	Inform the client about the laws, regarding the "state of things" and the client's needs
Task 3	Provides the client with a full picture of how different solutions intervene, (taking into account the "state of thing", explaining how laws and regulations influence the solutions, informing on the financial aspects)	<b>S1</b>	Draw out the possible solutions and present them in a clear and communicative way, using different visualization techniques
		<b>S2</b>	Explain the client on how laws and regulations influence the solution
		<b>S3</b>	Participate in a dialog with other craftsmen on how to establish a holistic picture of specific solutions regarding technology and building processes
		<b>S4</b>	Calculate energy savings in relation to return on investment, using softwares



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		<b>S5</b>	Communicate and present the financial aspects using graphical spreadsheets
Task 4	Help the client to choose a solution, according to the different elements of his context	<b>S1</b>	Compare technologies and their effect, taking into account the financial aspects : highlight their strong and weak points linked to energy saving, using knowledge of different crafts in the building industry
		<b>S2</b>	Answer the client's questions, taking into account his needs, his financial resources to help to find out the best solution
Task 5	Make technical and functional specifications	<b>S1</b>	Write down the defined solution, pointing out all the steps, the technical specifications, the financial aspects, the timing, the quality aspects and the particular demands of the customer
		<b>S2</b>	Specify the technical and functional solutions using software

## ACTIVITY 2 - Participation to Selling



Participation to the following tasks 		To carry out with the defined tasks, the craftsman should be able to participate to ... 	
Task 1	Develop a quote, based on defined technical specifications	<b>S1</b>	Calculate the cost linked to the duration of the work and the needed workers
		<b>S2</b>	Calculate the exact total price of the needed material regarding the technical specifications
		<b>S3</b>	Develop a quote, using computer tools
Task 2	Negotiate the proposal with the customer	<b>S1</b>	Present and explain the financial proposition, linked to the functional specifications
		<b>S2</b>	Justify a given price set

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

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		<b>S3</b>	Modify the proposition, according to the customer's demand, taking into account the good feasibility of the work and the needs of the worksite preserving the benefits
Task 3	Contractualize sale	<b>S1</b>	Contractualize the sale, according to the laws, the use of the company
		<b>S2</b>	Add all the relevant documents to be signed as explanations / proofs of what has exactly to be done and the expected results
		<b>S3</b>	Make the proposition signed
Task 4	Ensure the administrative follow up	<b>S1</b>	Ensure the payment is ordered and done at every step of the work : make and track bills
		<b>S2</b>	Ensure the reception of the work with the customer
		<b>S3</b>	Fill in administrative forms all along the payment and with the end of the payment

<b>ACTIVITY 3 - Energy assessment</b>			
Participation to the following tasks 		To carry out with the defined tasks, the craftsman should be able to participate to ... 	
Task 1	Measure the state of things	<b>S1</b>	Take all the measures of dwelling
		<b>S2</b>	Establish comparative investigations and analysis : perform energy assessment based on different methods and techniques (Survey infrared, blower...)
		<b>S3</b>	Design a comprehensive of a given dwelling applying knowledge on energy installations and building envelope
Task 2	Ensure survey analysis and reporting	<b>S1</b>	Analyse the energy efficiency, using specific techniques for the energy consumption
		<b>S2</b>	Evaluate results
		<b>S3</b>	Write a report specifying the energy efficiency of a given dwelling
Task 3	Elaborate solutions and compare them in scenarios of long term operations	<b>S1</b>	Work with scenario modelling
		<b>S2</b>	Find out solutions for the customers, taking into account the "state of things" in accordance with laws and regulations regarding energy saving

<b>ACTIVITY 4 - Planning and realisation</b>			
<b>Participation to the following tasks</b> ↓		<b>To carry out with the defined tasks, the craftsman should be able to participate to ...</b> ↓	
Task 1	Select partners, in adequacy with the chosen solution	<b>S1</b>	Evaluate the technical specifications and the work to be done
		<b>S2</b>	Define the needed competences and skills
		<b>S3</b>	Propose and set up workgroup in adequacy with the job to perform
Task 2	Select materials and technology according to the technical specification	<b>S1</b>	Search for a panel of appropriate material, in adequacy with the technical and functional specifications and with the financial aspects
		<b>S2</b>	Choose the optimum material
Task 3	Set up time schedules	<b>S1</b>	Use basic project planning tools (ICT)
		<b>S2</b>	Set up the relevant schedule, managing the different trades in the different steps, and taking the contractual end date into account
Task 4	Plan and perform quality assurance	<b>S1</b>	Regarding the work to be done, gather all the documents which will be used all along the building site, referring to the quality
		<b>S2</b>	Check all along the building site if the work is in phase with the quality indicators
		<b>S3</b>	Fill in the appropriate quality documents when needed
Task 5	Ensure the following up of the work to the handing over	<b>S1</b>	Monitor the building process : - Check if the work is on time - Check there is no unexpected incident (team, material...) - Give the corrective measures when needed
		<b>S2</b>	Fill in the appropriate documents when needed

<b>ACTIVITY 5 - Communication</b>			
<b>Participation to the following tasks</b> 		<b>To carry out with the defined tasks, the craftsman should be able to participate to ...</b> 	
Task 1	Produce adequate and legally bound documents, Create illustrations and visualizations for the client	<b>S1</b>	Use different communication techniques : - Draw - Uses computerized means (ICT : Word, PowerPoint, Excel...) - Photography - Make videos ...
		<b>S2</b>	Produce documents varying the techniques according to the different purposes : Visualise technical solutions through different means of media – photo, 3d, video
Task 2	Communicate and augment in order to conceptualize the entire building phase	<b>S1</b>	Give meaning to the whole building process for the client and for the colleagues in the construction team
		<b>S2</b>	Communicate / coordinate with other professions about the building site and / or the project
Task 3	Send the relevant certifications and administrative forms to the adequate structures	<b>S1</b>	Communicate with the official authorities regarding the building process and the chosen technical solutions
		<b>S2</b>	Communicates with the different authorities, according to the thematic documentation : quality, permits, permissions, waste management...

## ANNEXE 3

## CERTIFICATE SUPPLEMENT (as a model)

Source : Le Répertoire National des Certifications Professionnelles (RNCP)

## Intitulé

BAC PRO : Baccalauréat professionnel Building technician: organisation and production of structural works

## Résumé du référentiel d'emploi ou éléments de compétence acquis

The activities of holders of this diploma are based on the production of structural works such as structural brickwork, filling and distribution brickwork, reinforced concrete work, underground work (foundations, supports, networks), and finishing (sills, thresholds, rendering, flooring). Taking instructions from the company manager or an immediate superior, he (she) organises and performs all the works in his (her) profession, which may involve reading plans and drawing up the corresponding working documents. His (her) activity assumes a good technical understanding of the professional environment. He (she) often works with a team and is responsible for correct performance of the work with which he (she) is entrusted. In this connection, he (she) takes initiatives in relation to the work with which he (she) is entrusted. He (she) justifies his (her) procedures and may choose the tools and means that he (she) uses. He (she) is responsible for the materials and equipment, with which he (she) is entrusted. He (she) may work in the following sectors: construction (individual housing, various buildings, civil engineering works), general masonry works, or manufacturing of concrete elements for construction.

## Secteurs d'activité ou types d'emplois accessibles par le détenteur de ce diplôme, ce titre ou ce certificat

Building companies (small, medium and large companies) local authorities  
Team leader, bricklayer

## Codes des fiches ROME les plus proches :

- [F1703](#) : Maçonnerie

(en cours de validation par le Pôle Emploi)

AUTORITE RESPONSABLE DE LA CERTIFICATION	QUALITE DU(ES) SIGNATAIRE(S) DE LA CERTIFICATION
MINISTERE DE L'EDUCATION NATIONALE	Recteur de l'académie, Recteur de l'académie

## Niveau et/ou domaine d'activité

## IV (Nomenclature de 1969)

Convention(s) :

Code(s) NSF :

232 Bâtiment : construction et couverture

LIENS AVEC D'AUTRES CERTIFICATIONS	ACCORDS EUROPEENS OU INTERNATIONAUX

## Base légale

Référence du décret général :

Référence arrêté création (ou date 1er arrêté enregistrement) :

Référence du décret et/ou arrêté VAE :

Références autres :

### Modalités d'accès à cette certification

#### Descriptif des composantes de la certification :

- Technical analysis of work - Mathematics and Physical Sciences - Practical physical science works - Preparation and organisation of work - Presentation of an activity file - Implementation - Specific and inspection activities - Modern European language - French - History - Geography - Artistic education, applied arts - Physical and sports education

#### Validité des composantes acquises : 5 an(s)

CONDITIONS D'INSCRIPTION A LA CERTIFICATION			COMPOSITION DES JURYS
	OUI	NON	
Après un parcours de formation sous statut d'élève ou d'étudiant	X		Le jury, présidé par un enseignant chercheur, est composé: - de professeurs appartenant à l'enseignement public et, sauf impossibilité d'au moins un professeur appartenant à l'enseignement privé sous contrat ou exerçant en centre de formation d'apprentis ou en section d'apprentissage; - pour un tiers au moins d'employeurs et de salariés membres de la profession intéressée par le diplôme
En contrat d'apprentissage	X		idem
Après un parcours de formation continue	X		idem
En contrat de professionnalisation	X		idem
Par candidature individuelle	X		idem
Par expérience dispositif VAE	X		idem
		OUI	NON
Accessible en Nouvelle Calédonie		X	
Accessible en Polynésie Française			X

### Pour plus d'informations

#### Statistiques :

#### Autres sources d'information :

CNDP - - ONISEP - Légifrance pour les textes réglementaires

#### Lieu(x) de certification :

Lieu(x) de préparation à la certification déclarés par l'organisme certificateur :

#### Historique de la certification :

Certification précédente : [Construction bâtiment gros œuvre](#)

## **PROCEDURES ET MODALITES DE RECONNAISSANCE DES CERTIFICATIONS PROFESSIONNELLES EN FRANCE**

Il existe de nombreux systèmes de certification en France, si l'on considère qu'une certification renvoie à l'acte qui consiste à évaluer les acquis d'un individu par rapport à une référence définissant :

- la nature des acquis à évaluer
- les critères d'évaluation indiquant la possession de ces acquis,
- les modalités des évaluations réalisées
- les acteurs qui en ont la compétence.

La légitimité permettant l'acte de certifier est très largement partagée par de nombreuses autorités désignées par l'Etat, les partenaires sociaux, des institutions en charge de dispositifs d'assurance-qualité, voire certaines qui s'auto désignent.

Le répertoire national des certifications professionnelles (RNCP), publiques et privées, constitue le cadre national unique, qui intègre les sous-systèmes de certifications professionnelles issus de la formation initiale et continue, ainsi que les certifications de l'enseignement supérieur, à condition que les certifications soient à visée professionnelle.

### **La CNCP**

La Commission nationale de la certification professionnelle (CNCP) a été créée par la loi de modernisation sociale du 17 janvier 2002. Elle établit et actualise le répertoire national des certifications professionnelles. Elle veille à la cohérence, à la complémentarité et au renouvellement des diplômes et des titres ainsi qu'à leur adaptation à l'évolution des qualifications et de l'organisation du travail. La Commission est placée sous l'autorité du ministre en charge de la formation professionnelle. Elle est composée de 47 membres : représentants ministériels, représentants des régions, partenaires sociaux, représentants des chambres consulaires, et personnes qualifiées.

Ses principales missions sont :

- Répertorier l'offre de certifications professionnelles,
- Informer les personnes et les entreprises sur les certifications inscrites au répertoire national et sur les certifications reconnues dans les états membres de la communauté européenne,
- Veiller à la cohérence, à la complémentarité et au renouvellement des diplômes et des titres ainsi qu'à leur adaptation à l'évolution des qualifications et de l'organisation du travail,
- Rendre un avis public préalablement à l'élaboration et à la création des certifications professionnelles enregistrées de droit dans le répertoire national,
- Réaliser l'évaluation publique des certificats de qualification professionnelle,
- Émettre des recommandations à l'attention des institutions délivrant des diplômes, des titres à finalité professionnelle ou des certificats de qualification professionnelle,
- Signaler les éventuelles correspondances totales ou partielles entre les certifications enregistrées dans le répertoire national, ainsi qu'entre ces dernières et d'autres certifications, notamment européennes,
- Élaborer une nouvelle nomenclature des niveaux de certification en rapport avec les emplois occupés.

Sous l'autorité de son président, la CNCP s'appuie sur les travaux d'une commission spécialisée, d'un secrétariat permanent et d'un réseau de correspondants régionaux.

Elle contribue aux travaux internationaux sur la transparence des qualifications et a été désignée comme point national de coordination concernant les travaux visant le cadre européen des certifications professionnelles (CEC)

#### **Le RNCP intègre trois catégories de certifications :**

- a) celles produites par les ministères dans un cadre qui associe les partenaires sociaux, qui font l'objet d'un arrêté de création et sont inscrites de droit dans le répertoire.
- b) celles qui sont produites par des organismes de formation, les chambres professionnelles consulaires et les ministères qui n'ont pas de CPC et font l'objet d'une instruction et d'un avis (vote) de la CNCP puis d'une décision du ministre en charge de la formation professionnelle. Cet avis fait l'objet d'un arrêté publié au Journal Officiel.
- c) celles qui sont construites par les partenaires sociaux sous leur propre responsabilité mais qui font l'objet d'un avis (vote) de la CNCP : les certificats de qualification professionnelle (CQP).

#### **a) les certifications délivrées au nom de l'Etat**

Les certifications produites par les ministères et créées après avis d'instances consultatives associant les organisations représentatives d'employeurs et de salariés sont enregistrées de droit dans le RNCP.

Les diplômes et les titres à finalité professionnelle délivrés par et au nom de l'Etat sont élaborés au sein des Commissions professionnelles consultatives. Elles sont composées de représentants des employeurs, salariés, pouvoirs publics et personnes qualifiées et se répartissent en grands champs d'activité économique.

L'enregistrement de droit des diplômes nationaux de l'enseignement supérieur tient au fait que l'Etat leur donne sa garantie à travers les procédures d'évaluation et d'habilitation qui s'inscrivent elles-mêmes à l'intérieur du contrat conclu entre chaque établissement et le ministère chargé de l'enseignement supérieur et de la recherche.

#### **b) et c) enregistrement sur demande :**

Les certifications enregistrées sur demande suivent une procédure particulière (un règlement intérieur, public, détaille les modalités de fonctionnement et la mise en œuvre des critères d'inscription fixés par les articles du code de l'éducation) définie par décret. La CNCP peut être saisie soit directement, soit par l'intermédiaire d'un ministère, d'un préfet de Région ou d'une CPNE (pour les CQP) :

#### **Détails de la procédure d'enregistrement au RNCP :**

Selon les termes de l'article L335-6 du Code de l'éducation, « *Les diplômes et titres à finalité professionnelle peuvent y être enregistrés à la demande des organismes ou instances les ayant créés et après avis de la Commission nationale de la certification professionnelle. Ceux qui sont délivrés au nom de l'Etat et créés après avis d'instances consultatives associant les*

*organisations représentatives d'employeurs et de salariés y sont enregistrés de droit. Préalablement à leur élaboration, l'opportunité de leur création fait l'objet d'un avis public de cette commission dans un délai de trois mois. Passé ce délai, cet avis est réputé favorable.*

*Les certificats de qualification professionnelle établis par une ou plusieurs commissions paritaires nationales de l'emploi peuvent également être enregistrés au répertoire national des certifications professionnelles, à la demande des organismes ou instances les ayant créés et après avis conforme de la Commission nationale de la certification professionnelle. »*

L'enregistrement sur demande concerne un ensemble élargi de certifications professionnelles dont les principes et modalités de création n'associent pas de façon formelle l'État et les partenaires sociaux. En l'occurrence, ces diplômes, titres et certificats de qualification professionnelle, relèvent

de l'initiative d'une pluralité d'acteurs - ministères, chambres consulaires, établissements publics, parapublics ou privés, ou encore, branches professionnelles – et leur élaboration résulte d'approches diversifiées.

La procédure d'enregistrement est sous-tendue par une démarche d'évaluation a posteriori, dont la finalité est de garantir la qualité de la certification enregistrée en lui conférant une reconnaissance nationale après décision du ministre compétent. Son déroulement peut être décomposé selon les six phases suivantes : la saisine, l'instruction, la formulation de l'avis de la Commission, la décision du ministre compétent, la parution d'un arrêté d'enregistrement au Journal officiel et la publication de la fiche dans le RNCP.

### 1. Saisine

Une fois renseigné par l'organisme certificateur, le dossier de demande est soumis à une autorité de saisine qui en vérifie la conformité administrative. Selon que la certification s'exprime au niveau régional ou national, cette saisine est assurée soit par le Préfet de région, soit le ministre compétent ou encore la CNCP.

### 2. Instruction

Le dossier est affecté à un instructeur régional ou national. Il mène un examen sur le fond et formule un avis technique au regard des attentes de la Commission. Lorsque l'instruction régionale est finalisée, elle est complétée réglementairement d'un avis formulé par le Comité de coordination régional de l'emploi et de la formation professionnelle (CCREFP).

### 3. Avis de la CNCP

L'avis rendu par la CNCP procède d'un passage successif en Commission spécialisée et Commission plénière.

La première est constituée à parité de 2 collèges de 10 membres ; l'un représentant les ministères, l'autre, les partenaires sociaux. La seconde est composée de 48 membres : représentants ministériels, représentants des régions, partenaires sociaux, représentants des chambres consulaires et personnes qualifiées.

La Commission spécialisée rend un avis technique prenant en considération les indicateurs suivants :

- l'ingénierie de certification (de nature à mettre en oeuvre notamment une procédure de validation des acquis de l'expérience);
- la mise en place de la procédure de la validation des acquis de l'expérience selon la réglementation en vigueur;
- les informations relatives à l'insertion professionnelle qui nécessitent une présentation individuelle et qui concernent les trois dernières promotions;
- la pertinence de la certification au regard des besoins du marché du travail.
-

Toutefois, les certificats de qualifications professionnelles (CQP), créés et délivrés par les branches professionnelles, bénéficient d'une procédure restreinte à l'examen des deux premiers indicateurs.

La Commission plénière s'appuie sur les travaux de la Commission spécialisée afin de finaliser un avis portant notamment sur la pertinence de l'enregistrement de la certification, pour une durée maximale de 5 ans.

#### **4. Décision du ministre**

La proposition d'avis de la CNCP est soumise au ministre chargé de la Formation professionnelle. L'enregistrement dans le RNCP des diplômes, titres ou certificats de qualification mentionnés à l'article 335-6 du Code de l'éducation, est prononcé par arrêté ministériel.

#### **5. Parution au *Journal officiel***

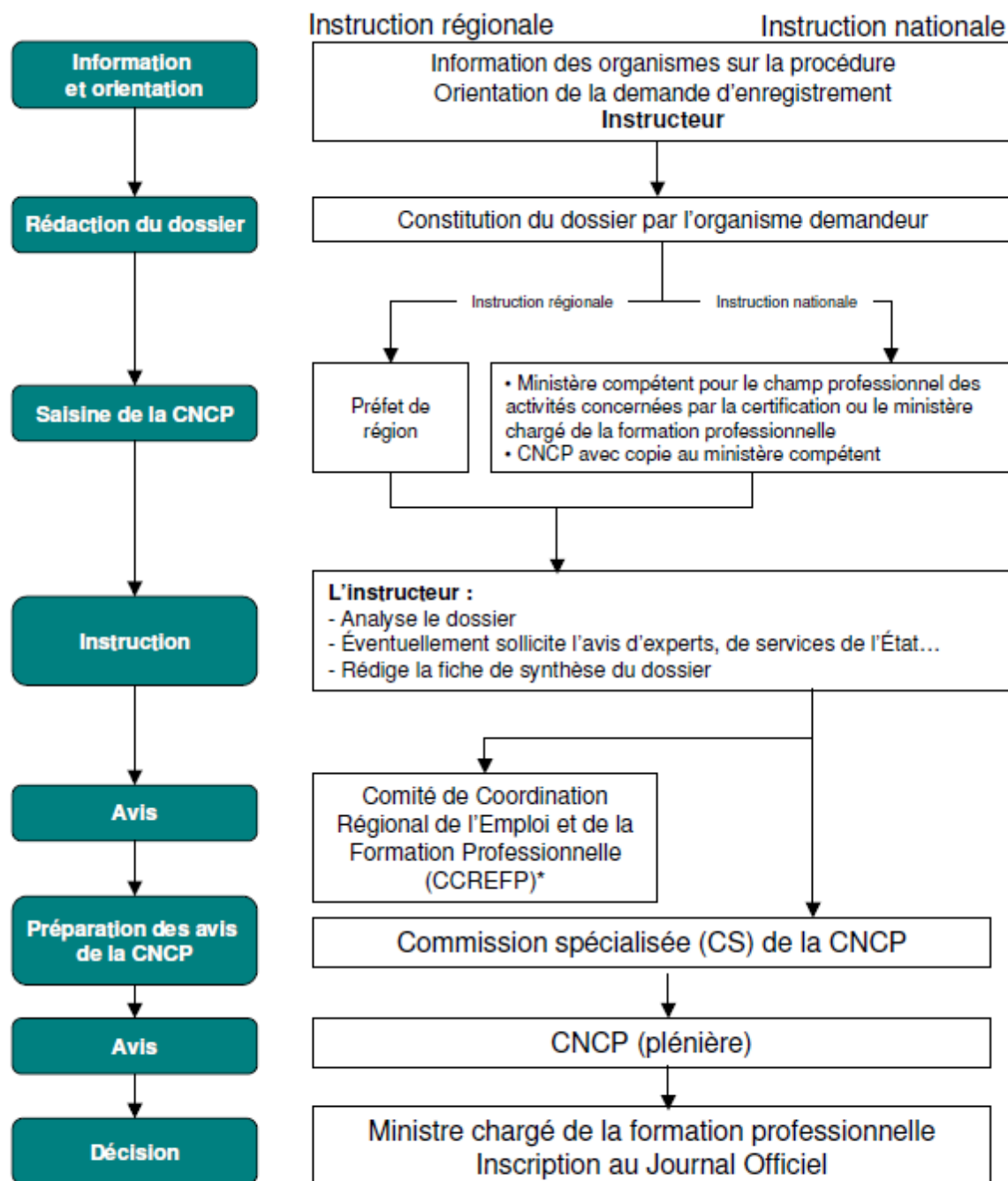
L'arrêté portant enregistrement classe les diplômes et titres à finalité professionnelle par domaine d'activité et par niveau. Les certificats de qualifications sont classés séparément, par domaine d'activité.

#### **6. Publication de la fiche RNCP**

Après parution de l'arrêté au *Journal officiel*, la fiche descriptive de la certification ou « fiche RNCP » (voir en annexe un exemple de fiche) est validée et publiée en ligne sur le portail Internet de la Commission.



## SCHEMA DE LA PROCEDURE D'ENREGISTREMENT AU RNCP (Enregistrement sur demande)



\* Une fois saisi, le CCREFP a trois mois pour rendre son avis (art. R335-19 du code de l'éducation, modifié par le décret n°2007-466 du 28 mars 2007).

## **PROCEDURES AND MODALITIES OF RECOGNITION OF VOCATIONAL CERTIFICATIONS IN FRANCE**

There are numerous certification systems in France, if we consider that certification stems from acts consisting of evaluating a person's acquired competence and knowledge as compared with a reference defining:

- The nature of the acquired competence and knowledge to be evaluated
- The evaluation criteria used to show possession of these acquired competence and knowledge,
- The methods used to make such evaluations
- The players competent to make such evaluations.

The legitimacy justifying the action of certification is very widespread among numerous authorities designated by the French State, the social partners, or institutions in charge of quality assurance systems, together with certain authorities that have conferred such rights on themselves.

The national register of public and private vocational certifications constitutes the single national framework that integrates the sub-systems of vocational certifications stemming from initial and ongoing training, together with certifications of higher education, provided that the certifications serve vocational purposes.

### **The CNCP (national committee for professional certification)**

Set up under the French social modernization law n°2002-73 dated 17 January 2002, the national committee for professional certification is placed under the authority of the French minister in charge of vocational training. The committee is made up of 43 members: representatives of ministers, representatives of the regions, social partners, representatives of the consular chambers, and qualified persons.

The Commission establishes and updates the National Directory of the French vocational certifications (RNCP : repertoire national des certifications professionnelles).

Its mission is to:

- List the offer of vocational certifications (national register of vocational certifications),
- Inform people and companies about the certifications listed in the national register and the certifications recognized in the member states of the European Union,
- Check the coherence, complementarity and renewal of diplomas and qualification documents, together with their adaptation to evolution in qualifications and work organization,
- Issue a public notice prior to setting up and creating professional certifications entitled to be listed in the national register,
- Make public evaluations of the certificates covering professional qualifications,
- Issue recommendations for the attention of the institutions awarding diplomas, qualification documents for professional purposes or professional qualification certificates,
- Point out any full or partial correspondences between certifications listed in the national register, or between the latter and other certifications, mainly European certifications,
- Draw up a new nomenclature covering levels of certification in relation to jobs held.
- Under the authority of its chairperson, the CNCP relies on the work carried out by a specialized committee, a permanent secretariat and a network of regional correspondents.
- It contributes to work at an international level on transparency of qualifications and has been designated as national coordination point for the work on the European Qualifications Framework (EQF)

## **2.1 The RNCP –national register of professional certifications (Répertoire national des certifications professionnelles)**

The purpose of the national register of vocational certifications is to provide people and companies with up-to-date information about diplomas and qualification documents for professional purposes, together with the qualification certificates shown in the lists drawn up by the national joint employment committees in the various professional branches. It helps to facilitate job access, management of human resources and professional mobility.

The certifications listed in the register are recognized throughout France. The entries in the national register concern only the certification as such.

In practice, the RNCP can be used to consult descriptions of certifications: activities targeted sectors of activities, elements of competence acquired, modalities of access, levels, etc.

An up-to-date quantitative analysis of the register (number of data sheets that can be consulted online, number of data sheets undergoing validation, list per certifying authority, etc.) is placed at the users' disposal at regular intervals.

See <http://www.cncp.gouv.fr>

### **The RNCP integrates three categories of certifications:**

- a) Those produced by the French ministries in a framework that associates the social partners, and which are covered by an application order concerning their creation and are entitled to be entered in the register.
- b) Those produced by training organizations, the vocational consular chambers and the ministries that have no CPC (consultative vocational committee) and are covered by an examination and an opinion (vote) from the CNCP, followed by a decision made by the minister in charge of vocational training. This opinion is set out in an application order published in the French Official Journal.
- c) Those set up by the social partners under their own responsibility, but which are covered by an opinion (vote) from the CNCP: the vocational qualification certificates (CQP).

#### **a) Certifications issued in the name of the French State**

The certifications produced by the ministries and created in accordance with the recommendations made by consultative bodies bringing together the organizations representing employers and employees are entitled to be listed in the RNCP.

The diplomas and qualification documents for vocational purposes as issued by the French State and in its name are drawn up by consultative vocational committees. They are made up of representatives of the employers, employees, public authorities and qualified persons, and they are divided up into the main fields of economic activity.

The entitlement to registration concerning national diplomas of higher education stems from the fact that the French State guarantees them via the evaluation and approval

procedures, which in turn are included in the contract concluded between each establishment and the French ministry for higher education and research.

**b) and c) Registration on request:**

The certifications registered on request follow a specific procedure (a set of public rules of procedure sets out in detail the operating and implementation methods for the registration criteria set out in the articles of the French education code) defined in an order. The CNCP can be asked to rule, either directly, or via a ministry, a regional prefect or a CPNE (for the CQPs):

**DETAILS OF THE PROCEDURE :**

Article L335-6 of the French Code of Education stipulates that diplomas and qualification documents for professional purposes can be registered, at the request of the authorities or organizations that have created them, subject to approval from the national committee of professional certification. The certificates of vocational qualification drawn up by one or more national joint employment committees can also be listed in the national register of vocational certifications, at the request of the organizations or bodies that have created them and subject to approval from the national committee of professional certification. The organization issuing the certification and seeking its registration forwards documentary backing for its application in the form of all the elements of information concerning the qualification sought and the access paths to obtain it. The organization also provides the elements at its disposal as to the specific characteristics of the certification issued and its complementarity with existing certifications. It also has to provide full guarantees as to the impartiality of the panel. Any failure to comply with this condition leads to immediate withdrawal of the registration.

**2.2 Procedure for registration on demand in the national register of professional certifications**

**2.3**

- Typology of the application: "general case" or "CQP" (certificate of qualification created by the sectors)

**Note :**

Before drawing up an application file, the certifying organization can contact the CNCP secretariat, at a national or regional level, to obtain further information about the registration procedure.

**2.4**

## 2.5 Procedure for organizations entitled to registration in the national register of professional certifications

Article L335-6 of the French Code of Education stipulates that diplomas and qualification documents for professional purposes issued in the name of the French State and created with the approval of consultative bodies in which organizations representative of employers and employees take part, are entitled to be listed in the national register of vocational certifications. Moreover, prior to their elaboration, the opportuneness of their creation is subject to public approval by the committee within three months. At the end of that period, approval is considered as granted.

The vocational qualification certificates (CQP), issued by one or several national committees of employment may also be registered in the national directory of professional certifications at request of bodies or agencies that have created them, and after the agreement of the CNCP.

The procedure for organizations entitled to registration

The ministries issuing certifications entitled to registration have direct access enabling them to feed the database of the register on a continuous basis. The descriptive summaries known as "register data sheets" are supplied by these ministries, as creation, modification or deletion of certifications is carried out. Since the register was implemented, these data sheets have been examined beforehand by the consultative bodies [Commission Professionnelle Consultative (CPC – Consultative Professional Committee), Conseil national de l'enseignement supérieur et de la recherche (CNESER – National council of higher education and research), Commission du Titre d'Ingenieur (CTI – Engineering diploma committee), etc.] in charge of evaluation or creation of diplomas.

In this context, the CNCP provides the tool for online entry of the data sheets, and carries out, within an inter-ministerial framework, a mission to ensure coherence of the data sheets and legibility of the content for the information forwarded.

## 2.6

### 2.7 General case

For a diploma or a qualification document coming under the "general case", the application file for listing in the national register of vocational certifications must include the following:

- A description of the activities covered by an existing, identified trade, function or job, drawn up with the participation of the professional specialists concerned ;

- A description, for all candidates, of the corresponding competencies, aptitudes and knowledge attesting to a qualification, and necessary to carry out the trade, function or job in question ;
- A detailed description of the procedure for validating the experience acquired, as set up in compliance with the regulations in force ;
- The composition of the certification panel ;
- As the procedure for registration on request is an a posteriori evaluation procedure, all registration applications coming under the "general case" must include an account of the jobs held, and their levels, by at least three promotions of holders of the certification ;
- The organization must undertake to set up a system for following up on the holders of the qualification document or the diploma to check the relation between the jobs held and the job description.

The registration process is supported by a process of evaluation “a posteriori”, the purpose of which is to ensure the quality of the registered certification by giving it a national recognition after the decision of the competent Minister. The process may be analyzed into six phases, as following: the referral, the instruction, the formulation of the opinion of the Commission, the decision of the competent minister, the publication of an order for registration in the “Journal Officiel” and the publication in the RNCP.

### 1. The referral,

Once completed by the certifying body, the application form is submitted to a referral authority for verification of administrative compliance. Depending on whether the certification is expressed at the regional or national level, such a referral is provided either by the regional prefect, or the relevant ministry or the CNCP.

### 2. The instruction

The case is assigned to a regional or national instructor. He examines the demand and makes a technical opinion in regard to the expectations of the Commission. When the regional instruction is finalized, it is regulatory completed by a review made by the Regional Coordinating Committee on Employment and Vocational Training (CCREFP).

### 3. The formulation of the opinion of the Commission,

The opinion of the CNCP results from a successive passage in a Commission of Experts and a Plenary Commission.

The first one is at parity of 2 colleges composed of 10 members, one representing the ministries, the other one the social partners. The second one is composed of 48members:

representatives of ministries, representatives of regions, social partners, representatives of chambers and qualified persons.

The specialized Commission makes a technical advice, taking into account the following indicators:

- the certification engineering (including a process of validation of experience);
- the establishment of the procedure for the validation of experience, under the applicable regulations;
- the information on the occupational results, which require a professional and personal presentation concerning the last three promotions;
- the relevance of the certification regarding the needs of the labor market.

However, certificates of professional qualifications (CQP), created and issued by the professional sectors, receive a restricted procedure to examine the first two indicators.

The Plenary Commission relies on the work of the Commission of Experts to finalize a notification including the relevance of the registration of the certification, for a maximum duration of 5 years.

#### 4. The decision of the competent minister

The proposition of the CNCP is submitted to the Minister responsible for Vocational Training. The registration in the RNCP of the certificates, diplomas or certificates of qualification referred to in Article 335-6 of the Education Code, is given by ministerial order.

#### 5. The publication in the “*Journal Officiel*”

The order classifies vocational diplomas and certifications by activities and level. Certificates of qualifications are classified separately by field of activity.

#### 6. Publication in the RNCP

Après parution de l'arrêté au *Journal officiel*, la fiche descriptive de la certification ou « fiche RNCP » (voir en annexe 3 un exemple de fiche) est validée et publiée en ligne sur le portail Internet de la Commission.

After publication of the decree in the Official Journal, the description of certification or "plugRNCP" (see attached sheet for an example) is validated and published online at the Commission's Internet portal.

## ANNEXE 5

### Partners contributions on their certification systems