



101183228

## Training structure and tools

<b>Deliverable</b>	<b>D2.4 Training &amp; Tools: EQAVET, EQF, Cedefop, ESCO, EDCL</b>
<b>Provided by</b>	IHF
<b>Training format</b>	1 ppt + 5 tools
<b>Training Objectives</b>	<ul style="list-style-type: none"> <li>• Increase understanding of key EU frameworks supporting quality, transparency and comparability in VET</li> <li>• Familiarise participants with EQAVET, ESCO, EQF, Cedefop and European Digital Credentials for Learning</li> <li>• Strengthen capacity to apply EU tools in VET planning, delivery, evaluation and certification</li> <li>• Promote outcome-based, learner-centred and labour-market-oriented approaches</li> <li>• Support cross-border recognition, mobility and trust in qualifications and skills</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose and structure of EQAVET and its quality cycle</li> <li>• Know the role of ESCO as a European skills and occupations classification</li> <li>• Understand EQF levels and learning-outcome-based qualification design</li> <li>• Know Cedefop's role in skills intelligence and VET policy support</li> <li>• Understand the concept and function of European Digital Credentials for Learning</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Apply EQAVET principles to planning, implementation, assessment and review in VET</li> <li>• Use ESCO terminology to describe skills, competences and occupations</li> <li>• Link qualifications and programmes to EQF levels using learning outcomes</li> <li>• Use Cedefop data and analyses to inform training and skills decisions</li> <li>• Support the use of digital credentials to document and verify learning achievements</li> </ul>



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	<p><b>Attitudes</b></p> <ul style="list-style-type: none"><li>• Value quality assurance and continuous improvement in VET</li><li>• Adopt an outcome-based and evidence-informed approach</li><li>• Show openness to EU cooperation and common reference frameworks</li><li>• Recognise the importance of transparency and skills portability</li><li>• Support digital and innovative approaches to credentials and recognition</li></ul>
<p><b>Index</b></p>	<p><b>Unit 1: EQAVET</b></p> <p>1.1 What it is 1.2 What it is for 1.3 How it is used 1.4 What benefits it provides</p> <p><b>Unit 2: ESCO</b></p> <p>2.1 What it is 2.2 What it is for 2.3 How it is used 2.4 What benefits it provides</p> <p><b>Unit 3: EQF</b></p> <p>3.1 What it is 3.2 What it is for 3.3 How it is used 3.4 What benefits it provides</p> <p><b>Unit 4: CEDEFOP</b></p> <p>4.1 What it is 4.2 What it is for 4.3 How it is used 4.4 What benefits it provides</p> <p><b>Unit 5: EUROPEAN DIGITAL CREDENTIALS</b></p> <p>5.1 What it is 5.2 What it is for 5.3 How it is used 5.4 What benefits it provides</p>



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### Tool 1: EQAVET Excel Tool

This Excel tool provides a structured overview of the EQAVET (European Quality Assurance in Vocational Education and Training) indicators at system level and provider level, based on the official EQAVET reference framework. It is designed to help VET schools, in particular professionals working in psychological support, coaching, tutoring and mental health within VET environments, to understand, monitor and improve quality in each phase of the VET quality cycle: Planning, Implementation, Evaluation and Review.

### Tool 2: ESCO Profile Definition & Curriculum Development Tool

This tool is designed to support VET providers, educators, mentors, coaches, counsellors and mental-health professionals in identifying, analysing and applying the most relevant **knowledge, skills and attitudes** associated with a specific professional role using the **European Skills, Competences, Qualifications and Occupations (ESCO)** framework.

This tool helps you:

- Identify the **most relevant ESCO occupation** for the professional role you want to develop or teach.
- Extract and analyse the associated **knowledge, skills and attitudes** that matter for your organisation or curriculum.
- Translate ESCO information into a **clear K – S – A framework** (Knowledge-Skills-Attitudes).
- Use the K – S – A model to draft or refine a **curriculum, training module, job description or competence profile**.
- Ensure alignment with EU labour-market standards and improve the coherence of educational and support practices within VET environments.

### Tool 3: EQF Comparison & Translation Tool (EQF vs NQF Ukraine)



This tool is designed to help VET providers, educators, mentors, counsellors, coaches and mental-health professionals understand how the **European Qualifications Framework (EQF)** relates to the **Ukrainian National Qualifications Framework (NQF)**, and how qualifications can be translated from one system to the other.

The EQF provides a common European reference framework with **eight levels** based on learning outcomes: *knowledge, skills, responsibility and autonomy*.

The Ukrainian NQF also uses **eight levels**, and although it has been officially referenced to the EQF, it includes additional descriptors, such as communication and more detailed behavioural expectations.

Understanding similarities and differences between the two frameworks is essential for ensuring transparency, recognition and comparability of learning outcomes across systems.

This tool allows users to:

- analyse and compare EQF and Ukrainian NQF descriptors systematically
- identify points of convergence and divergence between the two frameworks
- understand how national descriptors relate to European reference levels
- practise *translating* qualifications from the Ukraine NQF to EQF levels
- improve competence-based curriculum design using learning-outcomes alignment
- strengthen the ability to work within multicultural, international or cross-border VET contexts

#### Tool 4

#### CEDEFOP Role Competence Mapping & Labour-Market Trends Tool

This Excel file contains two practical tools based on CEDEFOP Skills Intelligence to support VET providers, teachers, mentors, counsellors and mental-health professionals in Ukraine. The tools help users understand European labour-market trends, identify emerging competences, and translate this information into curriculum design, learner support models and professional role development within VET schools.

The Tools include:

**Role Competence Mapping Tool:** This tool helps users identify the most relevant European occupational profiles and associated competences for mental-health-related roles. Users learn how to extract, analyse and translate CEDEFOP skills intelligence into a KSA model (Knowledge-Skills-Attitudes) aligned with their organisational needs.

**Market Trends Tool:** This tool guides users in analysing labour-market trends for roles that include learner support, counselling, well-being and



psychological practice in VET and youth-education contexts. Using CEDEFOP insights, it helps identify future skill demands, mismatch risks and curriculum implications.

## Tool 5: EDCL Issuing Requirements & Verification Tool

This tool supports VET providers in Ukraine in understanding:

- what an institution must have (legal, technical, procedural) in order to issue an EDCL
- how a credential must be structured to meet EU standards
- which metadata fields are mandatory, and which are recommended
- how the digital signature (eSeal) works and how it is verified
- how to interpret, analyse and translate EDCL information into learning outcomes
- how to check whether a credential is valid, complete, and compliant
- how to use EDCLs to support learner recognition, curriculum design and mobility

The tool is divided into three main sections:



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<b>Tool 4: Self-Assessment Tool (Questions)</b>	
<b>Question 1</b>	<p><b>Which is the correct sequence of the EQAVET quality cycle?</b></p> <p>a) Implementation – Planning – Review – Assessment b) Planning – Implementation – Assessment – Review c) Planning – Review – Implementation – Assessment d) Assessment – Implementation – Planning – Review</p>
<b>Question 2</b>	<p><b>What is the main purpose of ESCO?</b></p> <p>a) To accredit VET providers at EU level b) To fund skills development projects c) To provide a common European classification of skills and occupations d) To issue European qualifications</p>
<b>Question 3</b>	<p><b>How does the European Qualifications Framework describe learning outcomes?</b></p> <p>a) Through training duration and study workload b) Through subject content and assessment methods c) Through knowledge, skills and responsibility/autonomy d) Through national examination standards</p>
<b>Question 4</b>	<p><b>What is Cedefop's primary role in the EU VET and skills system?</b></p> <p>a) Managing Erasmus+ mobility projects b) Accrediting vocational qualifications c) Providing skills intelligence, research and policy support d) Issuing European Digital Credentials</p>
<b>Question 5</b>	<p><b>What is a key benefit of European Digital Credentials for Learning?</b></p> <p>a) They replace national qualifications frameworks b) They ensure secure, verifiable and portable learning records c) They standardise all EU curricula d) They are only used for formal higher education degrees</p>

**Correct answers:** Question 1 (b); Question 2 (c); Question 3 (c); Question 4 (c); Question 5 (b)

