Distance Educator

O1/A3 Adaptation to current local requirements and develop and translation of the curriculum

Report

Romania

"Dimitrie Cantemir" University

Distance Educator- Training Educators of Adults in the digital age

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Introduction

As part of the third phase of the first intellectual output's development, this document, prepared by "Dimitrie Cantemir" University, provides an overview of the information related to the National Qualifications Framework of Romania.

The European Qualifications Framework is a reference framework whose aim is to relate the qualifications systems of various countries. In order to facilitate this effort, each Member State is expected to develop a National Qualifications Framework.

National Qualifications Framework – Specific requirements

The Romanian National Qualifications Framework was formally adopted in November 2013, by Government Decision (Government Decision no. 918/2013) and subsequently amended by Government Decision No 567/2015 and Government Decision No 132/2018

Following the EQF structure, the ROQF sets the Romanian qualifications into the 8 levels, covering the full scale of qualifications, from basic (certificate of completion of compulsory education) to the most advanced ones (level 8, PhD diploma). Qualifications acquired both, in the formal, non-formal and informal learning system, are included in the framework.

The eight levels of the ROQF are described in terms of learning outcomes (knowledge, skills and competence), which are defined by what the learner knows, understands and is able to do upon completion of the learning process.

In table 1 is presented the placement of diplomas and certifications by level of education and qualification.

Table 1 Qualification levels assigned to qualification types

ROQF	Qualification types	EQF
8	Doctoral degree (third cycle of higher education) Certificate for postdoctoral studies (postdoctoral studies)	8
7	Master's degree and Diploma supplement (second cycle of higher education) Bachelor's degree/Architect diploma and Diploma supplement (first and second cycle combined higher education study programmes)	7
6	Bachelor's degree/Engineering diploma / Urbanism diploma and Diploma supplement (first cycle of higher education)	6

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	Certificate of professional* competence (postgraduate studies) Graduation certificate (postgraduate studies)	
5	Short cycle higher education certificate and Certificate supplement (short cycle higher education) Post-secondary certificate and Descriptive supplement (postsecondary non-higher tertiary education)	5
4	Upper secondary school-leaving certificate (general, technological or vocational education, four years of study) VET certificate level 4 and Descriptive supplement (technological / vocational high-school) VET certificate level 4 / Qualification/Graduation certificate and Descriptive supplement (authorised training provider / training programme) VET certificate level 4 / Qualification certificate and Descriptive Supplement (authorised training provider / apprenticeship programmes in the workplace)	4
3	VET certificate level 3 / Qualification certificate and Descriptive Supplement (authorised training provider / apprenticeship programmes in the workplace) VET certificate level 3 / Qualification certificate / Certificate of professional* competence and Descriptive Supplement (accredited training centre) VET certificate level 3 / Certificate of professional* competence (authorised assessment centre) VET certificate level 3 / Qualification/Graduation certificate and Descriptive Supplement (authorised training provider / training programme) VET certificate level 3 / Qualification certificate and Descriptive Supplement (education unit / technological/vocational high school) VET certificate level 3 / Qualification certificate and Descriptive Supplement (education unit / vocational training programme organised in dual system) VET certificate level 3 / Qualification certificate and Descriptive Supplement (education unit / professional* education lasting at least 3 years	3
2	VET certificate level 2 / Qualification certificate and Descriptive supplement (authorised training provider / apprenticeship programmes in the workplace) VET certificate level 2 / Qualification certificate / Certificate of professional* competence and Descriptive Supplement (accredited training centre) VET certificate level 2 / Certificate of professional* competence (authorised assessment centre) VET certificate level 2 / Qualification/Graduation certificate and Descriptive Supplement (authorised training provider / training programme)	2
1	Certificate of professional* competence (authorised assessment centre) Graduation certificate and Descriptive Supplement (authorised training provider / training programme) Graduation Diploma (basic education unit), 8 years	1

Source: National Qualifications Authority, 2016

(*) The term ‘professional’ denotes vocational and technological training aimed for the labour market.

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The term VET generically includes both the vocational and technological education and training (TVET) routes - available in the national education system, offering qualifications for level 2-5 EQF) and the education and training offered by training providers in contexts other than the formal education system, for adult learning, also for qualifications levels 2-5 EQF, preparing the learners for occupations and entering the labour market.

The efforts of the National Qualifications Authority (NQA) were concentrated on aligning the ROQF to the EQF recommendations of the European Parliament and the Council, namely to use EQF as a reference tool.

Romania has focused in recent years on updating the legal base of the ROQF, developing qualification databases, clarifying procedures for inclusion of qualifications in the framework and updating methodologies. Efforts were mostly driven by the 2017 Council recommendation on the European qualifications' framework for lifelong learning, and the aim of finalising referencing the ROQF to the EQF.

The Ministry of Education is the national authority for formal pre-university education (including IVET) and higher education. The ministry is responsible for IVET policies which are developed by the National Centre for Technical and Vocational Education and Training Development (CNDIPT). Sectoral committees are responsible for defining and validating occupational standards and qualifications. VET participation in Romania is above the EU average and initial reforms included the introduction of a competence-based curriculum in primary and secondary education and training of teachers on how to use the curriculum.

In 2016, the dual form of initial VET at EQF levels 3, 4 and 5 was introduced, and in 2018 the dual system was endorsed by amendments to the education law. The implementation of dual VET started in 2017/18 and is currently available only at EQF level 3.

The Romanian government ensures for all the citizens the equal right of access to all levels and forms of education and higher education and lifelong learning without any form of discrimination (Law no. 1/2011).

The learning outcomes relevant to Level 1-8 are presented below

Tabel 2 The National Qualifications Framework level descriptors as per the legislation in force

In the context of EQF	**Knowledge** is described as theoretical and/or factual.	**Skills** are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	**Responsibility and autonomy** is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1	Basic general	Basic skills required to	Work or study under direct

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	knowledge	carry out simple tasks	supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decisionmaking in unpredictable work or study contexts; take responsibility for managing professional development of individuals

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			and groups
Level 7	Highly specialised knowledge, some of which is at the fore front of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problemsolving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Links between the National Qualification Framework and the European Qualification Framework

Government Decision no. 918/2013 regarding the approval of the National Qualification Framework, which entered into force in December 2013, sets a clear and demonstrable link between the 8 qualification levels in the national system and the 8 qualification levels in the European system:

"Art.1. (2) The NQF sets 8 levels of qualification that can be acquired through the formal education system and training in Romania and by recognition of learning outcomes acquired through non-formal and informal learning contexts, in lifelong learning perspective.

Art. 2. (2) It is approved the correlation between the National Qualifications Framework levels, the type of education and training programs in Romania which are the ways of achieving the European

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Qualifications Frameworks' qualification levels and reference levels, provided in the Annex No. 2 of the GD no. 918/2013."

Table 3 Correlation between the National Qualifications Framework and European Qualifications Frameworks

ROQF	EQF
Level 8	Level 8
Level 7	Level 7
Level 6	Level 6
Level 5	Level 5
Level 4	Level 4
Level 3	Level 3
Level 2	Level 2
Level 1	Level 1

Table 4 The national educational system

Age	Grade / period	Educational levels				Educational levels according to ISCED 11	NQF/EQF Level of qualification
>19	min 3 years	PhD – Third cycle				8	8
	1-2 years	Master – Second cycle				7	7
	5-6 years	Bachelor – First and second cycle*				7	7
	3-4 years	Bachelor – First cycle				6	6
	2-3 years	Higher education (short period)				5	5
	1-3 years	Post-secondary education (Non tertiary education)				4	5
19	XIII	Upper secondary education	High school education, upper cycle	Technological High School		3	4
18	XII			Theoretical High School Art, Sports, Theological High School			
17	XI			Vocational training stage – 720 hours	Vocational/ professional education (3 years)	3	3
16	X		High school education, lower cycle				2
15	IX						
14	VIII	Lower secondary education	Gymnasium **			2	1
13	VII						
12	VI						
11	V						
10	IV	Primary School				1	
9	III						
8	II						
7	I						
6	Preparatory class						
5	*Higher*	Pre-school education (3-6 years)			Early childhood education	0	
4	*Middle*						
3	*Lower*						
< 3		Ante-preschool education (0-3 years)					
< 2							
< 1							

Compulsory education

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Source: The Ministry of National Education, National Qualifications Authority (2018), *Referencing the Romanian National Qualifications Framework to the European Qualifications Framework*, p.8

*Professions regulated by rules, guidelines or best practices in Europe, where a higher education study program lasts between 5 and 6 years, consisting of the first cycle and second cycle of university studies as well as for long-term higher education graduates from the period before the application of the three Bologna cycles, according to art. 153 of the Education Law no. 1/ 2011

** Secondary school graduation will result in being framed in level 1 of qualification as a result of the modification of Annex 2 of GD 918/2013 on the approval of the National Qualifications Framework – draft currently under government ownership.

Procedure for Including Qualifications in the NQF

The main body responsible for developing and implementing the comprehensive ROQF is the National Qualifications Authority, NQA. It is the national coordination point (NCP) for EQF and, since 2018, it has also been appointed as the National Europass Centre. NQA was established in June 2011, under the coordination of the Ministry of Education and Scientific Research (currently, the Ministry of Education), bringing together two institutions: the National Council for Adult Vocational Training, in charge of CVET qualifications, and the National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment, responsible for higher education qualifications. The bodies responsible for general education and initial VET are, respectively, the Ministry of Education and the National Centre for Technical and Vocational Education and Training Development.

The NQA has the following competences in relation to the development of the NQF:

(a) proposes elements of national policies and strategies, and drafts legislation on the NQF;

(b) develops, implements and updates the NQF;

(c) develops and updates methodologies for NQF implementation;

(d) develops instruments needed for monitoring, evaluation and control of the NQF;

(e) is responsible for the national qualifications registers;

(f) ensures compatibility of the national qualifications system with other existing qualifications systems at European and international levels.

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8. National register of qualifications in higher education: http://site.anc.edu.ro/registru-national/
9. National register of professional qualifications: http://site.anc.edu.ro/rncpe/

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