



“EU-HCWM”

Assessment and national report of ITALY on the existing training provisions of professionals in the Healthcare Waste Management industry

REPORT: III



DEVELOPING AN EU STANDARDISED APPROACH TO VOCATIONAL QUALIFICATIONS IN HEALTHCARE WASTE

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CHAPTER 1 EXECUTIVE SUMMARY

The present report describes synthetically the Italian system for vocational education and training (VET) as well as the relevant organisations and procedures that are in place for the development of new qualifications. Considering that the national system empowers the Regions and the autonomous Provinces in the regulations of the VET – while education and university are still centralised at the national level – the report analyses in particular the current system in the Emilia-Romagna Region where our training centre is located.

The main relevant laws at EU, national and regional level are listed below.

European

- Decision 2241/2004/CE - Europass
- Community Guidelines from 1999 to 2005 on recognition of certificates and professional qualifications
- Regulations on the European Social Fund
- European Qualification Framework

National

- Ministerial Decree n. 174 of 2001, Certification in the VET system
- Ministerial Decree 12 march 1996, Adoption of minimum indicators to be reported in certificates of qualification issued by the Regions and autonomous Provinces, following the form attached to the decree
- Law 53/2000, Provisions for the support to maternity and paternity leave, to the right of access to care and training, and for the coordination of the timing of the cities
- Law 131/2003, Measures for the adaptation of the Constitutional Law of the Republic 18 October 2001, n. 3
- Law 30/2003, Delegation to the Government in the field of employment and labour market
- Law Decree 276/2003, Implementation of proxies in field of employment and the labour market, referring to Law n. 30, 14 February 2003
- Ministerial Decree 10/10/2005, Approval of the model for the Record of Personal Achievements
- Agreements among Social Partners on Education, Training and Employment
- Regulations implementing Education reform
- Agreement among Government, Regions, Social Partners 25/02/2010

Regional (Emilia-Romagna Region)

- Regional Law 12/2003, Rules for the equality of opportunity of access to knowledge, for everybody in every moment of their life, through the strengthening of and integration between education and vocational training
- Regional Law 17/2005, Rules for the promotion of employment, the quality, safety and regularity of work
- Deliberations related to the regional system for qualifications, to training standards and to the system for the formalization and certification of competences
- Deliberation 105/2010, Revision of the provisions concerning the planning, management and control of training activities and of active labour market policies, as per resolution of the Regional Council n. 140 of 11/02/2008 and updating of the educational standards as per resolution of the Regional Council n. 265 of 14/02/2005
- Regional planning documents

CHAPTER 2 OVERVIEW OF THE VOCATIONAL QUALIFICATION SYSTEM

2.1 General description of the Vocational Qualification System

In Italy the offer in the fields of education and of VET is related to different institutions: vocational training depends on the Regions while the upper secondary school offer and the academic offer are managed by the Ministry of Education, University and Research.

The Regions determine autonomously the professional profiles on the basis of a national inventory which defines the minimum requirements and standards of reference.

Starting from the national profiles, the Regions then adapt them in terms of learning outcomes on the basis of local needs arising from the regional economy and labour market.

While adapting the professional profiles the Regions must however keep the minimum standards that are defined at national level.

At present the regional inventory consists of 126 qualifications referred to 38 professional areas.

The qualifications are grouped as follow according to the national training standards:

- 26 Qualifications for the "Access to a professional area" (EQF Level 3)
- 14 Qualifications for "Either access and deepening/specialisation" (EQF Level 4)
- 86 Qualifications for the "Deepening/specialisation" (EQF Level 5, 6 and 7)

The minimum standards defined by type and level of qualification are defined below.

■ Qualifications for the "Access to a professional area" (EQF Level 3)

This type of qualification may be considered for entering to the profession.

The learning objectives set up by the qualification are achievable by persons holding general knowledge and skills that are not related to the professional area.

a) Courses lasting 2.000 hours (2 cycles of 1.000 hours each)

These courses aim to develop general and professional competences of people who have to finish compulsory education.

The courses must include a quota of hours of internship that can swing from 25% to 35% of the total number of hours. Internships have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

b) Courses lasting 600 hours

These courses aim to develop general and professional competences to be acquired through vocational and education courses for people who have never entered the labour market.

The courses must include a quota of hours of internship that can swing from 30% to 40% of the total number of hours. Internships have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

c) Courses lasting 600 hours

These courses aim to develop general and professional competences to be acquired through vocational and education courses or work experience, addressing unemployed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 30% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

d) Courses lasting 240 hours

These courses aim to professionalize persons employed with a contract of apprenticeship.

■ Qualifications for the “Either access and deepening” (EQF Level 4)

This type of qualification may be considered for entering to the profession and for technical deepening/specialization.

The training objectives set up by qualification are achievable:

- by persons with general knowledge and skills that the training offer aims to develop;
- by persons with knowledge and skills that are relevant to the professional area and that the training offer aims to further develop/deepen. These knowledge and skills may be acquired through vocational and education courses or work experience.

a) Courses lasting 600 hours

These courses aim to professionalize people with general knowledge and skills to be acquired through vocational and education courses addressing people who have never entered the labour market.

The courses must include a quota of hours of internship that can swing from 30% to 40% of the total number of hours. Internships have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

b) Courses lasting 600 hours

These courses aim to professionalize people with general knowledge and skills to be acquired through vocational and education courses or work experience, addressing unemployed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 30% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

c) Courses lasting 300 hours

These courses aim to professionalize people with knowledge and skills that are relevant to the professional area of the qualification, to be acquired through vocational and education courses or work experience, addressing employed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

d) Courses lasting 300 hours

These courses aim to professionalize people with knowledge and skills that are relevant to the professional area of the qualification, to be acquired through vocational and education courses or work experience, addressing unemployed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

e) Courses lasting 240 hours

These courses aim to professionalize persons employed with a contract of apprenticeship.

■ Qualifications for the “Deepening/specialization” (EQF Level 5, 6 and 7)

This type of qualification may be considered as a deepening/specialization in respect to the professional area.



The training objectives set up by the qualification are achievable by people holding knowledge and skills that are relevant to the professional area and that the training offer aims to further develop/deepen. These knowledge and skills may be acquired through vocational and education courses or work experience.

a) Courses lasting 500 hours

These courses aim to professionalize people with knowledge and skills that are relevant to the professional area to be acquired through vocational and education courses addressing people who have never entered the labour market.

The courses must include a quota of hours of internship that can swing from 35% to 45% of the total number of hours. Internships have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

b) Courses lasting 300 hours

These courses aim to professionalize people with knowledge and skills that are relevant to the professional area of the qualification, to be acquired through vocational and education courses or work experience, addressing employed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

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These courses aim to professionalize people with knowledge and skills that are relevant to the professional area of the qualification, to be acquired through vocational and education courses or work experience, addressing unemployed people.

The courses must include a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification.

Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

d) Courses lasting 240 hours

These courses aim to professionalize persons employed with a contract of apprenticeship.

2.2 Awarding Bodies

As specified before, Vocational Education and Training is governed and managed by the Regions. The Regions in turn may delegate to the Provinces the management of certain sectors.

The implementation of training policies lies with the following actors:

- a) public bodies engaged in vocational training;
- b) non-profit organizations with statutory activities concerning the educational and social fields;
- c) associations and consortium companies with public participation;
- d) companies;
- e) educational institutions and universities.

The Social Partners contribute to the definition of educational policies by participating in the following consultative bodies:

- Secretariat for training and career guidance: support for the planning at regional and provincial level;
- Steering Committee for the quality: defining the characteristics, requirements and standards;
- Regional Commission for consultation: expresses binding opinions in respect to plans and programmes.

In paragraph 3.1 Accreditation Bodies, the role of regional bodies in the process for the creation of qualifications is shown in detail.

2.3 Training Centres

In order to issue a qualification at the end of training courses, VET providers must be accredited to the relevant Region.

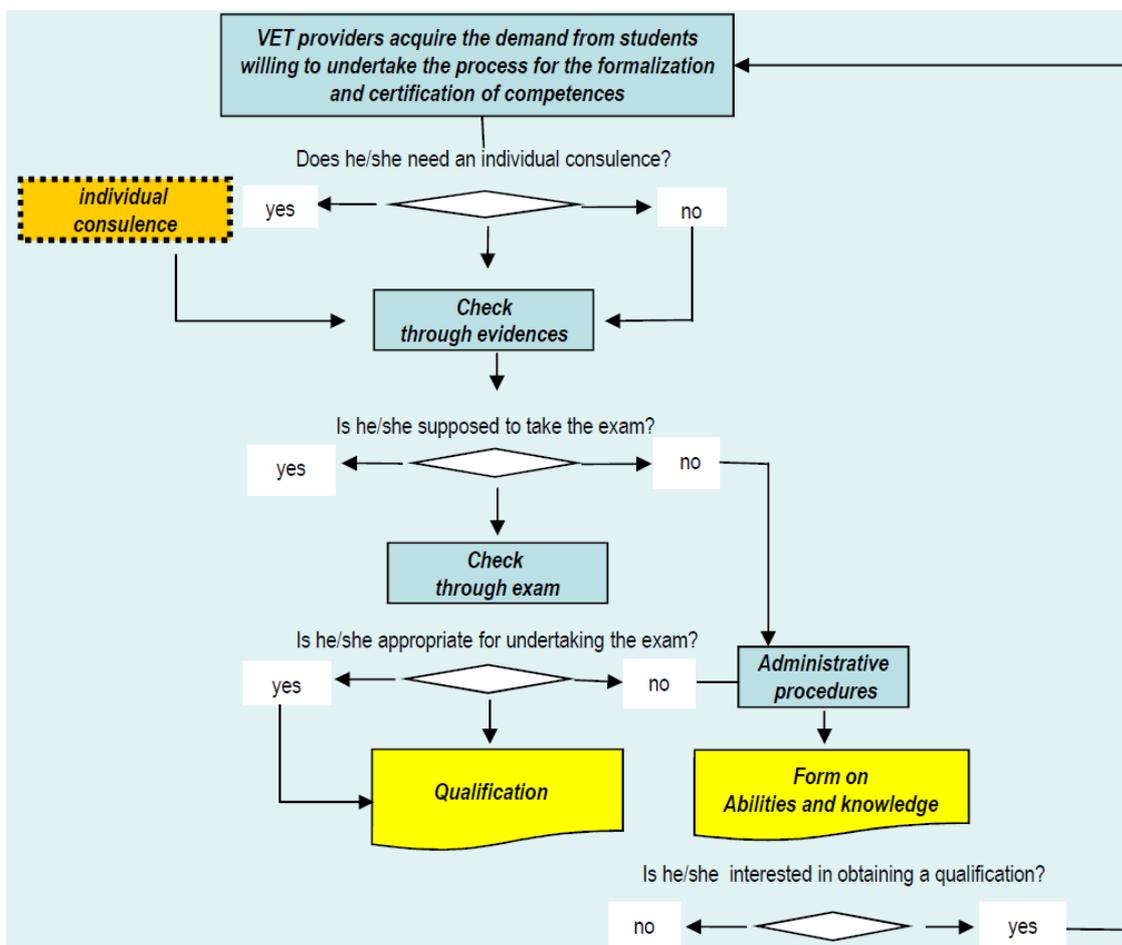
The law on accreditation of the Emilia-Romagna Region has been approved pursuant to art. 33 of L.R. 12/2003, through the deliberation of the Regional Council n. 177/2003 and subsequently integrated with the resolutions n. 266/2005 e 645/2011. VET providers must also:

- prove that their statutes have training purposes and that their volume of vocational training activities is greater than or equal to 51% of the total, verifiable from the financial statements;
- have a balance sheet with net assets of at least EUR 30,000.00 and divided by segments of production values;
- have a minimum number of employees hired with a specific contract in the sector of Vocational Training (at least 1 employee for the accreditation of the VET centre in the fields of "higher education" and "continuing education" - at least 3 employees for the accreditation of the VET centre in the fields of "compulsory education").
- prove to have the availability of an operational headquarters under exclusive use that must be equipped with at least one classroom and one computer lab with 10 PCs. The headquarters must comply with the laws on occupational health and safety.

There are also other requirements related to managerial capacities and professional competences (i.e. human resources organisation) that should be documented and are subject to evaluation.

In order to issue the qualification, the VET providers are responsible for defining the training path on the basis of the standards established for the qualifications, and they are responsible also for delivering the training course.

In order to issue the said qualification, at the end of the training course VET providers must implement a system for the formalization and certification of competences that has been set up in 2006 by the Emilia-Romagna Region. The system is described in the scheme reported below.



2.4 National Occupational Standards

A national inventory on education and training qualifications has been established through Law Decree n.13/2013 in order to comply with EU directives and to facilitate the matching of supply and demand in the labour market. The inventory is the frame of reference for the certification of competences and for the training standards.

All the qualifications of the inventory observe the following criteria:

1. identification of the competent public body;
2. identification of qualifications and of the competences forming the inventory;
3. reference of qualifications to statistical codes of economic activities (ATECO) and to the classification of professional units (ISTAT);
4. reference of qualifications to the European Qualification Framework (EQF).

At present the national inventory is formed by the professional profiles of the IeFP system (Vocational Education and Training), of the IFTS specializations (Higher Education in the VET sector) and by the profiles of the ITS (Higher Technical Institutes) as listed in the following tables.

The national inventory does not include yet the qualifications established at regional level.

IeFP Professional Profiles
1. Tecnico edile
2. Tecnico elettrico
3. Tecnico elettronico
4. Tecnico grafico
5. Tecnico delle lavorazioni artistiche
6. Tecnico del legno
7. Tecnico riparatore di veicoli a motore
8. Tecnico per la conduzione e la manutenzione di impianti automatizzati
9. Tecnico per l'automazione industriale
10. Tecnico dei trattamenti estetici
11. Tecnico dei servizi di sala e bar
12. Tecnico dei servizi di impresa
13. Tecnico commerciale delle vendite
14. Tecnico agricolo
15. Tecnico dei servizi di animazione turistico-sportiva e del tempo libero
16. Tecnico dell'abbigliamento
17. Tecnico dell'acconciatura
18. Tecnico di cucina
19. Tecnico di impianti termici
20. Tecnico dei servizi di promozione e accoglienza
21. Tecnico della trasformazione agroalimentare
22. Operatore dell'abbigliamento
23. Operatore delle calzature
24. Operatore delle produzioni chimiche
25. Operatore edile
26. Operatore elettrico
27. Operatore elettronico
28. Operatore grafico

29. Operatore di impianti termoidraulici
30. Operatore delle lavorazioni artistiche
31. Operatore del legno
32. Operatore del montaggio e della manutenzione di imbarcazioni da diporto
33. Operatore alla riparazione dei veicoli a motore
34. Operatore meccanico
35. Operatore del benessere
36. Operatore della ristorazione
37. Operatore ai servizi di promozione ed accoglienza
38. Operatore amministrativo – segretariale
39. Operatore ai servizi di vendita
40. Operatore dei sistemi e dei servizi logistici
41. Operatore della trasformazione agroalimentare
42. Operatore agricolo
43. Operatore del mare e delle acque interne

IFTS Professional Profiles
1. Tecniche per la realizzazione artigianale di prodotti del made in Italy
2. Tecniche di disegno e progettazione industriale
3. Tecniche di industrializzazione del prodotto e del processo
4. Tecniche per la programmazione della produzione e la logistica
5. Tecniche di installazione e manutenzione di impianti civili e industriali
6. Tecniche dei sistemi di sicurezza ambientali e qualità dei processi industriali
7. Tecniche di monitoraggio e gestione del territorio e dell'ambiente
8. Tecniche di manutenzione, riparazione e collaudo degli apparecchi dispositivi diagnostici
9. Tecniche di organizzazione e gestione del cantiere edile
10. Tecniche innovative per l'edilizia
11. Tecniche per la sicurezza delle reti e dei sistemi
12. Tecniche per la progettazione e lo sviluppo di applicazioni informatiche
13. Tecniche per l'integrazione dei sistemi e di apparati TLC
14. Tecniche per la progettazione e gestione di database
15. Tecniche di informatica medica
16. Tecniche di produzione multimediale
17. Tecniche di allestimento scenico
18. Tecniche per l'amministrazione economico-finanziaria
19. Tecniche di progettazione e realizzazione di processi artigianali e di trasformazione agroalimentare con produzioni tipiche del territorio e della tradizione enogastronomica
20. Tecniche per la promozione di prodotti e servizi turistici con attenzione alle risorse, opportunità ed eventi del territorio

ITS Professional Profiles
1. Tecnico superiore per l'approvvigionamento energetico e la costruzione di impianti
2. Tecnico superiore per la gestione e la verifica di impianti energetici

3. Tecnico superiore per il risparmio energetico nell'edilizia sostenibile
4. Tecnico superiore per la mobilità delle persone e delle merci
5. Tecnico superiore per la produzione e manutenzione di mezzi di trasporto e/o relative infrastrutture
6. Tecnico superiore per l'infomobilità e le infrastrutture logistiche
7. Tecnico superiore per la ricerca e lo sviluppo di prodotti e processi a base biotecnologica
8. Tecnico superiore per il sistema qualità di prodotti e processi a base biotecnologica
9. Tecnico superiore per la produzione di apparecchi e dispositivi diagnostici, terapeutici e riabilitativi
10. Tecnico superiore responsabile delle produzioni e delle trasformazioni agrarie, agro-alimentari e agro-industriali
11. Tecnico superiore per il controllo, la valorizzazione e il marketing delle produzioni agrarie, agro-alimentari e agro-industriali
12. Tecnico superiore per la gestione dell'ambiente nel sistema agro-alimentare
13. Tecnico superiore per l'innovazione e la qualità delle abitazioni
14. Tecnico superiore di processo, prodotto, comunicazione e marketing per il settore arredamento
15. Tecnico superiore per l'innovazione di processi e prodotti meccanici
16. Tecnico superiore per l'automazione ed i sistemi meccatronica
17. Tecnico superiore per il coordinamento dei processi di progettazione, comunicazione e marketing del prodotto moda
18. Tecnico superiore di processo, prodotto, comunicazione e marketing per il settore tessile – abbigliamento - moda
19. Tecnico superiore di processo e prodotto per la nobilitazione degli articoli tessili - abbigliamento - moda
20. Tecnico superiore di processo, prodotto, comunicazione e marketing per il settore calzature – moda
21. Tecnico superiore per il marketing e l'internazionalizzazione delle imprese
22. Tecnico superiore per la sostenibilità del prodotti (design e packaging)
23. Tecnico superiore per la comunicazione e il marketing delle filiere turistiche e delle attività culturali
24. Tecnico superiore per la gestione di strutture turistico-ricettive
25. Tecnico superiore per la conduzione del cantiere di restauro architettonico
26. Tecnico superiore per la produzione/riproduzione di artefatti artistici
27. Tecnico superiore per i metodi e le tecnologie per lo sviluppo di sistemi software
28. Tecnico superiore per l'organizzazione e la fruizione dell'informazione e della conoscenza
29. Tecnico superiore per le architetture e infrastrutture per i sistemi di comunicazione

2.5 The definition of professional areas and profiles

In Italy, two specific organisations are responsible for defining the professional profiles: the ISTAT (Istituto Nazionale di Statistica - National Statistical Institute) and the Ministry of Education, University and Research through the ISFOL (Istituto per lo sviluppo della formazione professionale dei lavoratori - Institute for the Development of Vocational Training of Workers).

In 2007, ISTAT and ISFOL have worked jointly to create a common classification named “Classification of Professional Units” (“Nomenclatura delle Unità Professionali”, NUP).

Since 2011, ISTAT adopted the new classification named “CP2011”, in order to introduce the innovations resulting from the International Standard Classification of Occupations - Isco08.

The occupation – which is the core element of the classification - is defined as a group of professional activities actually recalling knowledge, skills and abilities.

The logic used to aggregate different professions within the same group is based on the concept of competence and specifically on the *level of competence* and on the *field of competence* which are required for practicing the profession.

The “CP2011” classification uses the same format of the “NUP”, describing contents and general characteristics of each profession.

In 2002 the ISFOL has also established the Orientaonline project (www.isfol.it/orientaonline) which is a complex methodological analysis set up to address to the structural weaknesses in the job classification which is in force in Italy.

The professional profiles are available for consultation via the online platform where each profession is detailed in terms of possible training paths, competences and trends in occupation.

Profiles can be searched on the basis of four modes:

- by areas of interest
- by occupational areas
- by degree
- by alphabetical order

The description of each professional profiles includes:

1. Definition of the profile
2. Competences
3. Training
4. Career path
5. Work environment
6. Trends in occupation
7. Similar professional profiles

CHAPTER 3 ACCREDITATION OF NEW AWARDS

3.1 Accreditation Bodies

The introduction of new qualifications, as well as the review of existing ones within the regional system, is a process controlled and managed by the Emilia-Romagna Region via the Regional Council and the competent department. The procedure for the accreditation of new qualifications is specifically manned by the Region through a competent Regional Service, nowadays represented by the Department of Vocational Education and Training. The Regional Service:

- is the main referent for the “proposal” of new qualifications;
- conducts “preliminary investigation”;
- manages the activities of “assessment”;
- prepares the final documents for the “approval”.

While performing its functions, the Department of Vocational Education and Training employs experts in the field of VET. The evaluation of the proposal for new qualifications is carried out through special committees established by Tripartite Regional Commission (Commissione Regionale Tripartita, CRT) while the decision of approval is issued by the Regional Council, after consultation with the CRT and the Regional Conference for the VET system.

3.2 Accreditation Process

The regional qualification inventory is frequently updated through the revision of existing qualifications and through the introduction of new qualifications. The updating is carried out to adapt the description of qualifications to the changes that occur in the world of work. Aims of the updating process are:

- to adapt the qualifications to the evolution and changes of working procedures, of required competences and of training paths;
- to supply the system of qualifications with a view to integrating education, vocational training and the world of work;
- to develop the transparency and recognition of qualifications in line with national and EU regulations and guidelines.

The updating of qualifications in force may concern different aspects of the professional profiles, in particular:

- name, description, professional areas, similar profiles;
- occupational standards: knowledge, skills and competences;
- assessment process for the units of competence: performance indicators, expected results, methodologies.

A specific procedure should be followed to generate and propose new qualifications: the source procedure.

The established procedure has several functions:

- predefines the operational process;
- rules the modes of control;
- ensures cooperation and integration among interested actors.

The source procedure consists of the following phases:

1. Proposal,
2. Preliminary investigation
3. Assessment
4. Approval

The proposal for a new qualification can be submitted by the following actors using a specific form:

- Bilateral Organisms
- Social Partners
- Educational Institutions
- Vocational Education and Training providers



CHAPTER 4 REMARKS – CONCLUSIONS

4.1 Award Implementation Plan Considerations

The proposal for the introduction of a new qualification can be submitted in every moment. Below the phases of the source procedure are described in detail.

Phase 1 – Proposal

Contents

In order to be verifiable and measurable, the proposal must contain all the adequate elements for the relevant professional profile.

The general elements are:

- the name (initial proposal);
- a (first) summary.

The specific elements are:

- *job roles related to the professional profile* which allow to verify that the proposal is related to profiles existing in the labour market.
- *connotative competences of the profile* which allow to verify that the proposal concerns a profile which can be trained through educational, training and work pathways.
- *working environments* which allow to verify that the proposal concerns a profile with competences related to advanced process in the field of activities.

Actors involved

The proposal for new qualifications may be presented by one of the following interested actors:

- VET providers;
- public and private organisations providing services in the employment area;
- trade unions, industrial and professional associations, gender equality institutions;
- provincial and regional bodies established for institutional collaboration, collaboration and social participation;
- other actors with an interest in the qualification.

The proposal can also be presented by the Region itself for qualifications that the Region intends to regulate and promote on the basis of specific analysis and evaluation.

Modalities

The applicant organisation submit the proposal using a specific form to the competent Regional Service.

The proposal may be submitted at any time. The Regional Service then:

- analyses the proposal together with the applicant organisation;
- assesses the proposal against the criteria and prepare the evaluation report;
- periodically inform the CRT on the progress of proposals and the related outcomes.

The Phase ends within 30 days from the acquisition of the proposal by the Regional Service which accepts or rejects it and send the relevant communication to the applicant organisation. Proposals receiving a positive feedback pass to Phase 2.

Phase 2 – Preliminary investigation

Contents

The preliminary investigation concerns the description of the new qualification. The description is prepared according to the following modes and contains:

- the general elements: name – short description – professional area – similar profiles;
- occupational standards: knowledge, skills and competences;
- assessment process for the units of competence: performance indicators, expected results, methodologies.



Actors involved

The preliminary investigation is carried out by the competent Regional Service which collaborates with experts from the labour market and the training sector.

Modalities

The Regional Service:

- performs specific analysis;
- acquires any information which is needed;
- develop the descriptors of the qualification.

The Phase ends, within 30 days from the initial communication to the applicant organisation, with the form describing the qualifications, complete in all its part, that should undergo Phase 3.

Phase 3 – Assessment**Contents**

The assessment phase concerns the exam and the validation of the new qualification. The qualification is assessed against all the elements: general information, occupational standards, proposed procedures for assessing the units of competence.

To ensure an adequate assessment of the proposed qualifications, the necessary supporting informative materials are processed.

Actors involved

The verification is performed by specific committees appointed by the CRT and by the Region. The CRT identifies the experts who will form the commission within specific professional areas.

Modalities

The assessment is performed according to the following methodologies:

- the CRT appoints a committee of experts within the concerned professional areas;
- the commission meets together with the representatives of the Regional Service (3 meetings scheduled within a maximum of 6 weeks);
- in preparation of the meetings, the Regional Service develops supporting materials and performs further investigations.

The timing of the phase is defined in agreement with the CRT. The phase ends with the preparation by the Regional Service of the final proposal to be submitted to the next Phase 4.

Phase 4 – Approval**Contents**

The approval phase concerns the measure of adoption of new qualifications to be included in regional inventory.

Actors involved

The approval of new qualifications is responsibility of the Regional Council (L.R. 12/03). The competent Regional Service prepares the documents needed for issuing the decision.

Modalities

The approval follows the following modes:

- the Regional Service send the final proposal to the CRT and prepares the official documents for the approval;
- the Regional Council assess the proposal and issue the decision.

The Phase ends with the deliberation for the adoption of the new qualification and with the updating of the regional inventory.

ANNEXES

1. Procedure for developing new qualifications (language: Italian)
2. Application form for new qualifications (language: Italian)