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FRENCH NATIONAL QUALIFICATION FRAMEWORK

ITS GENESIS, WORKING AND NEW CHALLENGES

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NQF-in Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

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Foreword

This report is the end result of the many drafts produced by the Céreq project team in cooperation with the NQF-In partnership that aimed to reach a mutual understanding on the process of incorporation of qualifications into National Qualifications Frameworks.

As we will see in the following chapters, France benefits from a centralised and firmly established system of certification governance whose founding principles date back to the 1960s. To date at least, the multiple reforms and progressive opening the system up to market influence have not compromised the strong regulation by the French state, which maintains 'ownership' of qualifications and is the only entity responsible for quality assurance. Furthermore, state qualifications continue to play a crucial role in national labour markets and in regulation through social bargaining at industry level, with levels of education/training being linked in many cases to agreed wage rates.

As we know, the efficiency of a qualification system is based on trust among the different actors. Accreditation processes have to be recognised as fair, clear, and transparent by all parties involved. The system's credibility and legitimacy are very basic values that are hard to achieve and have to be preserved. Despite far-reaching changes in the economy and the labour market, the state is called on to ensure that the system can be adapted and modernised without the need for drastic transformations.
The inclusion of so-called "non-formal" qualifications is one of the challenges that the system is facing. The report will analyse the mechanisms and technical solutions put in place in order to cope with the diversification of qualifications and the way the system seeks to preserve its integrity.

As outlined in IO1 of the NQF-In Project, "formal qualification" is a tautological definition. Every qualification, even those awarded after a more "informal" training process (i.e. outside the traditional education and training system), is formal if it is included in the French national qualification registry. For this reason, this report places great emphasis on the accreditation and quality processes, listing a number of different types of qualification awarded in the country and the procedures for their inclusion in the framework.

What is more, the reported system descriptions achieve an unprecedented level of detail and accuracy. Additionally, information can be easily compared with other NQF-In 6 National reports (Croatia, Czech Republic, Hungary, Ireland, Poland and Scotland), which are similarly organised and structured.
In conclusion, the French NQF-In team is pleased to present this output produced under the supervision of the whole team and in consultation with external experts and stakeholders. We think it fulfils the aim of providing evidence-based support to national governments, EU agencies and key stakeholders in developing lifelong learning and VET policies.

Matteo Sgarzi
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Céreq

The NQF-IN project :

Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

The present document is a part of the NQF-In project, it is actually the French national report. The main goal of this project was to provide evidence based support to national governments, EU agencies and key stakeholders in developing policies on including non-formal sector qualification into NQFs.

This will be done by:

1. providing systematised knowledge on the organisational and financial solutions applied in seven EU countries on including non-formal sector qualifications into their NQFs,
2. developing organisational and financial models on including non-formal sector qualifications into NQFs.

A case analysis (national report) was prepared for each of the seven countries, to consist of:

(a) the main elements of the qualifications system and the role of the NQF,
(b) institutional arrangements – the institutions responsible for NQF management, and the quality assurance of non-formal sector qualifications,
(c) costs of including qualifications in the NQF, indicating who covers these costs,
(d) the strengths and weaknesses of particular systemic solutions.

The organisational and financial models developed included a description of:

(a) institutional arrangements – their pros and cons depending on the goals set for the NQF, and the broad institutional context,
(b) cost intensity – how cost intensive are the systemic solutions envisaged by the model,
(c) recommendations on its financing,
(d) “conditions of success”, i.e. which conditions have to be met in order for a particular model to work effectively within the national qualifications system.

Abbreviations and acronyms

BTS = Brevet de technicien supérieur (*Higher Technician's certificate)*
BTSA = Brevet de technicien supérieur agricole *(Higher Agricultural Technician certificate)*
CCI-France = Assemblée des chambres françaises de commerce et d'industrie *(Assembly of French Chambers of Commerce and Industry)*
CEFDG = Commission d'évaluation des formations et diplômes de gestion (Commission for the Evaluation of Management Training Programmes and Qualifications)
Centre-Inffo = Centre pour le développement de l'information sur la formation permanente *(Centre for the Development of Information on Continuing Training)*
CEREQ = Centre d'études et de recherches sur les qualifications *(Centre for Research on Education, Training and Employment)*
CNCP = Commission Nationale de la Certification Professionnelle (*National Committee for Vocational Certification)*
CNESER = Conseil National de l'Enseignement Supérieur et de la Recherche (*National Council for Higher Education and Research*)
CNIS = Conseil National de l'Information Statistique *(National Council on Statistics)*
CPC = Commission Professionnelle Consultative (*Consultative occupational Committee)*
CPF = Compte personnel de formation *(personal training account)*
CPN = Commission Pédagogique Nationale *(National Pedagogical Commission)*
CPNE = Commission paritaire nationale pour l'emploi *(Joint National Employment Commission)*
CQP = Certificat de qualification professionnelle (industry/*sectoral qualification*)
CSFPM = Comité spécialisé de la formation professionnelle maritime *(Specialised Maritime Training Committee)*
CREFOP = Comité régional de l'emploi, de la formation et de l'orientation professionnelle (*Regional Committee for Employment, Vocational training and Guidance)*
CTH = Commission technique d'homologation (Technical Commission for the Accreditation of Technological Diplomas and Certificates)
CTI = Commission des Titres d'Ingénieur (*Engineering Degrees Committee*)
DAEU = diplôme d'accès aux études universitaires *(diploma granting access to higher education)*
DU = Diplôme d'Université *(university diploma)*
DUT= diplôme universitaire de technologie *(university technological diploma)*
HCEEE = Haut Comité Education-Emploi-Economie (High Committee for Education, Economic affairs and Employment)
HCERES = Haut Conseil de l'Evaluation de la Recherche et de l'Enseignement Supérieur *(High Council for the Evaluation of Research and Higher Education)*
HCPP = Haut conseil des professions paramédicales *(High Council for the Paramedical Professions)*
IUT = Instituts Universitaires de Technologie *(university technological institute)*
NSF = Nomenclature des Spécialités de Formation *(Classification of Training Specialisms)*
ONISEP = Office national d'information sur les enseignements et les professions *(National Office for Information on Education and Careers)*
RNCP = Répertoire National de la Certification Professionnelle (*National Register of Vocational Certification)*
VAE = Validation des acquis de l'Experience (*accreditation of prior and informal learning)*.

Preparation of the report

The issue of certification is an important subject of study for Céreq. Those who have contributed to this report have been working on the topic for some time. The report draws on some of this knowledge. Their involvement in the advisory bodies referred to in this report assisted them in their research work. Firstly, it enabled them to observe sessions (involving the registration of qualifications in the framework or the drawing up of a new classification) and, secondly, it allowed them to meet the key stakeholders involved. In addition to these observations and meetings, they carried out collaborative work with the National Committee for Vocational Certification (CNCP) and a number of government departments.

This on-the-ground knowledge and understanding of the subject enabled them to identify and minimise the amount of research required. This mainly took the form of documentary research using legal sources (the authors are not legal experts) and targeted interviews.

These interviews included:

- three with rapporteurs from the CNCP
- two with employer representatives and representatives from different occupational sectors
- three with Ministry of Higher Education staff responsible for the accreditation of institutions or staff from the department of “training and employment”
- one with an official from the Ministry of Defence certification unit
- one with a representative from the consular chambers

Basic terms

In this report, we have used two concepts which are somewhat difficult to understand and translate. French makes a distinction between the concepts of *certification* and *qualification* so we will endeavour to explain how they differ.

Certification: in the context of education and training, the term *certification* in French refers to the process used to validate knowledge gained through training or experience. This knowledge is defined in reference frameworks designed to establish training targets and serve as a benchmark for assessing candidates.
The term *certification* is also used in the plural to denote the various products arising from this process. In this sense, the term *certifications is* akin to the English concept of qualifications.

Qualification: in France, this term relates to the occupational sphere. It refers to the recognition of a fixed set of tasks structured as a job by means of classification grids agreed at the industry level[1]. Since the 1950s, it has become widely accepted that some form of training is necessary before people can carry out these sets of tasks. So this has led to the gradual appearance within classification grids of a link between the hierarchical list of jobs or roles and qualifications.

***Diplôme*:** this term is used for qualifications issued on behalf of the state, essentially by the Ministries of Education, Higher Education and Agriculture. We should be cautious about systematically translating it into English as 'diploma', which simply denotes a certificate awarded by an educational establishment to show that the recipient has successfully completed a course of study of some kind, often at a lower level than a full degree.

Higher technician's certificate *(brevet de technicien supérieur - BTS)*: diploma issued by the Ministries of Education or Agriculture, awarded on completion of two years of post*baccalauréat* education The BTS is a level 5 qualification (EQF)

Industry/sectoral qualifications *(certificats de qualification professionnelle - CQP)*: qualifications awarded by specific occupational sectors or industries; not automatically recognised at national level.

University technological diploma/degree (*diplôme universitaire de technologie* - DUT): diploma (or 2-year degree) awarded by the Ministry of Higher Education on completion of two years of post-*baccalauréat* education (in a university technological institute). DUTs have been classified as level 5 qualifications (EQF).

Vocational certificates (*titres professionels):* qualifications awarded by the Ministry of Labour. Most of them are level 3 or 4 qualifications (EQF). Unlike CQPs, they are recognised at national level.

[1] A classification grid lists and ranks jobs or roles and sets out the corresponding minimum wage for each.

1. Historical Context

To understand the developments taking place at the present time, we need to view them in context through a brief overview of the history of *certification* in France. This will facilitate an understanding of today's situation.

The turn of the 1970s marked the heyday of the Ministry of National Education (MEN) *diplômes* – the only qualifications having national value and state recognition. The only other such qualifications existing at that time were those awarded by the Ministry of Agriculture, which were developed in 1960 along the same lines as those issued by the MEN, and engineering degrees. The expression "state education" has sometimes been used to describe the hegemony acquired by MEN *diplômes* (Chapoulie, 2010). This "state education" was put in place in the years following the Second World War in a context of strong economic growth marked by low unemployment. At the political level, this period was marked by a systematic public planning policy (Bel, 1987), which gradually matched the structure of *diplômes* to that of jobs. The development of a "classification of training levels" (1969) was an important part of this public planning policy (Affichard, 1983; Tanguy, 2002). Finally, the development of state education with an emphasis on initial education took place before the great wave of education democratisation (Duru-Bellat, 2006). Indeed, in 1970, less than 20% of any one age cohort obtained the *baccalauréat*, an eminently symbolic *diplôme* in a pupil's school career, which opened access to higher education.

Since the early 1970s, nationally recognised qualifications have diversified. What are now called "awarding ministries" were developed. There were two in 1970 (National Education and Agriculture) and the number has been increasing ever since and now includes the Ministries of Labour, Culture, Sports, Defence, Home Affairs, etc. This diversification then extended to training programmes and qualifications awarded by private providers and then to occupational sectors, which since 1986 have been able to draw up their own lists of qualifications, known as industry or sectoral qualifications (CQPs). The last stage in this process of gradual change was the creation in 2014 of what we call the "inventory" by the National Committee for Vocational Certification (*Commission nationale de la certification professionnelle*; hereinafter CNCP). This inventory no longer lists *qualifications*, but only additional awards to *qualifications*. Thus, the training/qualifications offer that has considerably expanded since the 1970s calls into question the actions of the state, its internal re-composition and its transformation. Although state education appears to be eroding, it still retains a prominent place and role in the construction of the French qualification system, as will be shown below.

Two committees played an important role in this diversification: the Technical Commission for the Accreditation of Diplomas and Certificates (*Commission Technique d'Homologation;* hereinafter CTH) and then, since 2002, the CNCP. The first body will be discussed in this introductory section, as its history facilitates understanding of the changes presented below, namely the emergence of the logic of *certification* instead of that of training, strongly supported by public policies.

The CTH was set up in 1972. Its genesis is closely linked to the various policy documents on adult vocational training, in particular the founding **Act no. 71-575 of 16 July 1971 on the Organisation of Continuing Vocational Training within the Lifelong Learning Framework**. The CTH – mostly led by various state representatives – has the initial authority to determine state recognition of all training programmes (public or private) that do not fall under the control of the Ministry of National Education; this recognition is achieved through the allocation of a level. In short, the commission took over the 1969 classification based on the hierarchy of MEN *diplômes*. For its advocates the task of the CTH was to construct an alternative system; ultimately, however, it achieved legitimacy in the shadow of MEN *diplômes.* Nevertheless, a large number of training programmes for adults with varying degrees of connection to other ministries (Labour, Defence, Youth and Sport etc.) or public bodies were to gain the benefit of state recognition (Veneau, Maillard, 2007).

For nearly 20 years, the CTH based its activities on the principle of social justice, recognising qualifications intended for adults. At the turn of the 1990s, however, it was forced to put itself at the service of employment, which politicians had declared to be the highest "national priority". As a result, it was assumed that the rate of unemployment and, more specifically, that of young people, was no longer to be considered cyclical. At the same time, the objective of accreditation had changed. It was no longer a question of accrediting and recognising training programmes or, more precisely, the duration of training; the focus had now shifted to the "learning outcomes" of these programmes. This change of perspective was in accordance with the introduction of the notion of competence (which skills are to be assessed?) into the debates. The triptych of “evaluation, validation, certification (of skills)” became the new official doctrine, replacing the assessment of applications centred on the duration of training programmes, as had been the case until then, with the quality of the job position being added.

If these changes were introduced in the name of the fight against unemployment, and more specifically youth unemployment, the actual shape they took was also being influenced by certain "ideological" factors. As far as vocational training was concerned, the turning point of the 1990s was marked in France by the important debates on national vocational qualifications (NVQs), even though the idea of recognising partial qualifications was still very controversial.

The turn of the 1990s saw another change. The first years of accreditation (1970s) pertained mainly to qualifications issued by associations closely linked to ministries or state educational institutions. The second half of the 1980s saw the emergence of requests relating to accreditation from private providers. Public policies aimed at promoting youth employment, the new CTH doctrine, encouraged the submission of applications from private training bodies, including those which, through accreditation, were looking for a “labelling effect” in a period (the 1990s) when higher education was experiencing a strong increase in enrolments. Indeed, from the beginning of that decade, the share of applications for higher training (levels II or even I in the 1969 classification) had been steadily increasing among private bodies. Private providers would keep this feature unchanged even in the following CNCP years. From this point of view, it appears that there is a discrepancy between the official discussions that legitimised the "necessary transformation of the CTH" and, in many cases, the meaning of the applications put forward by private organisations.

Even if, at the turn of the 1990s, the CTH doctrine changed, with a shift in focus and a change in its examination criteria, the actual accreditation practices were still strongly tied to examinations based on training programmes (instead of on learning outcomes). The replacement of this commission by the CNCP in 2002 and the consequent change in its membership were intended to bring the doctrine and criteria of the former CTH into practice.

Thus over the last forty years, the state has ended its monopoly on issuing nationally recognised qualifications, a monopoly symbolised by the expression "state education". There is no indication as to how far this diversification process will go, as evidenced by the recent creation of the "inventory". The state delegated to other entities a number of the tasks it had assumed; this was legitimised by employment objectives. However, as we will see, the state still retains important prerogatives and still exercises important control over what it delegates.

In conclusion, at the same time as the CNCP was created and with the subsequent introduction of the concept of "National Qualifications Framework", a number of principles, tools and practices were, if not firmly established, at least very present. A view of this past is necessary to understand the specificity of the French National Qualifications Framework, as well as the current issues at stake around it.

2. National Qualifications Framework – Basic Premises

Two actions helped to give the French national qualifications framework the form it has today: the creation of the 1969 classification of training levels and the introduction in 2002 of the National Register of Vocational Qualifications (henceforth RNCP). These two initiatives, which have enabled the state to acknowledge an ever more varied set of qualifications, will be examined in greater detail below. It should be noted that this recognition was achieved by putting these qualifications in a hierarchy, using the 1969 classification, for qualifications accredited by the CTH (as we saw above) and then within the RNCP.

Work on developing the classification had begun earlier and proceeded gradually through the various public planning policies adopted by successive French governments, although it was not formalised and adopted by the Ministry of National Education until 1969 (Tanguy, 2002).

The starting point for this classification was a desire, expressed by the Committee on School Equipment in the Manpower Commission at the time, to obtain indicators to measure, at a time of shortages of skilled workers, the shares of the population to be enrolled at different levels of qualification. The statistical tool to be built relied naturally on the hierarchy of *diplômes* that had more stable definitions (unlike jobs) and thereby facilitated statistical analysis. These various levels of *diplôme*s were transposed into training levels (linked to the length of training programmes) corresponding to jobs, which is what is observed in the nomenclature described in the box below: "*Personnel holding **jobs** normally requiring a level of **training** ...*".

The classification of training levels (1969)

This classification system, approved by the decision of the standing group on vocational training and social advancement on 21 March 1969, sets out a hierarchical list of *diplôme* levels:

Level VI: Personnel holding jobs which do not require any training courses above compulsory basic education

Level Va: Personnel holding jobs supposed to be held after one year of training leading normally to the vocational Education certificate

Level V: Personnel holding jobs normally requiring a level of training equivalent to that of the *brevet d'études professionnelles* (BEP - vocational studies certificate) or the *certificat d'aptitude professionnelle* (CAP - basic vocational certificate)

Level IV: Personnel holding jobs at a supervisory or highly skilled worker level and able to provide proof of a level of training equivalent to that of the *brevet professionnel* (BP - vocational certificate), *brevet de technicien* (BT- technical certificate), or the technological *baccalauréat*.

Level III: Personnel holding jobs normally requiring a level of training equivalent to that of a 2-year degree from a University Institute of Technology (DUT) or a *brevet de technicien supérieur* (BTS - Higher technician certificate) or a certificate corresponding to the end of the first higher education cycle.

Level II and I : Personnel holding jobs normally requiring a level of training comparable to or above that of a bachelor's degree or engineering school degree.

Therefore, at the time, at least for the experts involved in the above-mentioned committees, "competent" meant "educated" and "graduated". This notion was, however, subject to debate. Indeed, representatives of business and industry also believed that "competences" could be acquired in the course of the working life and by experience. However, this approach did not gain acceptance.

The classification has been enriched over the years by the new *diplôme* created[2] and is still used today to classify the qualifications registered in the RNCP. The second characteristic of the RNCP is that it widens the possibilities for registration to industry or sectoral qualifications (henceforth CQPs[3]) but also limits the possible registrations to vocational qualifications only[4]. T h e RNCP will be identified later (see next chapter) as the French National Qualifications Framework, although the principles on which is based (the training duration) are very different from the principles underlying the EQF. The principles of the 1969 classification have indeed over time acquired stakeholder legitimation, which few people call into question. This explains the relatively long time (about 12 years) taken in France to revise this classification to make it more compatible with the EQF.

The RNCP was set up by Act No. 2002-73 of 17 January 2002 on Social Modernisation (Annex II, see chapter on the development of vocational training) alongside the implementation of the validation of experience procedures, which had been revamped and extended to include qualifications other than those awarded by the Ministry of Education. From that point on, through the accreditation of prior and informal learning, *"any working person is entitled to have their achievements, and particularly those of a vocational nature, validated for the purpose of earning* ***a diplôme, vocational certificate or industry/sectoral qualification which is included in a list compiled by the Joint National Employment Commission for a given occupational sector"*** **(Act No. 2002-73 of 17 January 2002, article 133).** To make this possible, all these qualifications are treated separately from the courses that might lead to them. Thus this legislation ratifies the separation which, as we mentioned above, has gradually developed between training courses and "certification"; certification now no longer validates only the "knowledge acquired" on completion of a training course but also that gained through work experience or voluntary work.

It may be questioned whether making VAE procedures mandatory for access to qualifications recorded in the RNCP is also not a way of reintroducing experience as one of the bases of *qualification*, as had been attempted by the representatives of companies in the late 1960s.

Articles R 335-12 to R 335-14 of the Education Code, set out the objectives and main features of the RNCP. So the RNCP must provide *"up-to-date information about diplômes, vocational certificates and industry/sectoral qualifications created by the national joint employment commissions in the various occupational sectors".* As specified in article R335-13, these vocational qualifications are listed in the register by level and by field of activity. The same article in the Education Code[5] also adds that these qualifications will be ranked in accordance with the "classification of training levels" until such time as a new classification system, which corresponds more closely to the European Qualifications Framework (EQF), is adopted. However, this classification system is still at the discussion stage and is, therefore, very much a work in progress.

In the case of classification by field of activity, the Classification of Training Specialisms (*Nomenclature des spécialités de formation/NSF*) is used.

[2] The vocational baccalaureate, introduced in 1985, was added to the classification and placed at level IV, the Masters at level II.

[3] The accreditation of industry/sectoral qualifications had previously given rise to much debate even though some had been registered.

[4] As we will see in Chapter 1.4, the general baccalaureate, although enjoying a level in the classification of training levels, is not registered in the RNCP.

[5] See also Decree No. 2002-616 of 26 April 2002 relating to the national register of vocational qualifications, Art. 2

Classification of Training Specialisms (NSF)

The Classification of Training Specialisms (NSF - Format PDF) that is currently in use was drawn up at the National Council on Statistics (Conseil national de l'information statistique/CNIS -) in 1994. It is designed to cover all forms of training (initial or continuing, secondary or higher, vocational or non-vocational).
It consists of four hierarchical levels of classification. The first of these is a central level (the specialisms group) which uses 3-digit codes. At the next level, 2-digit codes are used to group together these specialisms.
Single-digit codes are used at the next level to divide these groupings into four broad areas: academic, technical and vocational (production), technical and vocational (services) and personal development. The final level allows for finer distinctions to be drawn within each group of specialisms.

Article R 335-13 also states that, in the register, CQPs (industry/sectoral qualifications) are not assigned a level but are classified separately and only by field of activity. Finally, for every qualification listed in the register, an announcement is published in the *Journal Officiel* (French official gazette).

3. Institutional Setting

The RNCP has been managed and updated since its establishment by a new commission: the CNCP.

At the same time, Act No. 2002-73 of 17 January 2002 on Social Modernisation (Annex II, see chapter on the development of vocational training) created the CNCP, which was initially placed under the authority of the prime minister and had the general remit of promoting this "certification" approach, in other words encouraging the drafting of course content for French qualifications (which it was also responsible for reviewing) in terms of learning outcomes. It was thought that the widespread use of this method of drafting qualifications would provide greater "*clarity with respect to the labour market",* something which was clearly necessary given the high rate of youth unemployment.

The commission now falls under the aegis of the ministry responsible for vocational training (the Ministry of Labour, Employment, Vocational Training and Social Dialogue).

It does not constitute an identifiable administrative entity fully independent from the ministry on which it depends. It is dependent for its staff, resources and information system on employment public policies and a budget managed by the general secretariat of the social ministries.

Article R335-24 of the Education Code (Annex II) determines the current composition of this committee which, like many other advisory commissions in France, includes representatives of the government, employers and employees. It currently has 47 members:

- 16 ministerial representatives:
- 3 representatives of the regions, appointed by the Association des Régions de France
- 10 social partners: 5 representatives each from the largest employers' and employees' organisations at national level
- 3 representatives from the consular chambers: representatives from the permanent assemblies of the chambers of agriculture, trades and crafts and the assembly of the French chambers of commerce and industry (CCI-France)
- 15 qualified members who take part in the work of the CNCP but do not have voting rights: the general and assistant rapporteurs, managers (or presidents of national organisations working in the field of vocational training) from Céreq, Centre Inffo (Centre for Information on Continuing Training), ONISEP (National Office for Information on Education and Careers) and the *Haut comité Education-economie-Emploi* (High Committee for Education, Economic Affairs and Employment, etc.) and 2 representatives from European trade-union confederations.

Articles R 335-25 to R 335-28 of the Education Code set out the committee's operating and deliberation procedures. Article L 335-6 of the Education Code describes its role and duties:

- To set up and update a national register of vocational qualifications (RNCP). In so doing, it also guarantees the consistency and complementarity of qualifications listed in the register and ensures that they are upgraded and adapted in line with developments affecting qualifications;
- To make recommendations to those institutions that award qualifications and to ensure that people and businesses (those that will use the qualifications) have up-to-date and clear information.

To make this information available to the broadest public, since it is one of the missions entrusted to it, the RNCP is accessible and can be consulted at the following address: http://www.rncp.cncp .gouv.fr /. It is presented as a searchable database in various ways, by qualification title, field code, authority responsible for the qualification or acronym (example CAP).

The CNCP is not a political body, in that it is not the body responsible for deciding which qualifications are included in the register. It is the minister responsible for vocational training (the current Minister of Labour, Employment, Vocational Training and Social Dialogue) who makes the decision on the committee's advice. So it is really more a technical body whose remit is to express opinions and make recommendations relating to the inclusion of qualifications in the register.

No French legislation has, so far at least, ever mentioned the existence of a national qualifications framework (NQF), the only reference being to a national **register** of vocational qualifications. To our knowledge, it was not until 2010, and the report on referencing the French national qualifications framework to the European Qualifications Framework, that the term "national framework" was used. This report states that *"it is the national register of vocational qualifications that constitutes the French national framework"* (p. 4). However, as we shall see later, some qualifications are included in the register but have no level (CQPs for example) whereas others are classified at a particular level but do not feature in the register (the general *baccalauréat*, for example). There is no debate around what is included in the register, but what is included in the framework is sometimes questioned and interpreted in a variety of ways. In any case, what is in the framework is still under discussion and is not always stated clearly or unanimously. Consequently, our interlocutors expressed very different opinions on the links between the "framework" and the "register"*:*

"When the European Qualifications Framework came out, the group which was set up at the CNCP said 'the register formalises the framework' but 'anything that is not listed in the register with a level cannot be included in the framework'... So, they (CQPs) are in the register, but they're not in the framework because they don't have a level". (rapporteur from the CNCP)

"The register is the national framework." (rapporteur at the CNCP)

"The whole register is in the framework with the exception of the general and technological bacs." (rapporteur at the CNCP)

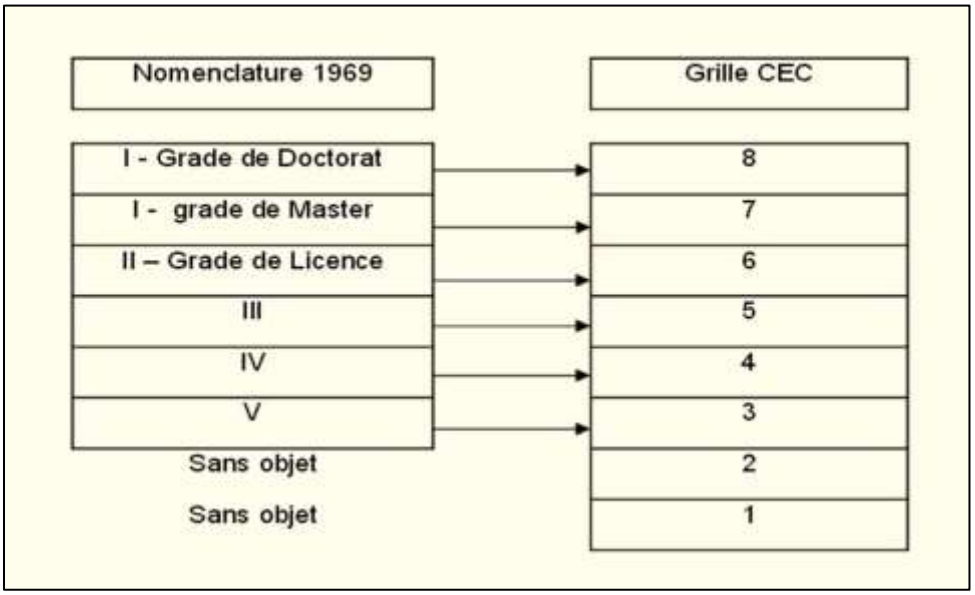
The inclusion of certain qualifications in the framework is not cut and dried:

"Their (CQPs) inclusion in our framework is perfectly justified."

Or: *"There are some things which have been assigned a level by decree or by law and... are not in the register."*

The process of referencing to the European framework has also led to the resumption of work on a new classification system that is more closely linked to the European framework and which will be used to assign levels to the qualifications included. For the time being, referencing to EQF levels is not done by the use of level descriptors but with the help of a simple correspondence table.

Table linking the French classification of training level (1969) with the European Qualification Framework



CEC (French) stands for EQF
"Nomenclature de 1969" can be translated as "Classification of training levels" (1969)
Doctorat = PhD
Licence=Bachelor's degree
Sans objet = None

This table assigns in a conventional way an EQF level to recognised French qualifications. This straightforward and quick correspondence of levels is made easier by the existence of the earlier Classification of Training Levels (1969).
The first two EQF levels gave rise to some difficulties; they are never assigned because no state recognised qualification exists in France with a level lower than EQF level 3. A new classification based on the EQF has been recently set up but its descriptors (such as competences, skills and knowledge) have not yet been used to assign a level to the qualifications registered in the RNCP.

4. Types and Legal Status of Qualifications Included in the NQF

Any legal entity that is registered as a training provider is entitled to apply for the inclusion of a qualification in the RNCP. The same applies to organisations that are based overseas but operate in France. This requirement alone, if not adhered to, may lead to legal proceedings.

However, not all qualifications can be included in the register. In fact, only so-called "vocational" qualifications can feature, which totally rules out general secondary education qualifications. Therefore, the general *baccalauréat*, which has a level (Level IV) in the 1969 classification, is not included. In contrast, all higher education qualifications are deemed to be vocational qualifications and may, therefore, be included. There has, however, been some debate as to how higher education qualifications of a more academic nature (the general bachelor's degree, for example) should be dealt with. Initially, it seemed that there would be no place for them in the RNCP. In fact, the CNCP had to reach an agreement with representatives from the Ministry of Higher Education, who did not want to see any distinction made between different higher education degrees.

This concept of "vocational qualification", therefore, calls for some explanation. In France, it has a very specific meaning. Any qualification that prepares people for a job is classed as vocational, but this too requires some clarification:

- For example, anything which cannot be described as "personal development" is considered "vocational". Therefore, all qualifications certifying purely leisure activities that cannot lead to an occupation will be excluded from the register.
- A "vocational qualification" is one that results from a *qualification* process and that therefore brings with it some kind of recognition in the labour market and, to some degree, ensures access to it. Those involved in the CNCP refer to this as a *qualification complète.* When they talk of "trades" or "full-time occupations", they set down a number of indicators by which they can be measured.

A whole concept of the qualification underlies its likelihood of being included in the RNCP. This is the notion of a *qualification* as a form of industry-level recognition. A whole concept of the labour market also has an influence. In fact, only a full-time occupation is classed as a professional activity in its own right. This being the case, we will take a look, at the end of this section, at qualifications that do not meet this criterion but have recently been identified and listed in a register other than the RNCP, although they do not have a level and therefore do not feature in the national framework (NQF).

It is no easy task to create a typology of qualifications in France. One might, in fact, expect to see different typologies that reflect different points of view. However, with regard to the matter in hand (inclusion in the national qualifications framework), the legislature made an initial distinction in Act No. 2002-73 of 17 January 2002, which pertains to Social Modernisation. The procedures for inclusion in the register of qualifications are broken down by qualification type.

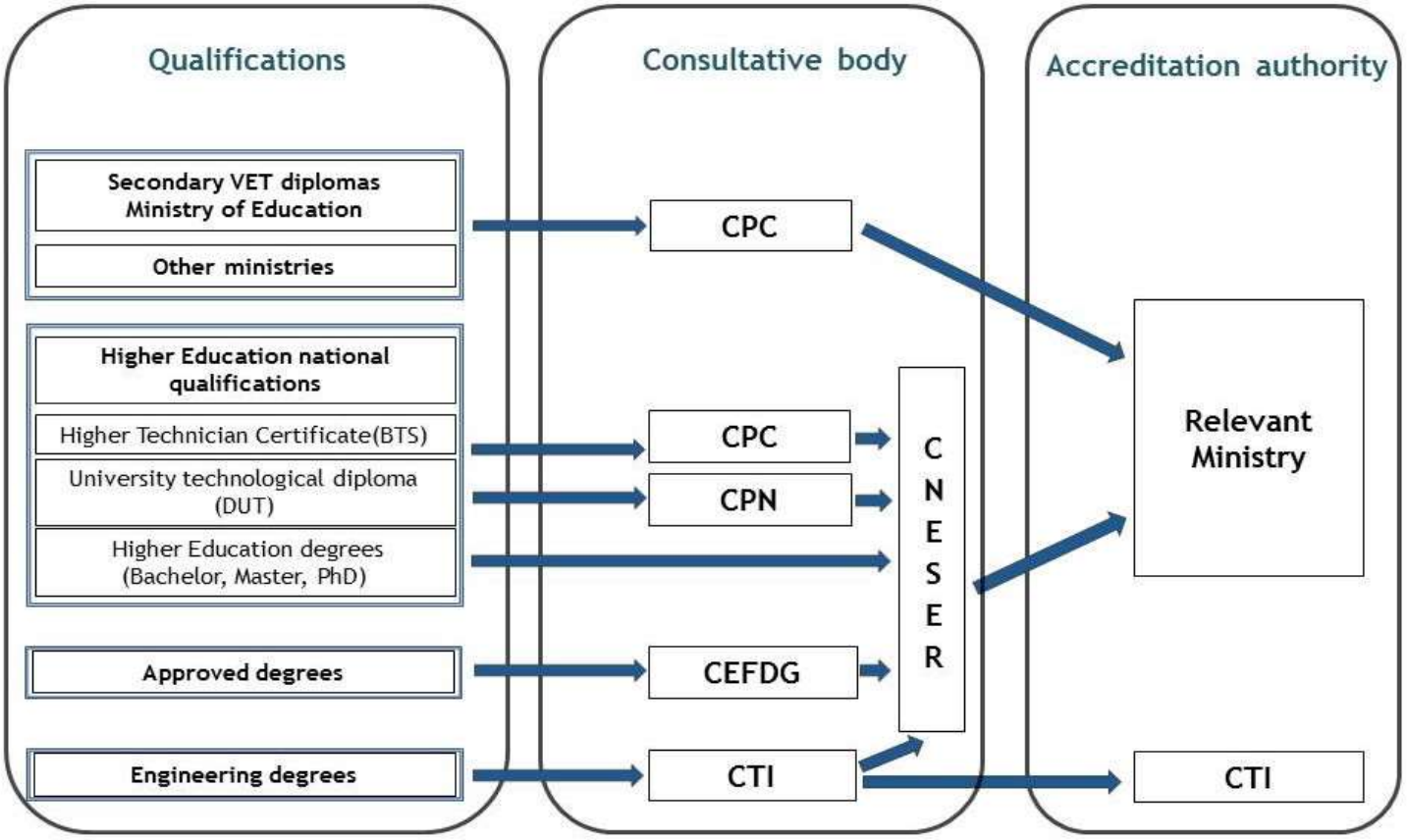
In fact, article R 335-16 refers to *"diplomas and degrees issued on behalf of the state which were created on the recommendation of advisory bodies in which organisations representing employers and employees are involved*". The qualifications that belong to this category are important in the French system and they alone are eligible for automatic inclusion in the RNCP. Starting with these, we listed the different types of qualifications in the French certification system, from the most "formal" to the most "informal". Some qualifications, as we will show in the following chapters, lack one or more of the characteristic features of the category: some are awarded on behalf of the state but without any consultation with tripartite commissions, others are not awarded by the state and a

final category is made up of private qualifications that are sometimes developed without consultation with the social partners.

4.1. Qualifications issued on behalf of the state on the recommendation of tripartite advisory bodies

The qualifications in this category are issued on behalf of the state; that is, they are "*created by decree and are organised in accordance with an order issued by the ministers concerned, following consultation with advisory bodies which include employer and employee representatives*" (Article L 335-6 of the Education Code). They are diverse in nature and can certify training programmes in the areas of initial or continuing training and secondary or higher education. The awarding bodies may also be private or public. Figure 1 shows the diversity of these qualifications. It shows subtypes, which are differentiated according to the type of advisory body that recommended its creation. However, it is the relevant ministry for the occupation targeted by the qualification, or an administrative body, that makes the decision as to whether the qualification should be created; hence it may be issued on behalf of the state.

FIGURE 1
QUALIFICATIONS ISSUED ON BEHALF OF THE STATE AND CREATED FOLLLOWING CONSULTATION WITH CONSULTATIVE BODIES



4.1.1. Qualifications developed on the recommendation of Consultative occupational committees

This first group includes secondary and higher education qualifications[6] and continuing training qualifications (issued by the Ministry of Labour) developed on the recommendation of **consultative occupational committees** (CPCs).

CPCs were introduced by Decree no. 72-607 of 4 July 1972[7] relating to consultative occupational committees and were set up by ministerial order. The Ministries of Education[8], Agriculture[9] and Labour[10] were the first to set up advisory bodies. Then, after the introduction of the Social Modernisation Act of 17 January 2002, a second wave of ministerial CPCs was created: at the Ministry of Youth and Sport[11], the Ministry of Social Affairs[12] and finally, the Ministry of Culture[13]. Aside from the qualifications awarded on behalf of the ministries mentioned above, other public qualifications are developed (by other ministries) on the recommendation of advisory bodies that have the same status as CPCs although they are not recognised as such. This is the case with Ministry of Health qualifications, which are developed on the recommendation of the National Council for the Paramedical Professions (*Haut conseil des professions paramédicales*/HCPP), and some Ministry for Marine Affairs qualifications, which are developed following consultation with the Specialised Committee on Maritime Vocational Training (*Comité spécialisé de la formation professionnelle maritime*/CSFPM).

The members of the CPCs are appointed for a maximum term of five years. The remit of CPCs was originally couched in general terms, but this is no longer the case. They are now each defined by a legal instrument issued by the relevant ministry. They still share the same role of providing guidance and recommendations with regard to the creation, updating or withdrawal of qualifications and the drawing up of standardised learning outcomes for them.

The two main ministries (the Ministry of Education and the Ministry of Employment) now have 14 and 7 CPCs respectively[14].They usually consist of 4 colleges made up of representatives of employers, employees, local authorities and qualified professionals. The number of representatives in the different colleges is not always balanced but equal numbers are always maintained in the employer and employee colleges. By way of example, we will look at the Ministry of Education CPCs.

6 These might be brevets de technicien supérieur (BTS) for the Ministry of Education, brevets de technicien supérieur agricole (BTSA - higher agricultural technician certificates), Ministry of Youth and Sport qualifications (state youth, popular education and sport diploma - DEJEPS, etc.) and Ministry of Labour qualifications ranked at level III (in the 1969 classification).

7 Their direct precursors, the Commissions nationales professionnelles consultatives (CNPCs - national consultative occupational committees) were, however, set up much earlier, shortly after 1946.

8 Order of 19 March 1973 relating to the creation of consultative occupational committees in the Ministry of Education.

9 Order of 10 June 1985 relating to the creation and operation of the consultative occupational committee for agriculture and associated activities.

10 Order of 2 July 1973 relating to the creation by the Ministry of Labour, Employment and Population of consultative occupational committees for metallurgy, building and public works and administrative management.

11 Order of 27 September 1999 relating to the creation and operation of the CPC for occupations related to sport and entertainment. 13 Order of 11 September 2002 relating to the creation of a CPC for social work and social intervention.Order of 19 June 2006 relating to the creation of a CPC for the performing arts.

12 Order of 11 September 2002 relating to the creation of a CPC for social work and social intervention

13 Order of 19 June 2006 relating to the creation of a CPC for the performing arts.

14 In the case of the Ministry of Education, these include the CPCs for Metallurgy, Chemistry, Commerce and Distribution, etc.

The Ministry of Education CPCs.

Their role is now defined by Decree no. 2007-924 of 15 May 2007 relating to consultative occupational committees and the inter-occupational consultative committee set up by the Ministry of Education.

The 14 CPCs set up by the Ministry of Education are tasked with providing guidance and suggestions on how to define vocational *diplômes* by drawing up their standards, on the need for vocational qualifications in view of the developments taking place in occupations and on the consistency of qualifications.

The composition of CPCs is, however, set out in article 1 of the Order of 15 May 2007 relating to consultative occupational committees. It is divided into 4 colleges: 10 employer representatives put forward by the largest employer organisations in the sector concerned, 10 employee representatives put forward by the main trade unions in the sector concerned, 10 local authority representatives, 10 qualified professionals (teacher and lecturer representatives, representatives of consular chambers and parents' associations, along with a technological education advisor.)

The ministries mentioned above, which specialise in the area of public qualifications, have the authority to decide whether the qualifications mentioned in this paragraph can be created or not. These might include, therefore, the Ministries of Education, Employment, Youth and Sport, Agriculture, Social Affairs, Culture, Health and the Ministry for Marine Affairs.

4.1.2. National higher education degrees

Also included in this first group are higher education degrees. They are the largest in number[15] and the most diverse in nature but, in all cases, it is the Ministry of Higher Education that has the authority to make decisions relating to their creation, upgrading or withdrawal[16]. In fact, in France, the state has a monopoly on the awarding of degrees and other higher education degrees. Although this monopoly has a long history[17], it nonetheless remains very important and is reaffirmed in Article L 613-1 of the Education Code, amended by Act no. 2013-660 of 22 July 2013 - Art 37. The same article stipulates that "national degrees issued by the institutions are those which confer one of the degrees or other *university degrees that appear on the list created by decree and on the advice of the National Council for Higher Education and Research (Conseil national de l'enseignement supérieur et de la recherché/CNESER)".***The list of national higher education degrees** (other than in health-related subjects) is set out in Article D613-6, established by Decree no. 2013-756 of 19 August 2013:

1. *certificat de capacité en droit* (law qualification which grants access to higher education);
2. *diplôme d'accès aux études universitaires* (diploma granting access to higher education)
3. baccalauréat;
4. *brevet de technicien supérieur* (higher technician's certificate - BAC+2);
5. *diplôme universitaire de technologie* (2-year university technological degree)
6. *diplôme d'études universitaires scientifiques et techniques* (2-year university science and technology degree);
7. *diplôme d'études universitaires générales* (2-year general degree);
8. *diplôme national de technologie spécialisé* (3-year specialised technology degree);
9. *Licence* (bachelor's degree - BAC+3);

[15] This will be covered in the next section, which deals with the procedure for inclusion in the register by entitlement.

[16] It should be noted that it is the same ministry that makes decisions regarding the creation, upgrading or withdrawal of the BTS qualifications mentioned above. [18] We actually need to go back as far as the Act of 18 March 1880

[17] We actually need to go back as far as the Act of 18 March 1880.

10. *diplôme national de guide interprète national* (tour guide diploma - BAC+3);
11. *maîtrise* (now year one of master's course - BAC+4);
12. master's (BAC+5);
13. *diplôme de recherche technologique* (technological research degree - BAC+6);
14. *doctorat* (PhD, BAC + 7);
15. *habilitation à diriger des recherches* (authorisation to supervise research).

Higher education institutions can also offer training leading to their own qualifications; these are not, however, national degrees (Article L613-2 of the Education Code, amended by Act no. 2013-660 of 22 July 2013 - art. 44). These include, for example, *diplômes d'universités* (DUs), which we will look at later, since they belong to another category.

Since the Act of 22 July 2013, the Ministry of Higher Education, on the recommendation of the CNESER (Article 613-1 of the Education Code), has granted higher education institutions (particularly universities) "accreditation"[18] to issue national degrees. The creation, upgrading or withdrawal of any national qualification is also subject to recommendation by the CNESER. The CNESER acts as an advisory body for the social partners, except in the case of the BTS[19] and DUT qualifications[20], which are developed, upgraded or withdrawn on the recommendation of other advisory bodies.

CNESER: composition and role

Set up in 1946 (Act No. 46-1084 of 18 May 1946 on higher councils and teaching and learning councils), its composition and representativeness were fixed by the Higher Education or Faure Act (no. 68-978 of 12 November 1968) and then the Jospin Act (no. 89-486 of 15 July 1982).
Chaired, depending on the subject concerned, by the Minister of Higher Education, the Minister for Research or their representatives, it has 100 members who are divided up as follows: 60 representatives from public higher education or research institutions (general staff, teaching staff and students) and 40 representatives from the main national interest groups (16 to 20 members representing employers and employees; 3 members each from the upper lower houses of the French parliament and the *Conseil Economique et Social*; 2 representatives from local government associations, 2 parent representatives and 2 representatives from student organisations (Articles D232-2 and D232-5 of the Education Code amended by Decree no. 2014-1421 of 28 November 2014 - art. 3 and 6.
It is consulted on matters relating to higher education policy and qualifications (budgets, introducing a new qualification, setting up new institutions, etc.). It gives advice relating to the national training framework[21], the list of national degrees and accreditation procedures. It also has a disciplinary function[22] (Article L232-1 amended by Act no. 2016-925 of 7 July 2016 - art. 52).

The CNESER acts as an advisory body but its composition and remit are sometimes controversial. The CNESER's remit is wide-ranging and it never submits applications to create qualifications to intense scrutiny. Although it includes employer and employee representatives, these are vastly outnumbered by academics. So there is no comparison with the balanced compositions of CPCs, the national pedagogical commissions (*commissions pédagogiques nationales*/CPNs), which we shall be looking at next, or the Engineering Degrees Committee (Commission des Titres d'Ingénieur/CTI).

[18] The accreditation procedure consists of the assessment of a dossier containing details of all the training provision offered by an institution. The institution prepares a comprehensive application providing details of its links with external agencies, course contents, etc. It also contains certain indicators, which might include the numbers of students who enter the workforce on completion of their course. The dossier is then submitted to the relevant department (the accreditation department) at the Ministry of Higher Education.
[19] As we mentioned earlier, these are also developed, upgraded or withdrawn with the recommendation of CPCs.
[20] We will refer to these later in this report.
[21] We will look at this system later in this report.
[22] Over teaching staff in higher education institutions.

Diplômes universitaires de technologie (DUT) (*2-year university technological degrees*), which are short-cycle higher education degrees offered by **Instituts universitaires de Technologie (IUT)** (*university technological institutes*)**,** are awarded on completion of two years of education after the *baccalauréat* (particularly the general *baccalauréat*) and are available in 24 specialisms. They are included in the list of **national degrees** and their creation, upgrading or withdrawal is subject not only to the approval of the CNESER but also to that of the **national pedagogical commissions (CPN)**.

The remit and composition of CPNs

CPNs were created by the Order of 22 June 1967. Initially, there was one for each specialism. They were then set up by the Minister for Higher Education by the order of 4 June 1992 relating to the national consultative committee for IUTs and the national pedagogical commissions (chapter II). They provide suggestions relating to programmes leading to the award of 2-year technological degrees (DUT), assess the quality of training courses delivered in departments and express opinions on educational development projects.

They are made up of 25 members, who can serve for a term of 4 years (and who can be reappointed only once): 5 teacher-researchers or teachers (of whom at least 3 have been heads of department in the specialism concerned), 5 representatives from occupations associated with the specialism(s) who are appointed by the main organisations, 5 student representatives from the specialism(s) concerned and 5 qualified professionals who can demonstrate practical experience or interest in the specialism(s) (these quite often include teachers of the particular specialism(s)).

The number of CPNs (17 so far) is to be reduced in the future. They have, for some years, been involved in re-writing training programmes for these specialisms in terms of learning outcomes.

4.1.3. State-approved diplômes

State-approved *diplômes* are qualifications awarded by higher education institutions that are run privately or by chambers of commerce and industry (mainly business and management schools) and which, when set up, are granted a form of state recognition. Authorisation to award state-approved *diplômes* is granted by the Minister for Higher Education. It is valid for a period of 6 years and can be renewed with the approval of the CNESER[23] (Order of 8 March 2001 relating to qualifications awarded by higher education institutions run privately or by chambers of commerce and industry which are recognised by the state). The institutions that issue this type of qualification include institutions as different as the *Institut polytechnique Lassalle-Beauvais*, the *Ecole supérieure de journalisme de Lille* and the *Ecole de design Nantes Atlantique*.

Business and management schools can also be authorised to issue state-approved *diplômes* or even degrees (Master's degrees, for example) but, to do so, they require not only the approval of the CNESER but also that of another commission: the Commission for the Evaluation of Management Training Courses and Qualifications (*Commission d'évaluation des formations et diplômes de gestion*/CEFDG).

[23] This assessment covers entry requirements, the delivery of the course content and the criteria governing the award of the diploma.

The CEFDG

Set up by decree in 2001[24], the Commission is responsible for "assessing the business and management courses delivered by higher education institutions run privately or by chambers of commerce and industry, as part of the procedures covering state recognition and the authorisation to award qualifications that are laid down in articles L443-2 and L641-5 of the Education Code" (Article 4 of this decree)[25].

It consists of 16 members appointed for a term of 4 years by the minister responsible for higher education and the minister for commerce and industry: 4 representatives from the business community, 4 academics working in the field of business and management, 4 representatives from schools and training courses run privately or by chambers of commerce and industry, and 4 qualified professionals (2 nominated by the minister for higher education and two nominated by the minister for commerce and industry).

The opinions delivered by the CEFDG will vary depending on whether they relate to the granting of state approval or a master's degree. Master's degrees are assessed more rigorously. However, in both cases, approval is granted for a period ranging from 1 to 6 years.

4.1.4. Engineering degrees

In France, this category consists of a number of different qualifications: engineering degrees awarded by a school of engineering (which may be state-owned or private), specialised engineering qualifications for those who already have an engineering degree and finally the state engineering degree *(titre d'ingénieur diplômé par l'Etat)*, to which students can gain access through VAE. For all these qualifications, it is the institutions that award them that are accredited, either by the administrative authority to which they report (following approval from the Engineering Degrees Committee (CTI), in the case of state institutions, and by the CTI itself for private ones).

The tri-partite consultative committee that considers applications for the recognition of an engineering degree is the CTI. This is an independent body with a fairly long history. Set up by the Act of 10 July 1934, it is responsible for authorizing private institutions to award engineering degrees. In 1984, its remit was extended to include assessing state educational institutions prior to the granting of authorisation. Since Act no. 2013-660 of 22 July 2013 relating to higher education, the decision handed down by the administrative authority under whose jurisdiction the institution falls has been known as "accreditation" (articles L642-1, L642-3 and L642-4 of the Education Code).

The Engineering degrees Committee

This committee has 32 members, who are split into three colleges. The first college consists of 16 members chosen from among higher education staff. The second is made up of 8 members from the largest employer organisations. The final college consists of 8 members chosen from associations and trade-unions representing engineers. Its members are appointed by Ministry of Education decree for a term of 4 years and they may serve for only two terms.

24 Act no. 2001-295 of 4 April 2001 relating to the creation of the Commission for the Evaluation of Management Training Programmes and Qualifications.

25 So, unlike the Engineering Degrees Committee, which we will mention later, the CEFDG only assesses private institutions.

Upon request, the CTI assists the institutions which it is assessing by providing documentation[26] or making site visits. The period of validity of the authorisation can vary between 1 and 6 years, depending on the quality of the training. Its assessment criteria focus on governance and the standard of research undertaken and also put a strong emphasis on the description of the competences expected and the role of engineering professionals in the institution's bodies.

Finally, and significantly, the CTI is a full member of the European bodies responsible for quality assurance in higher education and the accreditation of the *Grandes Ecoles d'Ingénieurs.* It is a member of ENQA and ECA and was awarded the European EUR-ACE label in 2007. It is also a member of ENAEE. Finally, it has also been listed in EQAR since 2010[27].

The qualifications referred to above fall into the category of those eligible for inclusion by entitlement in the French national qualifications framework (see above). They are the most formal of all the qualifications in this system. Those that follow (points 2.2 to 2.5) may be included by request (except those in the Inventory) and might be described (in this case, including those in the Inventory) as non-formal education qualifications[28].

4.2. Qualifications issued on behalf of the state and without recommendation from tripartite advisory bodies

Some ministries award qualifications that are not developed through and following recommendation from advisory bodies. However, in the French system, as we have seen, it is not only the awarding authority that is important, but also the existence (or otherwise) of a consultative committee involving employer and employee representatives. For example, the Ministry of Defence offers 65 qualifications that were created without referral to a relevant body and which, as a result, do not fall into this category. These include the Ministry of Defence Expert in Management or Air Traffic Controller/Supervisor qualifications. This is also the case for some Ministry of Culture and Ministry of Ecology qualifications.

4.3. "Private" qualifications

The vocational qualifications[29] that do not fall into the above categories can also be very varied. The category of qualifications which we refer to as "private" is also very diverse. It also includes qualifications developed by public institutions (under the aegis of ministries) but in their own name (rather than on behalf of the state). These include all university qualifications (which are not national degrees and therefore do not belong to the category described in paragraph 2.1.2), and qualifications from public higher education institutions such as the *Conservatoire national des Métiers* (CNAM - National Conservatory of Arts and Crafts) or *instituts d'études politiques* (IEP – political studies institutes). This category also includes various qualifications developed by consular bodies such as chambers of agriculture, trades and crafts, commerce and industry, provided that the qualifications

26 As is the case with the CNESER.
27 Its status as an independent organisation means that it can hold European accreditations to which the CEFDG is not entitled.
28 For more information on the typology of qualifications, please see "Methodology for preparing country reports" p. 16.
29 Eligible for inclusion in the RNCP. As we shall see in the following paragraphs, other qualifications may now be listed, without being included in the RNCP.

in question are not state approved[30]. CCI-France, in fact, awards qualifications in all specialisms and at all levels in the following areas:

- business, sales, hospitality, tourism, catering and international trade[3231]
- fibre optics
- logistics
- secretarial and assistance work

Finally, there are qualifications awarded by private, profit or non-profit training providers.

4.4. Sectoral qualifications - a special case

Sector-specific or industry-level qualifications *(certificats de qualification professionnelle*/CQP) awarded by particular occupational sectors are unique among the qualifications recognised by the CNCP

- CQPs may or may not be included in the register. They may be included in the register on a voluntary basis and, in that respect, are akin to "private" qualifications.
- Above all, CQPs are qualifications which are included in the register but which are not classified by level. Thus according to the definition of the framework given above (p. 18), they may or may not be in the 'framework'.

Before examining these aspects of CQPs (particularly the second one), let us take a look at their recent history.

4.4.1. The origin and development of CQPs

The option enabling occupational sectors to draw up lists of *qualifications* to certify training delivered as part of block-release programmes (*qualification* contract, 1983 and 1984) dates back to legislation that was passed in 1986 and then confirmed in 1988. It came against a background of constantly rising youth unemployment and criticism of training provision for young people.

CQPs were set up under the auspices of the joint national employment committees (*commissions paritaires nationales de l'emploi*/CPNE) in the different occupational sectors and were awarded in their name. Introduced by a national agreement in 1969, CPNEs are joint bodies made up of employer representatives and representatives from trade-unions. They handle matters relating to employment and have gradually extended their area of competence to include training. The opportunity afforded to occupational sectors to create their own certificates to validate their training courses represented quite a departure. Like approved *diplômes*, these certificates broke the state monopoly on the issuing of nationally recognised qualifications. The state plays no part in the development and award of CQPS nor is it involved in recognising them. The Ministry of Education has a long-held opposition to them.

The certification procedures that appeared in 1987 (these were now real training and certification procedures rather than mere "lists of certificates") came into wider use during the 1990s and 2000s, reaching all the main occupational sectors (with the exception of banking). At the beginning of 2016, 124 occupational sectors had set up such schemes. They are influenced by the organisation and political objectives of the industries concerned and this results, among other things, in a marked variation in the numbers of qualifications from one occupational sector to another (Veneau & al., 1999). So, there are more than 200 certificates for metallurgy (the automobile, aeronautics, electricity and steel industries) and just one for the fast food industry. At the beginning of 2016,

[30] As is sometimes the case for qualifications from business and management schools that operate under the auspices of chambers of commerce and industry (see paragraph 2.3.1 above).

[31] Eight of which are now included in the RNCP.

there were a total of 1,124 CQPs. However, little is known about what these qualifications consist of, and still less about the people who study for them (are they unemployed young people and/or people already in work?). It seems that the number of people involved is quite low and that this varies, not only from one CQP to another but also within a single occupational sector.

4.4.2. The CQPs in the register…

The number of CQPs included in the register is quite small. There are 347 of them (300 of them active), which represents a third of all the qualifications included as of the beginning of 2016. However, the number of CQPs is slowly growing: in 2011, 35 applications for renewal or inclusion were recorded and the figure rose to 77 in 2015. The number of applications varies widely from one occupational sector to another. Some of them register all or almost all of their CQPs. So, all CQPs for the plastics and automotive repair industries, of which there are more than twenty, are included. The same goes for the cleaning industry.

Another interesting example is that the ceramics industry had not submitted any of its CQPs until this year. Since then, following a change of leadership and policy, it requested the registration of all its CQPs. This case illustrates a more general upward trend in CQP registrations.

In contrast, other industries do not yet have them included or have submitted only a small number. The construction and public works sector submitted applications for only 3 of the 27 CQPs developed in the sector. Between these two extremes, there are all manner of scenarios.

There is no real incentive to have CQPs included. It should also be remembered that there is no obligation to do so - applications are submitted to the CNCP on a voluntary basis. Nor does the very limited use of these qualifications by companies in the sectors concerned serve as an encouragement to submit applications. Finally, the low number of applications submitted by certain sectors sometimes also reflects a desire to assert a degree of independence vis-àvis the state:
"Why should sectors seek state recognition for their qualifications?" (a representative of an employers' association).

4.4.3. … but without a level

The position allocated to CQPs in the register is clearly specified in the Social Modernisation Act of 2002. Paragraph II of article 134 draws a clear distinction between *diplômes* and other qualifications obtained through the education and training system, on the one hand, and CQPs, on the other. There has never been any legislation to change this. The unique status of CQPs arose out of a compromise on the part of a government that did not wish totally to exclude sectoral qualifications from the register but still felt it necessary to highlight the fact that they are different from qualifications obtained through the education and training system.

Another contrast and another compromise, almost as evident, apply to the inclusion of CQPs in the register. Some occupational sectors argued that CQPs, like qualifications obtained in the state system, should be included in the register by entitlement. This demand was met by opposition from the government. This led to another "compromise": the inclusion of CQPs is subject to the "by request" procedure and they are, therefore, examined by the CNCP, but the application dossier required and the evaluation criteria for these qualifications are not as stringent as those for applications from private or public training providers.

The conditions that apply to the inclusion of CQPs and the procedure for obtaining state recognition for these certificates highlight the central role which the state still plays in the recognition of qualifications. The governmental seal still has a certain cachet and is a "privilege" for those qualifications entitled to use it.

4.5. Qualifications included in the inventory: a new kind of recognition?

Act No. 2009-1437 of 24 November 2009 relating to career guidance and lifelong vocational training requires the CNCP to identify *"qualifications and accreditations that correspond to the cross-cutting competences used in the workplace"* (article L 335-6 of the Education Code). What it is looking for exactly is any means of certifying vocational competences that is not linked to a *qualification* (i.e. to an occupation that is recognised in an industry-level agreement), is not included in the French classification of 1969 and usually involves short courses. However, Act No. 2014-288 of 5 March 2014 relating to vocational training, employment and social democracy introduced a new register, "the Inventory", to identify these types of qualifications.

The Inventory was created at the same time as the personal training account (*compte personnel de formation*/CPF). These accounts, for those in work and the unemployed, are topped up with 25 hours' training entitlement a year. People, particularly the unemployed, can use these hours to take courses that lead, among other things, to the qualifications listed in the Inventory. For a training provider, the inclusion of its qualification(s) in the Inventory makes it eligible for the CPF and hence for funding. On a broader level, the creation of an inventory echoes the idea that the possession of a qualification improves employment prospects; it is also consistent with policies designed to cut training costs. The qualifications in the Inventory are classified into three categories.

The categories for listing qualifications in the inventory

A. Qualifications and accreditations, resulting from a legal or regulatory obligation, that are required to work in a particular trade or profession in France (for example: electrician accreditations or CACES safe driving certificates for cargo handling, etc.)

B. Qualifications that relate to a specific field, are highly valued in a particular occupational environment and whose possession is recommended by a body representing the social partners (BULATS (Business Language Testing Service)[32], Microsoft Certification - Installation and configuration of Windows Server 2012 (70-410), qualification in copper welding as per standard NF EN ISO 9606-3,...).

C. Qualifications that apply to a homogeneous set of competences that may be required in one or more occupations and that help and encourage holders to enter the labour market and then hold down a job (TOSA office skills certificate, *certificat voltaire* (spelling skills), *certificat de compétences en entreprise* (CCE - "Managing a work team" business skills certificate), *maîtrise des compétences clés de la propreté* (MCCP - key skills for the cleaning industry...).

Taken from the Ministry of Labour Order of 31 December 2014, which defines the procedures for recording in the inventory those qualifications and authorisations mentioned in article L 335-6 of the Education Code.

The CNCP's examination of applications for inclusion in lists B and C of the Inventory focuses on the qualification's standardised learning outcomes. It must be reiterated that no level is assigned to qualifications included in the Inventory.

The CTH, and later the CNCP, have long been opposed to the accreditation or inclusion of anything that is not a *qualification,* on the grounds that partial *qualifications* cannot be recognised. In this respect, the creation of an inventory is a truly new development and so it is difficult to assess its full impact at the current time. We will return to this issue in our conclusion.

[32] An example can be found in Annex 1.1.

4.6. Legal status of qualifications included in the NQF

In the French system, all qualifications (formal or informal) belong to the *"organisations and bodies that created them"* (Art L 335-6 of the Education Code). A qualification is, therefore, considered *"an intangible asset"* (rapporteur from the CNCP). In other words, a qualification can remain "private", even though it is included in the RNCP. This has far-reaching consequences. If a training provider wishes to award a qualification that is included in the RNCP, it must have the consent of the body that created it (and, therefore, owns the qualification). It can only award the qualification in accordance with any restrictions imposed by the body. The body that owns the qualification may, if it so chooses, offer this organisation the chance to enter into agreements or other contracts with it.
"From the moment it enters into an agreement, it must ensure that whatever is done by the provider, whatever is done in the organisation it has entered into an agreement with, fully complies with its own terms and conditions, and must provide the means to monitor this." (Rapporteur from the CNCP)
When it receives an application for inclusion, the CNCP scrutinises any agreements which have been set up and entered into by a central body which owns the qualification in question and any other bodies which issue it[33]. To enable it to do this, it asks the applicant for detailed information on the organisations that award the qualification and also the contractual relationships that exist between them and the body that owns the qualification.

Where the shelf life of the qualification listed is concerned, the law provides that:
"These organisations or bodies must, for the whole period of validity of the listing, guarantee:

- *the transparency of information provided for the public about the qualification which they award*
- *the quality of the certification process*
- *the quality of the qualification awarded by each member of the network, in cases where they head a network of training providers that issue the same qualification"* Art L335-6 of the Education Code amended by Act No. 2014-288 of 5 March 2014 – art 34.

And so it is the organisation which owns the qualification which is ultimately responsible for the conditions of issue. A case in point is the Charter proposed by CCI-France for consular chambers joining its network and wishing to award its qualifications. It includes by-laws, a list of all members of the network and a model sponsorship agreement[34].

This article also indicates that bodies that have developed qualifications are at liberty to make public their contents and the procedures for awarding them. The standardised learning outcomes and evaluation procedures for qualifications issued on behalf of the state[35] are usually made public. The other certification bodies (particularly private ones) do not usually do this, nor are they under any obligation to do so.

If a training provider wishes to award a qualification that is included in the register and does not seek, or fails to obtain, the approval of the body that developed it, there is one option open to it: it can develop its own qualification and seek to have it included in the register.

It could be said, therefore, that the French system encourages the creation (or even the proliferation) of qualifications. In effect, creating a new qualification does not seem to be the simplest solution, given the requirements for inclusion by request (the creation of a certification mechanism, the production of data relating to the employment obtained by students from three year

[33] The same degree of precision is required in the application dossier (which must be compiled for inclusion by request) whether there is a network of joint certification bodies or not.
[34] For more information about this system, please see Chapter 1.5, which deals with quality assurance procedures.
[35] We are thinking primarily of the main ministries that create qualifications following recommendation from advisory bodies.

groups, for example). However, it often happens that standardised learning outcomes that have been made public, i.e. those for Ministry of Employment qualifications, are "copied" and used to improve an application for inclusion. There may be no real proliferation in the number of qualifications, but it certainly creates a great deal of overlap. Therefore, the CNCP regularly encourages the creation of bridges[36] between "neighbouring" qualifications. It also encourages applicants to get in touch with awarding bodies that have already had their qualifications listed in the register.

36 This involves aligning similar sections of different qualifications.

5. Procedure for Including Qualifications in the NQF

There are two procedures for inclusion in the RNCP: inclusion by entitlement and inclusion by request. As we shall see later, the two methods of inclusion are not designed for the same types of qualifications. Inclusion by entitlement is almost automatic as it arises out of a kind of obligation. In contrast, as its name suggests, inclusion by request is optional. However, to ensure that the list of existing qualifications is as comprehensive and clear as it can be, the French government has introduced measures to encourage bodies to have their qualifications listed in the register. Inclusion affords the qualifications, and hence the organisations which apply for their inclusion, certain rights:

- to award the qualifications as part of apprenticeships
- to receive funding for some continuing training initiatives
- to receive funding to cover VAE leave
- to work in regulated professions.

Qualifications eligible for inclusion by entitlement are those that comply with article R 335-16, amended by Decree no. 2011-1111 of 16 September 2011- Art 2.

"Inclusion by entitlement in the national register of vocational qualifications applies to vocational qualifications issued on behalf of the state that were created on the recommendation of advisory bodies in which organisations representing employers and employees are involved".

Qualifications owned and issued by occupational sectors, by ministries that do not develop their qualifications with tripartite bodies (the Ministries of Defence, Ecology, Culture, etc.), by public institutions under government supervision that award their own qualifications (the various consular chambers, some public higher education institutions, etc.), and by private training providers are all included by request.

Qualifications included by entitlement vastly outnumber those included by request. Accounting for around 73% of the qualifications included in 2013 and 2014, the former now represent ¾ of all active qualifications in the register (Table 1). This statistic highlights once again the dominance of the state in matters relating to the awarding of qualifications in France.

Tableau n°1 ● Number of active qualifications registered in the RNCP from 2013 to 2015

	Year	2013	2014	2015
Active qualifications included by entitlement	*no.*	5,088	5,735	7,423
	%	73.5*	73*	75*
Active qualifications included by request	*no.*	1,841	2,111	2,484
	%	26,5**	27**	25**
No. of active		6,929	7,846	9,907

Source: CNCP.

* The number of active qualifications included by entitlement expressed as a proportion of the total number of active qualifications

** The number of active qualifications included by request expressed as a proportion of the total number of active qualifications

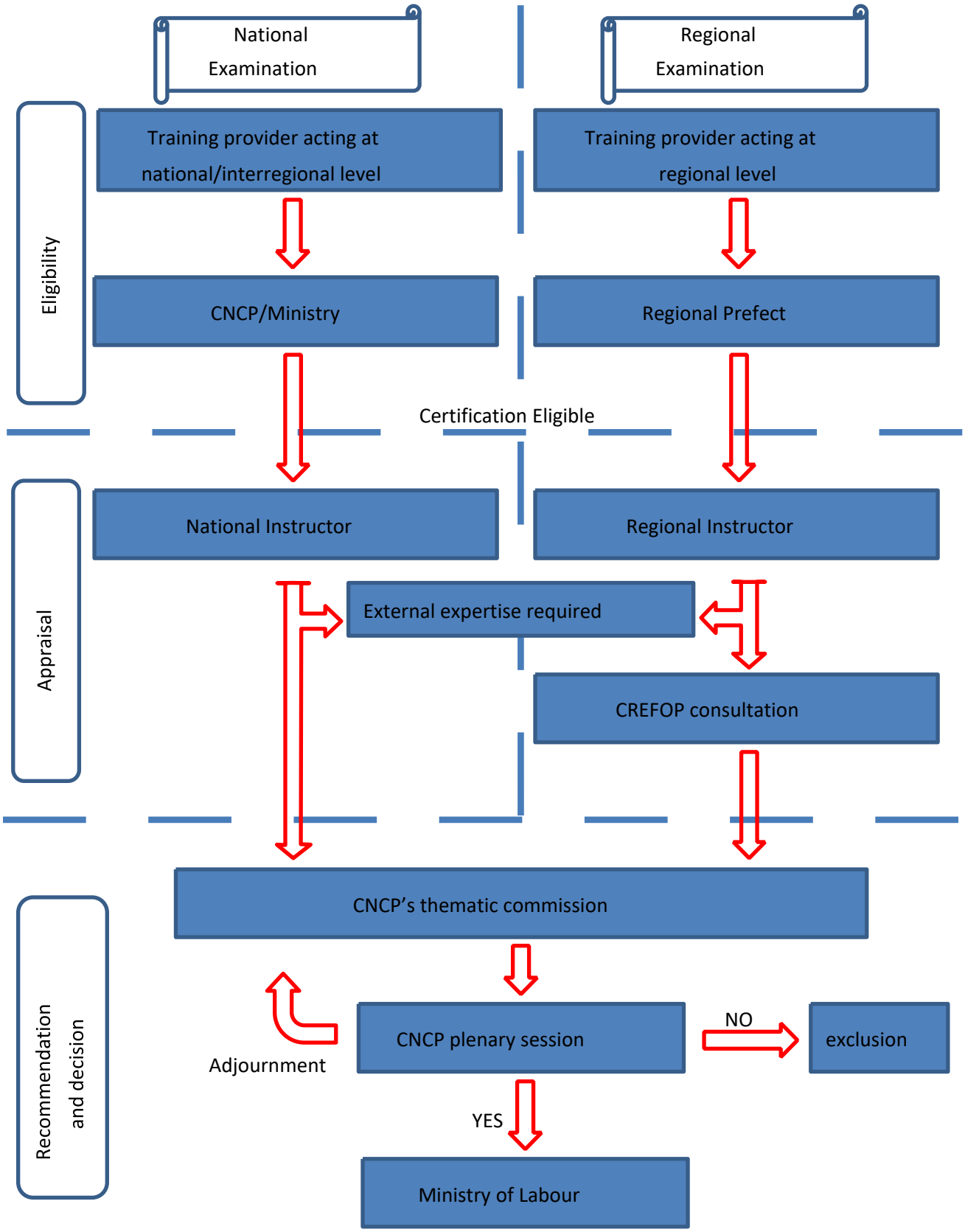
5.1. Inclusion by request

In these first two stages (*eligibility and appraisal*, see. Figure 2), there are two separate appraisal procedures for inclusion by request: one for national qualifications and another for regional qualifications. The third stage (recommendation and decision), which is common to both, involves the examination of the various applications by the CNCP. This third phase is crucial as it culminates in the committee's recommendation. The final decision is made by the minister responsible for vocational training and an order is then published in the *Journal Officiel*. In our presentation we will focus on the distinction between these phases.

The distinction between national and regional appraisal, which involves different procedures and different types of participants, can be quite flexible. In practice, however, it is not always *straightforward:*
"Let's try again... fortunately the regulations are sufficiently ambiguous, they say, and I can quote "if the application in question comes from a regional organisation, then the application is passed to the regional "préfet". So that can then throw up a whole stream of regional v national questions. 'Do the Conservatoire National des Arts et Métiers institutions in my region operate at regional level or should it be the national institution that submits the application at national level?'" (rapporteur from the CNCP).

The rules may also be relaxed for reasons of efficiency or when insufficient numbers of appraisers are available. The two procedures are distinguished by one important feature, namely the recommendation made by the Regional Committee for Employment and Vocational Training and Guidance (*Comité régional de l'emploi, de la formation et de l'orientation professionnelle*/CREFOP) (see below), which forms only part of the regional appraisal procedure.

Figure 2 ● Procedure of inclusion upon request


National Examination
Regional Examination
Eligibility
Training provider acting at national/interregional level
Training provider acting at regional level
CNCP/Ministry
Regional Prefect
Certification Eligible
Appraisal
National Instructor
Regional Instructor
External expertise required
CREFOP consultation
CNCP's thematic commission
Recommendation and decision
Adjournment
CNCP plenary session
NO
exclusion
YES
Ministry of Labour

5.1.1. Eligibility and appraisal

The national procedure

The national procedure applies to around 60% of inclusions by request. It is normally used for "national" qualifications. This term should be understood as requests from:

- ministries that have no CPCs
- occupational sectors
- training providers that operate in a number of regions
- public institutions that operate in their own right but are under the aegis of different ministries

The first stage, the eligibility phase, involves the submission of an application (see Annex 1) which must contain (article R335-17 of the Education Code):

- a description of the occupation to which the application applies
- a description of the learning outcomes that will be assessed
- the composition of the assessment/validation panel
- jobs held by former students from the last three year groups

During this phase, the application is checked by the authority tasked with assessing its eligibility.

"We simply check that the application is complete. When we receive the application, we look to see that they've provided information of some kind in the reference framework. If there's something there, that's fine as far as I'm concerned. As long as there's something in the VAE section, that's all right by me..." (rapporteur from the CNCP).

Finally, it should be noted that, where CQPs are concerned, there is no requirement to provide information relating to the destinations of former students. The CNCP does not consider this information relevant for this type of qualification since it is the employers themselves (employers' associations and/or companies) who create them.

Once eligibility has been established, the appraisal phase begins. This stage involves appraisers; there are currently 8 CNCP officials who perform this function. Expertise in a particular area may sometimes be sought, but this is actually quite rare. The work carried out by appraisers is not enshrined in law. Therefore, it tends to be somewhat vague. The ambiguity of the appraisers' remit is well known.

"We need some clarity where the role of appraisers is concerned, because they never know whether their remit is more to provide support and advice or simply to examine documentation." (rapporteur from the CNCP).

The appraiser should provide suggestions on how to improve the application. He/she points out anything that is not satisfactory:

"Afterwards, how the organisation concerned reacts is up to it alone and the appraiser has no further say in the matter...That's where the appraiser's involvement has to end." (rapporteur from the CNCP).

However, in practice, this cut-off point is not always clear. This throws up all manner of questions about what is meant by "support".

The regional procedure and the recommendation from CREFOP

This applies almost exclusively to private bodies that operate on a regional basis. In this case, the referral authority that assesses eligibility is the regional *préfet.* Civil servants from the decentralised departments of the Ministry of Education (inspectors) or the Ministry of Labour very often act as appraisers. What distinguishes the regional procedure is that it is CREFOP that makes the recommendation. This is the only case in which it does so. This recommendation is routinely borne in mind when the CNCP assesses applications in committee.

CREFOP

This committee is the regional counterpart of the National Council for Employment, Training and Vocational Guidance (*Conseil national de l'emploi, de la formation et de l'orientation professionnelle*/CNEFOP). These bodies were set up in 2014. It replaced other previous bodies and its area of competence was extended to include careers guidance. Like the CNEFOP, a CREFOP is a quadripartite body that includes representatives from regional authorities, the government, trade-unions and employers' organisations, together with representatives from regional consular chambers and public bodies that have an interest in employment, training and guidance issues. Its role involves carrying out diagnostic work and research, monitoring, and evaluating policies. It coordinates employment and training policies and ensures the consistency of training programmes in a particular region.

The CREFOP assess the suitability of the application within the regional context. It is called upon for its assumed knowledge of this context. The criteria it uses are not, therefore, those referred to in the CNCP. So its recommendation complements that delivered by the CNCP; it provides another angle on the application:
"The additional advantage of a CREFOP is that it has this regional perspective, so it can tell us whether or not there is a demonstrable need to create jobs" (rapporteur from the CNCP).

5.1.2. The examination of applications by the CNCP

We will look in turn at the examination procedure and the criteria used, before presenting a statistical overview of decisions made by the CNCP.

The examination procedure and tasks involved

Applications are examined first by a specialist committee and then at a plenary meeting. However, most of the work is done during the first examination. The second examination is only a cursory one. The recommendation of the specialist committee is borne in mind and, in all but exceptional cases, the plenary meeting simply rubberstamps the work of the specialist committee. So we will focus on this committee.
The composition of the specialised committee is set out in article R 335-28 of the Education Code. It is made up of 23 members (47 for the CNCP): 10 representatives from ministries[37], 5 from trade unions and 5 from employers' organisations, along with 3 members of the CNCP. It includes no "qualified professionals" or representatives from consular chambers. The committee currently meets about 10 times a year.
The examination of an application begins with a presentation of the application (Annex 1), either by the appraisers (in the case of national applications) or by a rapporteur from the CNCP (for regional applications). The presentation includes explanations of how the contents of the application relate to the criteria or, where necessary, the background to the application. Members of the committee are often provided with contextual information. Most of the time is set aside for the discussion that follows the presentation; the members of the committee are expected to be familiar with the document, since they will have studied it beforehand. Questions, comments or opinions are again guided by the criteria. There may be consensus or disagreement. The examination concludes with a vote on the different methods of inclusion in the register. Obviously, the time required to examine an application will vary, depending on any issues that it might throw up, but it usually takes a quarter of an hour.

[37] Some of these are members by entitlement: The Ministries of Education, Labour, Higher Education, Agriculture, etc.

Examination criteria

The examination criteria used for applications to the CNCP are not laid down by law. Obviously, they are similar to the (legally defined) criteria used to assess the eligibility of applications (see above). The CNCP has also worded its criteria differently, although there are still 4 of them. We will focus on one criterion in particular, because it echoes what we observed in a specialist committee[38]. It is taken from the CNCP report on "referencing the French national qualification framework" (2010).
The four criteria are shown below, in full, and in the order in which they are stated:

- *"The existence and definition of the professional objective for which the qualification is designed". This criterion provides a means of determining the appropriateness of the qualification.*
- *Details of employment obtained by students from the last three year groups. This criterion provides a means of determining the effectiveness of the qualification in terms of helping students to find employment and the relevance of the level applied for.*
- *Certification mechanism. The standardised learning outcomes form part of a structure that prioritises the professional objective, a learning outcomes-based approach and a system that focuses on learning outcomes rather than on the training itself.*
- *Accreditation of prior and informal learning (VAE). Particular attention is paid to the possibilities offered by VAE."*

When applications are examined, the fourth criterion ("a clear description of the specific eligibility criteria covering the candidate's application (nature and duration of the course leading to the qualification)", "description of the VAE procedure", etc.[39]) is not crucial because this section is compulsory and applicants, therefore, usually provide plenty of information. This is certainly not the case for the third criterion, which relates to the certification mechanism.
In its report to the prime minister (2015), in which it provides an overview of its activities, the CNCP notes:
"The most frequent recommendation made is that the quality of standards be improved: 44%".

The standardised learning outcomes created for Ministry of Education vocational *diplômes* in 1985 form part of a learning outcomes-based approach. During the 1990s and 2000s, following the introduction of policies designed to help young people into work and to improve efficiency, their use spread to include all diplomas, qualifications awarded by ministries and various different certificates. Their contents are highly standardised and codified. They begin with a list of the objectives (occupational tasks) to be achieved by candidates during the assessment process. Learning outcomes, defined in terms of the performance of a task ("being able to"), result from achievement of the objectives set (tasks to be accomplished). The course content has lost its pivotal position to "learning outcomes". These are assessed in highly standardised tests, are validated (or not) and are finally certified: hence the importance attached to the panels and assessment criteria during the examination of applications. And so the concept of *certification*, in the French sense, is bound up with the introduction of a learning outcomes based approach and the drawing-up of standards.

The importance of the "certification mechanism" criterion in the examination of applications - this was even more crucial in the early days of the CNCP - can be explained by the newness of the processes to which it refers. The French system, which for a very long time had focused on course content and the length of training courses, is now undergoing substantial changes. The attention paid by the committee to the different aspects of this criterion ensures that they are in line with the latest thinking.

[38] We will also refer to the instructions on how to put together applications.

[39] Extracts from sheet 9 of the application form.

The second criterion "definition of the occupational objective for which the qualification is designed" is closely related to the previous one. The first step in drawing up a standard involves defining an occupation or *qualification*. The learning outcomes are determined on the basis of the tasks associated with the occupation. Although this criterion is not normally the one that causes most problems - it does not give rise to many recommendations - it frequently results in the assignment of a different level from the one originally applied for.

The level obtained is a significant financial issue for a private body and the assignment of a lower level than the one sought can be seen as a partial failure. It is undoubtedly "emerging occupations" that pose the greatest problems for the committee. For example:
"Not long ago, we had the "laughter doctor", a clown employed in a hospital - is that an occupation or not? Is there really any need for a certification procedure for 'hospital clown'? We have a clown classification that comes under the category of performing arts. But does working as a clown in a hospital qualify as a performing art? And then, the skill spectrum of a clown in a hospital is totally different from that of a performing arts clown in a circus: we're not dealing with Coco the Clown here. The work of a hospital clown involves a kind of mediation in a given context and that, for me, totally changes the nature of the occupation. But do we really need to issue a certificate for people - still I suppose there are now more and more clowns in hospitals - who are taken on to do the job in hospitals?" (rapporteur from the CNCP).

At the end of the debate, which was described by our interlocutor as *"passionate"*, the committee decided by 12 votes to 9 that it was indeed an occupation that could lead to a *qualification*. Obviously, the case mentioned is somewhat borderline[40], but it shows that this criterion is not always as straightforward as it might seem. It gives an idea of how certification can become a multi-faceted issue (involving, for example, financial or professional considerations). Finally, it highlights how difficult it is to make a clear distinction between what should be included in the register and what appears in the Inventory.

The final criterion focuses on the careers of those who gain the qualification. The tables that organisations have to fill in include: occupation, status, type of contract, gross annual salary "6 months after the qualification was awarded" and also "in the current post". And so, when the committee examines applications in session, the intention is to gain a fairly accurate idea of what qualification holders are actually doing and, should any doubts arise, these details (particularly employment status and salary) are compared using two "snapshots" taken at different times. The information provided by applicants is verified by appraisers in spot-checks and is very often included in their written reports or mentioned in the committee.

This criterion accounts for 21.6% of recommendations made but it is more important than this percentage suggests. For the rapporteur responsible for applications at the CNCP, this is now the "clincher":
The clincher is education-to-work transition. You can always say there's a tremendous need, but if this isn't backed up by evidence of people finding work... you can always create a wonderful system, but if people aren't finding jobs, then they've not finding jobs. On the other hand, when the number of people entering the workforce is good, we might decide that there's still room for improvement in the system, that there are things the organisation needs to address before it can meet the committee's requirements. So, in most cases, we would postpone our decision for an application which is good in terms of education-to-work transition but not up to scratch where standards are concerned, and tell them that we're delaying our decision for now. 'We can't approve your application because the VAE stage won't work. We'll delay our decision until you've got your system sorted out and then we'll

[40] During the interview, our interlocutor mentioned other similar examples: "rope-access technician", "sophrologist" "personal trainer".

approve it. When people aren't finding good jobs you can have all the systems you want, but if they're not finding good jobs, no amount of systems is going to change that. So, education-to-workplace transition is still very much the clincher. That's what will test the other criteria." (rapporteur from the CNCP)

The "education-to-work transition" criterion is also a crucial factor in the decision to reject an application or change a level, as the CNCP sometimes does.

The "education-to-work transition" and "certification mechanism" criteria were included in the CTH's application examination procedure at the same time in 1990-91. These two criteria both reflect a notion of "training" that focuses on results: results and effectiveness where those joining the labour market are concerned, and achievements or learning outcomes in the case of the "certification mechanism".

Statistical information relating to decisions

Firstly, we must stress that the majority of applications come from private institutions, most of which are non-profit organisations for which inclusion in the register and the "visibility" this brings are important (financial) considerations.

Table 2 ● Source of applications in 2015

	Public institutions/ ministries	Chambers of commerce and industry	Occupational sectors	Private institutions	Total
No.	49	44	77	295	467
%	10.5%	9.5%	16.6%	63.4%	100%

Source: CNCP

The majority (83.8%) of applications made by the different types of institutions were for higher education levels (levels III, II and I in the 1969 classification of training levels), with level II being the most frequent at 33.8%. This disproportionately high number of applications for HE levels reflects the share of these qualifications in the register as a whole. Along with these, the so-called "tertiary" specialisms account for almost 70% of total entries.

The table below shows the main decisions made by the CNCP over recent years: "approvals or rejections", "decision postponed" or "deferrals", the majority of which will be examined again when changes have been made and additional information supplied by the applicant.

Table 3 ● The CNCP's decisions between 2013 and 2015

		Years		
		2013	**2014**	**2015**
No. of applications examined in a plenary meeting		427	489	465
- approvals	no.	340	367	373
	%	79.6%	75%	80.2%
- rejections	no.	35	61	46
	%	8.2%	12.5%	9.9%
- others (decision postponed)	no.	52	61	46
	%	12.2%	12.5%	9.9%

One fact emerges clearly: the vast majority of decisions are in favour of inclusion. Furthermore, when decisions are postponed – which is a more common scenario than a deferral – this is because additional information or improvements are required. When the applications are re-examined, they are generally approved, so it might be argued that the figure for approvals actually hovers around 90%. Ultimately, therefore, the rejection rate is fairly low; proportionately, this affects applications from private institutions slightly more often than it does other applications.

However, these raw figures need to be broken down. Forty-six per cent of applications received in 2015 were for the "renewal" of qualifications that were already listed. Inclusion in the register is typically granted for a maximum period of 5 years. This period can, however, be shorter. For example, in 2015, 40% of applications were granted inclusion for 3 years or less. So the CNCP frequently uses this option of reducing the period of inclusion as a means of sending out signals to those organisations, particularly private ones, which most often have their period of inclusion cut. Inclusion for a period of 3 years or less, rather than 5, serves as a "warning" for when an application for renewal is made. When renewal applications are examined, the period granted previously is almost always taken into account. Therefore, without going so far as rejecting an application for inclusion in the register, the CNCP has a number of means - changing the level requested, for example[41] – of expressing any reservations it might have about the application.

5.2. The procedure for inclusion by entitlement

5.2.1. The qualifications involved

Qualifications included by entitlement account for almost 75% of all those included in the RNCP (see above) and almost half of these (except for BTS and engineering diplomas) are owned by the Ministry of Higher Education (Table 4). This share actually increased from 42% to 48.5% between 2013 and 2015.

[41] In 2015, 5.4% of approvals involved a change of level. As a general rule, the level requested is revised downwards; in most cases, this decision is based on the information provided about the jobs and salaries of those who earn the qualifications.

Table 4 ● Breakdown of qualifications (both active and inactive) included in the register between 2013 and 2015

		Year		
		2013	**2014**	**2015**
Qualifications included by request	no.	3,247	3,921	4,295
Qualifications included by entitlement	no.	5,794	6,288	8,295
– *those issued by the Ministry for Higher Education*	no. %	3,793 42%	4,208 41%	6,119 48.5%
– *those issued by the Ministry of Education*	no.	746	736	668
Engineering diplomas	no.	441	476	616
– *those issued by the Ministry of Employment*	no.	409	420	428
– *those issued by the Ministry of Agriculture*	no.	235	265	274
– *those issued by the Ministry for Youth and Sport*	no.	150	153	160
– *those issued by the Ministry of Health*	no.	8	16	16
– *those issued by the Ministry of Social Affairs*	no.	12	14	14
Total		9,041	10,209	12,589

Source: CNCP.

There is now some concern that the rise in the number of higher education qualifications in France could lead to confusion. In fact, it would appear that, where national higher degrees (bachelor's, vocational bachelor's and master's degrees) are concerned, universities are now tending to use different titles for courses with sometimes quite similar content. Therefore, in 2014, a "national training courses framework" was set up (Order of 22 January 2014 establishing the national framework for training courses which lead to the award of national degrees: bachelor's, vocational bachelor's and master's degrees), in order, it is said, "*to guarantee clarity with respect to training provision for the sake of students, professional partners and the academic community" (*Art.3 of the same order). Higher education institutions are now able to offer training courses from a finite list compiled by the Ministry of Higher Education as part of a framework consisting of four broad areas:

- arts, literature and languages
- law, economics and management
- humanities and social sciences
- science, technology and health

Each area is then divided into "courses". The "course" is the benchmark level for defining course contents and organising their delivery. The new classification of courses is set down by ministerial order. There are 45 for the general bachelor's degree, 175 for the vocational bachelor's degree and 252 for the master's degree. As we saw earlier, institutions are accredited to issue these courses by the ministry, following recommendation from the CNESER. They are, however, free to organise the content of these courses as part of training pathways known as "typical routes". This legislation should lead to a reduction in the number of new degrees being created, as an institution can simply register a new course from a list of existing degrees. However, at present, the inclusion statistics show that the RNCP register still contains old fact sheets for universities whereas only fact sheets referring to "courses" should now be included. Work on assigning fact sheets to groups is still ongoing.

5.2.2. The statement of suitability

Qualifications awarded on behalf of the state and created following recommendation from advisory bodies are included by entitlement. However, the authorities (representing the state) responsible for these qualifications must produce a fact sheet that contains additional information. We will look at this in detail. When Act no. 2009-1437 of 24 November 2009- Art 22 relating to guidance and lifelong vocational training came into force, an additional stage was created prior to the production of the application form. The certification body must now apply to the CNCP for a statement of suitability to "create" a new qualification. This statement is, however, not required for state- approved diplomas and degrees, as these are already in existence when they receive state approval.

This additional stage was also designed to restrict the number of qualifications eligible for inclusion by entitlement which, as we have seen, accounted for the majority of qualifications included. In any event, it was intended to avoid duplication of qualifications and to improve consistency and clarity (Art L335-6: *"the CNCP ensures the consistency and complementarity of qualifications")*.

The CNCP must deliver its decision within a period of three months from the date when the application was submitted and, once this deadline has passed, the decision is deemed to be favourable. The decision is reached following examination of the fact sheets filled in by the applicants, who may be the relevant ministries or engineering degrees committees (for certain engineering degrees). There are two types of fact sheet (Annex 1.1): one for engineering degrees, the other for all other qualifications eligible for inclusion by entitlement.

Both documents include information about the qualification: title, awarding authority, objective and lists of occupations which it leads to. The fact sheet for engineering degrees is both more detailed and more comprehensive. It should include the learning outcomes targeted, the awarding school's local presence (how it contributes to development in the area), procedures for evaluating both the knowledge acquired by future engineers and the training delivered and, lastly, the quality assurance measures employed. These details also serve as criteria for the accreditation of engineering schools, in which the CTI has a small say.

The CNCP criteria for the statement of suitability are somewhat vague. There are areas of overlap with the information required in the RNCP document (see above). The details which are checked are: the employment prospects for holders of the proposed qualification, the status of the qualification within the existing provision[42]and, finally, the existence of VAE procedures through which people can gain the qualification.

[42] The CNCP then analyses similar qualifications and suggests possible 'bridges' (areas of correspondence between sections of qualifications) with the qualification in question.

What now becomes clear is that there is a significant difference between the number of applications (for the statement of suitability) and the number of degrees created or upgraded which, as shown above (Table 1), is rising. There are a number of reasons for this: the CNCP does not issue statements of suitability for upgrades to degrees, even if these are substantial. It actually seems to have a very narrow perception of what a "new qualification" is. And then, up to that point, the Directorate-General for Higher Education and School-to-Work Transition (*Direction générale de l'enseignement supérieur et de l'insertion professionnelle*/DGESIP) had not been routinely consulted by universities wishing to create qualifications.

The CNCP can deliver three types of decision: approval, rejection and qualified approval. The vast majority of opinions delivered since this procedure came into effect have been approvals (89%). The reasons for a rejection are not always taken on board by the authorities, which applied to create a qualification. In fact, this stage, as a rapporteur from the committee told us, is really *"just a formality".* It does, however, give the CNCP the opportunity to make recommendations that might prove useful for the next stage.

5.3.3. The RNCP fact sheet

This document, which is also known as a "descriptive summary of the qualification" (Annex 1.1), is designed to appear in the RNCP. It should enable the reader to fully understand the occupational objectives of the qualification. It is far more detailed than the application dossier that organisations applying for inclusion by request have to fill in, particularly with regard to the link between this qualification and the occupations targeted, the course content (standard), access arrangements, the procedures for awarding it and, finally, the career histories of qualification holders from the last three year groups.

This information is not required from representatives of the state who are applying to have their qualifications included. However, they are expected to provide it (or at least bear it in mind) when creating or upgrading qualifications. It is, in fact, the various consultative committees mentioned in Chapter 1.2 that are responsible for ensuring that the proposed qualifications meet the previously mentioned criteria. Some, however, do this more scrupulously than others (please see Chapter 1.5 for further details).

Unlike the procedure for inclusion by request, in the case of inclusion by entitlement, it is the representative of the state that created the qualification that sets its level. Under no circumstances it may be changed by the CNCP, as sometimes happens in the procedure for inclusion by request.
Finally, for qualifications included by entitlement, the period of inclusion in the register is decided by the ministry that awards them. For example, the period of inclusion for Ministry of Employment qualifications is five years, but for Ministry of Education qualifications there is no set period.

6. Quality Assurance of Qualifications Included in the NQF

Can we really speak of quality assurance in the French qualification system? What do we mean by "quality assurance"? Is it a process focused on the awarding of qualifications or on the development of the qualifications? We will consider these two aspects in turn, incorporating what we have already discussed.

6.1. Quality assurance and the awarding of qualifications

In France, it is the body that 'owns' the qualification that is responsible for the quality of the procedure for awarding it (see above, Chapter 1.4). This might seem somewhat surprising. In the case of qualifications included by entitlement, the prestige in which the state (and, by extension, the school) is still held no doubt explains this rule. Thus it is the different ministries, and decentralised departments of these ministries acting on their behalf, which vouch for the quality of the procedures for awarding the qualifications they own.

- education authorities aided by inspection bodies, under the authority of the chief education officer (*recteur d'académie*), in the case of Ministry of Education qualifications,
- the regional employment services (*directions régionales du travail*), in the case of Ministry of Labour qualifications.

Regardless of the ministries involved, the process is always the same; only the decentralised departments differ. In the case of higher education degrees (bachelor's, master's and doctorate), it is the institution where the qualification was developed (the principal of the IUT for DUTs, etc.). This "quality assurance" covers formal details relating to the recruitment of candidates, the conduct of examinations, etc.

The same procedure applies to inclusions by request. The organisations that own the qualifications are responsible for the quality of the procedures for awarding them. This also applies to networks. Network heads are, so to speak, answerable for all the members of the network. In some networks, this can result in a mentoring agreement between an existing member who has experience in awarding a particular qualification and a "new entrant"[43].

As we mentioned above (Chapter 1.4), it CNCP ensures that, when the application for the inclusion of a qualification is submitted, it contains all documents relating to the charters, conventions and regulations that apply to the network and define responsibilities within it, together with the conditions for awarding the qualifications in question. As it cannot check the compliance of activities undertaken, it requires certification bodies to make certain commitments[44].

Only in this way can it act as a quality assurance body for qualifications that are not yet included in the register. So the procedure for inclusion in the register is akin to a quality assurance check. Prior to submission to the commission, the procedure depends on the works of national or regional instructors (some 15 individuals). They advise, instruct and offer expertise to applicants. In particular, they check that the application is complete and close to what is expected. This provision of assistance and their role in checking applications require frequent exchanges with applicants. In sum, these instructors ensure, as far as is possible, that the applications are of a certain quality when they are examined by the commission.

As far as the qualifications not included in the register are concerned, those included in the inventory for example, is the procedure for inclusion in the inventory, which again may serve as quality

43 This is the case, for example, in the chambers of commerce and industry networks.
44 The certification body could be a network head, in which case he/she is answerable for the whole network.

assurance. The criteria used for this registration are not far from those used for the register: learning outcomes descriptors, conditions of assessment and thus are the criteria for accrediting a certificate, for example. On the other hand, two criteria are specific. Certificates applying to the inventory must be endorsed and presented by a legal person (ministry, professional organization, industry joint commission, etc.) In addition, the application must contain recommendations from certificate users (mainly employers) highlighting its social and economic utility. Apart from the usual objective criteria for registration, the criteria of reputation or use in the professional environment are used here to serve as a form of quality assurance for certifications not intended to be included in the RNCP.
In both cases, there is no "external" checking procedure covering the award of diplomas, degrees or other qualifications. This principle is based on the firm assumption that all those concerned, including assessors, fully comply with expectations, standards and regulations. So it is a kind of "contractual" quality assurance based on *a priori* commitments.

6.2. Quality assurance and the development of qualifications

Where ensuring the quality of development processes is concerned, a distinction should be drawn between qualifications included by request and those included by entitlement. In the first case, the examination procedure, as far as the CNCP is concerned, is itself a "quality assurance" check for qualifications, as stated in the 2010 referencing report:
"Where vocational qualifications are concerned, the involvement of the CNCP, and hence the fact that the qualification is examined by a variety of stakeholders and in accordance with specific criteria and requirements, constitutes a quality assurance procedure."

Since it enjoys total freedom to make its own decisions and the power to vary periods of inclusion (see above), the CNCP is able to circumvent the problems inherent in the stark 'all or nothing' choice. It can require applicants to gradually move towards compliance with what is expected, and hence towards the level of quality defined by the CNCP.
"Sometimes you get better quality [than for applications for inclusion by entitlement] because we tell the organisations: 'hang on, that's no good. We gave you three years. It's not good enough. We'll include you for a year. If things haven't been sorted out within a year, then it's 'goodbye'!' And what do we tell the ministry? Nothing! It's up to them." (rapporteur from the CNCP)

As already mentioned, in the case of inclusion by entitlement, the CNCP's powers are very limited and are strictly controlled by legislation. In fact, as implied in the last part of the interview extract quoted above, it does little by way of quality assurance. It is, therefore, forced to leave it to processes over which it has no control and to their supposed quality:
"At the CNCP, we act within the powers set down for us in law. We're not going to displace the whole Ministry of Higher Education quality assurance procedure, for example." (rapporteur from the CNCP)
The scrutiny of diplomas and degrees (those which are eligible for inclusion by entitlement) by multipartite bodies in which potential users (e.g. employers' associations) are involved is intended to guarantee the relevance, legitimacy and, consequently, "quality" of what is developed. This quality is, of course, defined with regard to the occupation or, more specifically, the *set of tasks required in the occupation*[45]. This is a key feature of the French education and vocational training system. But what exactly is the point of having employer representatives in these bodies or involving them in the development of qualifications?

The status and role of professionals in CPCs is a frequent subject of discussion. Research into these committees, conducted at Céreq and elsewhere, tends to show that the planning and drafting of standardised learning outcomes is mainly done under the guidance of either inspection bodies (the Ministry of Education) or by system experts who have close links with those ministries that award

45 It should be noted that this is one of the main criteria for inclusion in the RNCP.

qualifications (Ministry of Labour)[46]. Given this situation, the role of "professionals", a category which itself raises questions, seems difficult to pin down. On a broader level, a number of studies have highlighted the fact that when ministries (particularly the Ministry of Education) develop qualifications, they follow, first and foremost, their own internal logics, which are seldom discussed in CPCs. Not only do employer or employee representatives seem to have only a fairly limited influence in CPCs, but these bodies apparently do not play a crucial role, as most of the decisions are made elsewhere.

Similarly, we may wonder about the place of representatives from the professional community on CPNs as the qualification associated with these bodies (the DUT) is totally geared toward a kind of continued education which was developed without their agreement. We will not dwell on comments relating to the CNESER (see above) and on the largely symbolic role of employers' associations in this body. One comment will suffice:
"At the CNESER, they seek the views of the social partners. That's ok. But there are just two of us in a group of fifty or more, so our opinion isn't all that important. In fact, it's not important at all, so it's just a big joke. It's all just a big joke. They don't seek the views of professionals at all for university degrees. It's worse now than it ever was. Before at the CNESER, we had tables that listed all the qualifications and we had access to all the documents. But now, with the new accreditation system, it's not organised by course, but by subject area broken down into courses." (employers' association representative at the CNESER).

We cannot, however, overlook the establishment, in 2013, of a High Council for the Evaluation of Research and Higher Education (*Haut Conseil de l'Evaluation de la Recherche et de l'Enseignement Supérieur*/HCERES) to replace a previous agency set up in 2006. The role of this new agency includes the accreditation of higher education institutions. This *"independent administrative body"* has 30 members, most of whom are researchers and academics. Obviously, its evaluation role covers both research and teaching, but we will concentrate on the latter. The HCERES and the experts it appoints (more than 90% of whom are academics) use an approach that focuses on the training delivered rather than on the qualification: *"analysis focused on the quality and results of the training delivered"* (HCERES). Whereas the first term (training) is used throughout the model and the forms to be filled in, the second, on the other hand, does not appear: "purpose of the training programme", "objectives of the training programme", "positioning of the training programme", "structure of the training programme" being some of the evaluation criteria. The objective of the evaluation they carry out is far-reaching. Unlike the CNCP, it does not focus on a few criteria, such as "education-to-work transition". In any case, where this criterion is concerned, some institutions provide more information than others. In other words, and by way of conclusion, the evaluation method used by the HCERES favours the resources angle (human resources, teaching resources, materials, etc.) and plays down the results angle. In short, it distances itself from the very narrow definition of quality favoured by the CNCP. To a certain extent, the evaluation model adopted by the HCERES bears a certain resemblance to the one used by the CTI, particularly in terms of its global approach. However, unlike the CTI, the HCERES has only limited decision-making power. It has only a very indirect involvement in accreditation procedures.

46 In universities, there is currently only one "standard" for all degree courses. The design of course content for diplomas in the form of lists of "learning objectives" is still in its infancy in the case of national higher education degrees.

7. Costs of Including Qualifications in the NQF

There is no application or inclusion fee. The CNCP's activities, like those of the ministry responsible for vocational training, are classed as public services and, in France, anything classed as a public service is free. Applications and inclusions do, however, involve a cost for the state. It is primarily the Ministry of Labour that covers costs, which it does out of its allocated budget. However, it should be noted that the CNCP currently employs 17 people. The number of applications for inclusion in the register now stands at just under 500 a year. Registrations are currently free of charge, and the current rise in the number of qualifications is leading to some operational difficulties, although free registration is not the only reason for these difficulties (cf Chapter 1.4. Legal status of qualifications included in the NQF).

Applications do, however, involve a cost for the applicant, particularly where the certification mechanism and the monitoring of former students are concerned. There is no way of knowing how much this may be and, in any case, it is likely to vary considerably.

8. Current Debate on Further Developments

The French state system for the recognition of qualifications has experienced two major developments. First, the qualifications the state has recognized have diversified so much that, in the recent period, redundancies have emerged. Second, the object of this recognition is no longer training but what it leads to: qualification. Even if these developments have until now maintained the principle that recognition (by the state) must aim at a *qualification* (French, paragraph 1.2), the durability of this system is now being challenged. From this point of view, it seems important to point out two major issues of the current period. Will the French framework eventually give up its notion of *qualification*? Will professional organisations play a greater role in the regulation of the French qualification system?

Firstly, the creation of an Inventory (see chap 4.5) is likely to modify the French conception of the *qualification*. Everything that the French state recognition system was opposed to - the fragmentation of the *qualification* - is now being considered. It is arguable whether this different treatment for qualifications in the register and those in the inventory is likely to last. In this case, the inventory could be seen as a public document where new qualifications are labelled and clearly differentiated. Conversely, this consideration of a new type of qualification will surely, in the long term, lead to changes in the criteria and procedures for inclusion in the French national framework, opening it up more to “private” qualifications, even though this might require a rethink of the main criteria, being a *qualification* for inclusion in the register.

The creation of the CPF (see Chapter 1.2) in 2014 follows a similar logic: qualifications included in the register can be broken down into blocks of learning outcomes that students work towards with the help of their CPF. Obviously, for the time being, these blocks have no independent existence, they simply provide a gradual way of gaining a qualification. Nevertheless, they open up the possibility that partial qualifications may be included at some stage.

Second, the diversification of recognised qualifications, which the state used to promote, today poses problems. As we saw previously, the legislation and regulations relating to the course content of qualifications and the procedure for accrediting them encourage overlaps between qualifications, and this undermines the register’s objective of providing clarity. Furthermore, the CNCP lacks the regulatory powers (see Chapter 1.3) to reduce these overlaps.

A number of initiatives have been launched to address the problem: the creation of fact sheets in the register for courses forming part of bachelor’s and master’s degrees, proposals to set up bridges between qualifications, measures to encourage joint qualifications and the setting up of networks of certification bodies (Chapter 1.3). However, more is still needed. Additionally, the French government has charged educational inspectors with the task of “evaluating certification policy” and finding more lasting solutions to the problem of regulating qualifications. This task, therefore, focuses on systems for developing and recognising qualifications, including CPCs and the CNCP. The work is being done in the context of the process of modernising public administration, one of the aims of which is to streamline resources. There are also plans to substantially reduce the number of consultative committees which facilitate this diversity. Finally, a draft bill published in 2018 provides for the establishment of a new committee. It also provides for a substantial change in the current regulations governing the registration of qualifications in the French national framework. In sum, French policy on qualifications is evolving. This report cannot cover all the changes that will take place in the coming years, and in that sense it is already out of date.

Greater involvement on the part of employers in the process of designing qualifications might improve governance and also reduce overlap between qualifications. Some of the major employers’

associations support this idea. This involvement would draw on the expertise and resources of sectoral observatories.[47] In the first instance, it would involve identifying needs in terms of *qualifications* and possibly, at a later stage, drawing up vocational standards. There would no longer be just one central place where all these frameworks are drawn up and this would also streamline the operations of the CPCs in each ministry that currently develops them. This view is well received within the CNCP, as it transfers regulatory power to the "social partners" before applications for inclusion in the RNCP are made. Recent trials of "sectoral councils" in higher education (one is currently under way and two others are planned) are a response to this desire to increase the involvement of professionals, who are poorly represented in the CNESER. This call by certain employers' associations for a bigger role in the development of public qualifications is now looked on favourably by the government, particularly because it is itself implementing policies designed to streamline the number of qualifications available. Finally, the professionals' desire for more involvement contrasts with their attitude to an application procedure that they see as unfair. In their view, the procedure for inclusion by entitlement seems insufficiently stringent and provides only limited guarantees for the development and awarding of qualifications. For the qualifications that fall into this category, there is no requirement to demonstrate their quality, as is the case for applications for inclusion by request. The government is all the more receptive to these demands as it fears that it will have to recognise European qualifications (particularly sectoral ones) in the national framework and that they would then become benchmarks.

[47] Associated with a particular sector, the observatories (for these sectors) are tasked with compiling quantitative and qualitative data (job information sheets) relating mainly to employment and training, and making this data available to businesses in the sector.

9. Literature

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10. About the Authors

Josiane Paddeu is a sociologist and researcher in the Education, Training and Certification department (DFC) at Céreq. She carries out research on skill development at work or at school and the recognition and accreditation of skills. She has published a number of articles and papers on these subjects. She is a member of the Consultative occupational Committees (CPC) attached to the Ministry of Education and the Ministry of Labour and a member of the National Pedagogical Commission (CPN, Ministry of Higher Education). As a permanent member, she is involved in designing vocational or assessment standards in the field of industrial activities, especially those related to the chemical, plastics processing and electric installation and maintenance sectors. In the past she was involved in the EVABCOM European Project experiment, which sought to develop a method of assessing apprenticeship learning outcomes inspired by the Institut Technik und Bildung (Institute of Technology and Education), Bremen, 2004-2005.

Patrick Veneau is a sociologist and researcher in the Education, Training and Certification department. He is an expert in certification issues. He specialises in analysing the main types of certification in France: how they are made, their contents and their uses. Some years ago he researched the history and work of the Technical Commission for the Accreditation of Diplomas and Certificates (*Commission technique of homologation*), which is now called the National Committee for Vocational Certification (*Commission nationale de la Certification professionnelle*) which is the institution responsible for implementing the NQF in France.

Alexandre MELIVA As a socio-economist in the Education, Training and Certification department (DFC) at Céreq, he is concerned mostly with the vocational training offer and market and institutional issues, based on large scale surveys. For many years he has focused on national training programmes for unemployed people and their evolution against the background of activation policies; more recently he has also investigated “green” training programmes. The 2014 French Vocational Training Act has led him to carry out research on the new so-called “Inventaire”, a register that has been created in order to enable workers to use their new personal training accounts (CPF).

ANNEXES

Annex 1.a ● Inclusion by request

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 1
PRÉSENTATION DE LA DEMANDE

Première demande

Libellé de la certification :
Niveau :
Code(s) NSF :
Personne(s) morale(s) délivrant la certification :
Autre démarche de reconnaissance en cours (le cas échéant) :
Date de transmission de la demande à l'autorité de saisine :

Renouvellement

Historique de la certification enregistrée au RNCP
Libellé de la certification :
Niveau :
Code(s) NSF :
Date de parution au Journal Officiel :
N° du précédent dossier :
N° de la fiche RNCP :

Demande actuelle
Nouveau libellé de la certification (si modification) :
Niveau :
Code(s) NSF :
Personne(s) morale(s) délivrant la certification :
Autre démarche de reconnaissance en cours (le cas échéant) :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance de la certification :

Interlocuteur (trice) unique en charge du dossier

Prénom :
Nom :
Fonction :
Courriel :
Téléphone :
Mobile :
Adresse postale :

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FICHE 2
IDENTIFICATION DE(S) L' AUTORITÉ(S) DELIVRANT LA CERTIFICATION

1) Statut juridique et dénomination complète

Nom de la personne morale délivrant la certification :

Adresse :

Téléphone : Mobile :

Courriel : Site Internet :

Statut juridique :

Joindre obligatoirement une copie du document attestant officiellement la personnalité morale de l'autorité responsable de la délivrance de la certification au moment de la saisine.

N° SIRET :

N° de déclaration d'activité de formation professionnelle continue :
(Articles L6351-1 et 6313-1 du Code du travail)

N° d'Unité Administrative Immatriculée (UAI) pour la formation initiale :
(Etablissement d'enseignement public ou privé sous contrôle d'un rectorat)

2) Représentée légalement par

Prénom :
Nom :
Fonction :
Courriel :
Téléphone :
Mobile :

3) Activités de la personne morale délivrant la certification

Activité principale :
Autres activités :

4) Autres certifications octroyées par l'autorité délivrant la certification

Enregistrées au RNCP :

Autres :

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 3
RÉSEAU(X) DE CO-CERTIFICATEURS

Cette fiche doit être complétée par chaque personne morale délivrant la certification.

1) Les membres du (des) réseau(x)

Personnalité morale des co-certificateur(s) :
Adresse :
Site Internet :
Statut juridique :
N° SIRET :

N° de déclaration d'activité de formation professionnelle continue :
(Articles L6351-1 et 6313-1 du Code du travail)

N° d'Unité Administrative Immatriculée (UAI) pour la formation initiale :
(Etablissement d'enseignement public ou privé sous contrôle d'un rectorat)

Joindre une copie complète de(s) la convention(s) comportant les signatures des parties au moment de la saisine.

2) Cadre conventionnel

A) Nature des liens

B) Organisation du partenariat

3) Quelles sont les conditions prévues en cas de rupture de convention et/ou de défaillance d'un membre du réseau ?

4) Modalités de communication sur la certification

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 4
ORGANISME(S) PRÉPARANT À LA CERTIFICATION

1) Organismes préparant la certification (identité juridique)

Nom de(s) la personne(s) morale(s) préparant à la certification :
Adresse :
Site Internet :
Statut juridique :
N° SIRET :

2) Sites géographiques des organismes préparant à la certification (identité commerciale)

Indiquez les lieux de préparation à la certification pour l'ensemble des partenaires :
Noms de(s) l'établissement(s) :
Adresse :

Joindre une copie complète de(s) la convention(s) comportant les signatures des parties au moment de la saisine.

3) Cadre conventionnel

A) Nature des liens

B) Organisation du partenariat

4) Quelles sont les conditions prévues en cas de rupture de convention et/ou de défaillance d'un organisme préparant à la certification ?

5) Modalités de communication sur la certification

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 5
MÉTIER(S), FONCTIONS ET ACTIVITÉS VISÉES

1) Désignation du métier et des fonctions

2) Description des activités

3) Fiche(s) ROME la ou les plus proches

4) Cadres d'exercice les plus fréquents

A. Secteur d'activité et taille des entreprises ou services employeurs

B. Responsabilité et autonomie caractérisant les postes ciblés

5) Réglementation d'activités (le cas échéant)

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FICHE 6
LIENS ENTRE LA CONSTRUCTION DE LA CERTIFICATION ET LE CHAMP PROFESSIONNEL VISÉ

1) Quelles sont les raisons de la création de la certification ?

2) Cette certification est-elle pertinente aujourd'hui au vu du champ professionnel ?

A. Evolutions de la certification jusqu'à sa forme actuelle

B. Préciser de quelle manière l'organisme a pris en compte les recommandations notifiées par la CNCP lors du dernier enregistrement

3) Pré-requis pour accéder au dispositif de certification (hors VAE)

4) Système de veille mis en place par l'autorité délivrant la certification pour l'ajuster aux évolutions du métier et des fonctions et des activités visé(es)

A. Description du dispositif

B) Présentation du conseil de perfectionnement (ou équivalent)

- Composition (nom et qualité des personnes)
- Attributions statutaires
- Fréquence des consultations

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 7
INGÉNIERIE :
RÉFÉRENTIEL D'ACTIVITÉS, RÉFERENTIEL DE CERTIFICATION ET BLOCS DE COMPÉTENCES

1) Présentation et articulation des référentiels

RÉFÉRENTIEL D'ACTIVITÉS		RÉFÉRENTIEL DE CERTIFICATION		
ACTIVITÉS et TACHES	COMPÉTENCES ASSOCIÉES AUX ACTIVITÉS ET TACHES	COMPÉTENCES EVALUÉES	MODALITÉS D'ÉVALUATION	CRITÈRES D'ÉVALUATION

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

2) Identification des blocs de compétences de la certification

Si votre certification est déclinée en blocs de compétences, merci de préciser pour chaque bloc l'intitulé, un descriptif des compétences attestées ainsi que les modalités d'évaluation et de certification de chacun des blocs.

Intitulé	Descriptif et modalités d'évaluation et de certification
Bloc 1 :	
Bloc 2 :	
Bloc 3 :	
…	

Vous devez préciser l'articulation entre les blocs de compétences acquis et l'obtention de la totalité de la certification. Il est recommandé aux organismes de veiller à l'articulation du découpage en blocs de compétences et des modalités d'obtention de la VAE.

Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 8
CERTIFICATIONS COMPARABLES ET ÉQUIVALENCE(S) INSTITUÉE(S)

1) Identification des certifications comparables existant au même niveau

A. En France

B. A l'étranger

2) Équivalence instituée totale ou partielle avec d'autres certifications

A. En France

B. A l'étranger

3) Accès à la certification

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 9
VALIDATION DES ACQUIS DE L'EXPÉRIENCE (VAE)

1) Description de la procédure de VAE

2) Préciser les conditions de recevabilité de la demande des candidats

3) Donner quelques exemples de preuves sur lesquelles se base le jury, au regard des compétences décrites (fiche 7)

4) En cas de validation partielle

A. Indiquer les composantes de la certification

B. Préconisations que donnera le jury pour l'obtention de la certification dans sa totalité

C. Durée de la validation partielle

Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 10
COMPOSITION DU JURY DÉLIVRANT LA CERTIFICATION

1) Règles de constitution et composition du jury

Qualité du (de la) président(e) du jury :

Mode de désignation :

Voie d'accès :

Nombre de personnes composant le jury :

Pourcentage de membres extérieurs à l'autorité délivrant la certification :

Précisez la répartition des représentants des salariés et des employeurs en pourcentage :

2) Tableau récapitulatif

VOIES D'ACCES	OUI	NON	COMPOSITION DU JURY
Après un parcours de formation initiale (sous statut d'élève ou d'étudiant)			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
En candidature libre (Hors parcours)			
Par VAE *Date de mise en place :*			

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

3) Conditions de rattrapage et voies de recours

4) Document remis aux lauréats

- **Joindre une copie du document remis aux lauréats(tes) jusqu'à ce jour au moment de la saisine.**
- **Joindre également un projet du document qui serait remis aux lauréats(tes) en cas d'enregistrement de la certification au RNCP au moment de la saisine.**
- Documents à tenir à disposition de l'instructeur (trice) : cf. annexe jointe à la notice d'aide.

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 11
PARCOURS INDIVIDUEL DES TITULAIRES DE LA CERTIFICATION

1ère Promotion

Informations mises à jour à la date du :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :
Date d'entrée : jj/mm/aaaa Date de sortie : jj/mm/aaaa

Initiales des titulaires de la certification	Origine des candidats		Emploi dans les 6 mois après l'octroi du titre				Emploi actuel			
	Diplôme ou niveau d'études (domaine)	Expérience professionnelle (métier et durée)	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle

Ne mentionner que les personnes ayant obtenu la certification.
Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.
Indiquer par un * les personnes ayant obtenu la certification par VAE.

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

2ème Promotion :

Informations mises à jour à la date du :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :
Date d'entrée : jj/mm/aaaa Date de sortie : jj/mm/aaaa

Initiales des titulaires de la certification	Origine des candidats		Emploi dans les 6 mois après l'octroi du titre				Emploi actuel			
	Diplôme ou niveau d'études (domaine)	Expérience professionnelle (métier et durée)	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle

Ne mentionner que les personnes ayant obtenu la certification.
Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.
Indiquer par un * les personnes ayant obtenu la certification par VAE

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

3ème Promotion :

Informations mises à jour à la date du :

Date de l'organisation du jury : jj/mm/aaaa (PV et émargement à l'appui)

Site géographique délivrant la certification :

Site géographique préparant à la certification :

A renseigner pour les titulaires de la certification :
Date d'entrée : jj/mm/aaaa Date de sortie : jj/mm/aaaa

Initiales des titulaires de la certification	Origine des candidats		Emploi dans les 6 mois après l'octroi du titre				Emploi actuel			
	Diplôme ou niveau d'études (domaine)	Expérience professionnelle (métier et durée)	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle	Fonction et statut	Type de contrat	Nom de l'entreprise et secteur d'activités	Rémunération brute annuelle

Ne mentionner que les personnes ayant obtenu la certification.
Indiquer dans la rubrique « *Nom de l'entreprise* » les personnes poursuivant leurs études en précisant le lieu.
Indiquer par un * les personnes ayant obtenu la certification par VAE.

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 12
DISPOSITIF DE SUIVI ET PARCOURS DES TITULAIRES DE LA CERTIFICATION

Lorsque plusieurs autorités délivrent la certification, la fiche 12 doit être établie pour chacune d'entre elles.

1) Dispositif de suivi des titulaires de la certification

2) Utilisation de ce dispositif

A. Évolution du placement des titulaires de la certification sur les trois dernières promotions au moins

B. Analyse globale des placements

Promotion	Nombre total de titulaires de la certification	Nombre de titulaires exerçant les activités visées	Rémunération brute annuelle moyenne des titulaires exerçant les activités visées
1ère			
2ème			
3ème			

C. Commentaire

3) Répartition des titulaires de la certification selon la voie d'accès

Promotion	Formation Initiale		Formation Continue		VAE	Candidature libre (Hors parcours)	Nombre Total de titres
	Statut d'élève ou d'étudiant(e)	En contrat d'apprentissage	Statut de stagiaire de la formation professionnelle	En contrat de professionnalisation			

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

FICHE 13
RÉSUMÉ DESCRIPTIF DE LA CERTIFICATION (FICHE RÉPERTOIRE)

Dans le cadre d'une demande de renouvellement, merci d'actualiser l'onglet relatif à la fiche Répertoire temporaire sur le site de la CNCP.

Personne(s) Morale(s) responsable(s) de la certification (cadre 1)	Représentant(s) légal(aux) signataire(s) de la certification (cadre 2)

Intitulé de la certification (cadre 3)

Niveau - Nomenclature 1969 (cadre 4)	Niveau - Nomenclature européenne (cadre 5)

Domaine d'activité (cadre 6)
Code(s) NSF (3 au maximum) :

Résumé du référentiel d'emploi ou éléments de compétences acquis (cadre 7)
Présentation du (des) métier(s)
Liste des activités visées par le diplôme, le titre ou le certificat
Compétences attestées Le (la) titulaire est capable de : Blocs de Compétences Indiquer les blocs de compétences constituant la certification en complétant les tableaux suivants. Vous pouvez ajouter autant de blocs que nécessaire. Bloc 1 Intitulé : Descriptif et modalités d'évaluation : Bloc 2 Intitulé : Descriptif et modalités d'évaluation :

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

Secteurs d'activité ou types d'emplois accessibles par le (la) détenteur (trice) de ce diplôme, ce titre ou ce certificat (cadre 8)

Secteurs d'activités
Mot(s) clef(s) secteurs d'activités
Types d'emplois accessibles
Mot(s) clef(s) types d'emplois accessibles
Codes ROME les plus proches (5 au maximum) :
Réglementation(s) d'activités

Modalités d'accès à cette certification (cadre 9)

Descriptif des composantes de la certification :

Le bénéfice des composantes acquises peut être gardé X ans (hors VAE)

Conditions d'inscription à la certification	Oui	Non	Indiquer la composition du (des) jury(s)
Après un parcours de formation sous statut d'élève ou d'étudiant			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
En candidature libre (Hors parcours)			
Par expérience *Date de mise en place :*			
Enregistré au Cadre Néo Calédonien			
Accessible en Polynésie Française			

Base légale (cadre 10)

SE REPORTER À LA NOTICE D'AIDE À LA RÉDACTION DU DOSSIER « CAS GÉNÉRAL »

Référence arrêté création (date du 1er arrêté d'enregistrement) :

Références au Journal Officiel (date de la parution au J.O.)

Références autres :

Site(s) (cadre11)

Localisation géographique du (des) centre(s) préparant à la certification

Nom de la personne morale Gestionnaire	Nom commercial de(s) l'établissement (s)	Adresse	Département - Région

Liens avec d'autres certifications (cadre 12)	Accords européens ou internationaux (cadre 13)

Pour plus d'information (cadre 14)

Statistiques :

Sources d'informations :

Adresse du (des) lieu(x) de certification :

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

Historique :

Ancienne certification

N° fiche RNCP	Intitulé certification

Liste des liens sources (cadre 15)

Site Internet de l'autorité délivrant la certification

Site Internet des organismes partenaires

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 1
PRÉSENTATION DE LA DEMANDE

Première demande

Libellé du CQP :
Code(s) NSF :
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Autorité délivrant le CQP :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance du CQP :

Renouvellement

Historique du CQP enregistré au RNCP
Libellé du CQP :
Code(s) NSF :
N° et libellé de la ou des CCN de référence :
Date du Journal Officiel :
N° du précédent dossier :
N° de la fiche RNCP :

Demande actuelle
Nouveau libellé du CQP (si modification) :
Code(s) NSF :
Commission paritaire nationale de l'emploi de référence :
N° et libellé de la ou des CCN de référence :
Autorité délivrant le CQP :
Date de transmission de la demande à l'autorité de saisine :
Date de première délivrance du CQP :

Interlocuteur en charge du dossier

Madame ou Monsieur
Nom :
Prénom :
Courriel :
Fonction :
Téléphone :
Télécopie :
Adresse postale :

Numéro de dossier attribué par la CNCP :

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 2
IDENTIFICATION DE L' AUTORITÉ DÉLIVRANT LE CQP

1) Dénomination juridique complète de l'autorité délivrant le CQP (statut)

Nom de l'autorité délivrant le CQP (par délégation de la CPNE) :

Sigle utilisé :

Adresse :

Téléphone : Télécopie :

Courriel : Site Internet (le cas échéant) :

2) Représentée par

Madame ou Monsieur
Nom :
Prénom :
Courriel :
Fonction :
Téléphone :
Télécopie :

3) Si besoin, désignation de la structure chargée, au sein de l'instance, de ce CQP (et sigle utilisé)

4) Autres certifications octroyées par l'autorité délivrant le CQP

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 3
PRÉSENTATION DU DISPOSITIF DE BRANCHE

1) Accords ou textes conventionnels définissant le dispositif de branche

2) Date de création du CQP et éventuellement texte de référence

3) Descriptif du dispositif de construction des CQP mis en œuvre dans la branche professionnelle

Joindre une copie des documents cités en référence.

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 4
MÉTIER, FONCTIONS ET ACTIVITÉS VISÉ(ES) PAR LA QUALIFICATION

1) Désignation du métier ou des fonctions en lien avec la qualification

2) Description de la qualification

3) Fiche(s) ROME la ou les plus proches

4) Cadres d'exercice les plus fréquents

A. Secteur d'activité et taille des entreprises ou services employeurs

B. Responsabilité et autonomie caractérisant les types d'emploi ciblés

5) Réglementation d'activités (le cas échéant)

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 5
INGÉNIERIE :
RÉFÉRENTIEL D'ACTIVITES
ET RÉFÉRENTIEL DE CERTIFICATION

Compléter la fiche 5 en choisissant l'une des deux formules suivantes :

1) Référentiel d'activités et référentiel de certification dans un tableau unique

REFERENTIEL D'ACTIVITES		REFERENTIEL DE CERTIFICATION		
ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES ASSOCIEES AUX ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES OU CAPACITES QUI SERONT EVALUEES	MODALITES D'EVALUATION	CRITERES D'EVALUATION

Documents à tenir à disposition de la CNCP
Grilles d'évaluation, procès verbaux, feuilles d'émargement, comptes-rendus des délibérations des jurys...

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

2) Référentiel d'activités et référentiel de certification dans deux tableaux

REFERENTIEL D'ACTIVITES	
ACTIVITES VISEES PAR LA QUALIFICATION	COMPETENCES ASSOCIEES AUX ACTIVITES VISEES PAR LA QUALIFICATION

REFERENTIEL DE CERTIFICATION		
COMPETENCES OU CAPACITES QUI SERONT EVALUEES	MODALITES D'EVALUATION	CRITERES D'EVALUATION

CACP Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 6
ACCÈS A LA CERTIFICATION

1) Voies d'accès

VOIES D'ACCES	OUI	NON
Après un parcours de formation continue		
En contrat de professionnalisation		
Par candidature individuelle		
Par expérience *Date de mise en place :*		

Attention, les CQP ne sont pas accessibles par la voie de la formation initiale ou du contrat d'apprentissage.

2) Existe-t-il un dispositif d'agrément établi par la branche professionnelle pour préparer au CQP ?

3) Conditions particulières éventuelles d'accès à la certification

Dossier n° :
Date :

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Dossier CQP –version3_Juillet2011

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 7
VALIDATION DES ACQUIS DE L'EXPÉRIENCE (VAE)

1) Préciser les conditions spécifiques de recevabilité de la demande des candidats

2) Description de la procédure de VAE

3) Au regard des compétences décrites (fiche 5), donner quelques exemples de preuves sur lesquelles se base le jury.

4) En cas de validation partielle

Dossier n° :
Date :

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Dossier CQP –version3_Juillet2011

CNCP Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 8
COMPOSITION DU JURY DÉLIVRANT LE CQP

Remarque : informer la CNCP pour toute modification intervenant dans la composition des jurys indiqués

1) Règles de constitution du jury (à préciser selon la voie d'accès)

Qualité du président du jury et mode de désignation

Nombre de personnes composant le jury

Pourcentage du nombre de personnes extérieures au dispositif conduisant au CQP

Précisez la répartition des représentants des salariés et des employeurs en pourcentage

2) Document remis aux lauréats

Joindre une copie du document remis aux lauréats

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 9
SYSTÈME DE VEILLE
ET LIENS AVEC D'AUTRES CERTIFICATIONS

1) Existe-t-il un dispositif de veille permettant de suivre les évolutions des métiers et des qualifications de la branche professionnelle ?

A. Description du système de veille (observatoire, contrats d'études prospectives…)

B. Indication d'instances de concertation pour la construction ou le développement des CQP

C. Existe-t-il un dispositif de suivi des titulaires de CQP ?

2) Dans le cas où ce CQP a déjà été mis en œuvre…

A. Préciser les évolutions du CQP depuis sa création jusqu'à sa forme actuelle

B. Quelle est la répartition des titulaires selon les voies d'accès ?

Effectifs	Formation continue dont contrat de professionnalisation	Candidature individuelle	VAE	Nombre total de titres
Cumulés depuis le…				
Lors de la dernière année d'attribution Année : …..				
Moyenne annuelle				

C. Analyse globale

3) Comment les conseils préconisés par la CNCP lors du dernier enregistrement ont-ils été pris en compte ?

4) Identification des certifications comparables existant

5) Équivalence instituée totale ou partielle avec d'autres certifications

Se reporter à la notice d'aide à la rédaction pour compléter le dossier

FICHE 10
RÉSUMÉ DESCRIPTIF DE LA CERTIFICATION (FICHE RÉPERTOIRE)

Intitulé (cadre 1)

(cadre 2) Autorité responsable de la certification	Qualité du(es) signataire(s) de la certification (cadre 3)

Niveau et/ou domaine d'activité (cadre 4)

Niveau :
Code NSF :

Résumé du référentiel d'emploi ou éléments de compétences acquis (cadre 5)

Liste des activités visées par le diplôme, le titre ou le certificat
Compétences ou capacités évaluées

Secteurs d'activité ou types d'emplois accessibles par le détenteur de ce diplôme, ce titre ou ce certificat (cadre 6)

Secteurs d'activités

Types d'emplois accessibles

Codes des fiches ROME les plus proches (5 au maximum) :

Réglementation d'activités

CNCP Se reporter à la notice d'aide à la rédaction pour compléter le dossier

Modalités d'accès à cette certification (cadre 7)

Descriptif des composantes de la certification :

Le bénéfice des composantes acquises peut être gardé .... ans.

Conditions d'inscription à la certification	Oui	Non	Indiquer la composition des jurys
Après un parcours de formation sous statut d'élève ou d'étudiant			
En contrat d'apprentissage			
Après un parcours de formation continue			
En contrat de professionnalisation			
Par candidature libre			
Par expérience *Date de mise en place :*			

Liens avec d'autres certifications (cadre 8)	**Accords européens ou internationaux (cadre 9)**

Base légale (cadre 10)

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

Références autres :

Pour plus d'information (cadre 11)

Statistiques :

Autres sources d'informations :

Lieu(x) de certification :

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

Historique :

Liste des liens sources (cadre 12)

Site Internet de l'autorité délivrant la certification

Dossier n° :
Date :

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Annexe 1.b ● Inclusion by entitlement

AVIS PUBLIC D'OPPORTUNITE DE LA CNCP SUR LA CRÉATION DES CERTIFICATIONS RELEVANT DE L'ENREGISTREMENT DE DROIT

Intitulé de la certification proposée

N° d'enregistrement CNCP *(ne sera pas publié, à usage interne de la CNCP)*

Enregistrement CNCP : jj, mm, aaaa

Passage devant la commission plénière jj,mm,aaaa

Ministère(s) de tutelle ou de rattachement / autre

Autorité certificatrice:

Coordonnées du certificateur :

Adresse……

Adresse électronique……
……
CERTIFICATION

1) Description de la nature de la certification, de son niveau et du secteur concerné :

2) Contexte et enjeux de la création :

3) Principales activités repérées :

4) Inscription dans le panorama des certifications existantes :

Date de la commission plénière

Avis de la CNCP :
Avis favorable sans observation ;

Avis favorable avec observation (s) :

Avis défavorable : motifs

AVIS D'OPPORTUNITE DE LA CNCP SUR LA CREATION D'UN DIPLOME D'INGENIEUR

Cette fiche est à retourner à la CNCP à brigitte-veronique.bouquet@emploi.gouv.fr

FICHE POUR L'AVIS D'OPPORTUNITE DE LA CNCP SUR LA CREATION DU DIPLOME D'INGENIEUR DE

<NOM DE L'ECOLE>, <NOM DE LA CERTIFICATION> 3 PAGES MAXIMUM

Enregistrement CNCP

Ministère(s) de tutelle ou de rattachement.....

ÉCOLE D'INGÉNIEURS (développement, sigle, marque)
.....

Établissement (ayant la personnalité morale)....
Adresse postale de l'école
.....

Téléphone de l'école :..... Fax:

1) Intitulé, nature du titre et domaines des formations d'ingénieurs Spécialités/disciplines scientifiques et techniques

Secteur économique concerné :

Secteur ou domaine des industries et services :

Métiers ou fonctions visées :

2) Contexte et enjeux de la création (*bref historique du secteur, origine de la demande, évolutions du secteur, prise en compte d'évolutions réglementaires, cibles des publics, y compris par la VAE)*

3) Objectifs de la certification

4) Cibles du projet de certification

4-1 OBSERVATION DES MÉTIERS :

Prospective en matière d'emploi :

4-2 COMPÉTENCES ATTENDUES

Définition des capacités et compétences des titulaires de la certification :

Modalités dévaluation des compétences :

5 Inscription du titre dans le panorama des certifications existantes :

5-1 OFFRE EXISTANTE

Relation avec les ministères :

Partenariat avec d'autres établissements d'enseignement supérieur, réseaux actifs :

Positionnement de l'établissement dans le dispositif national de formation d'ingénieur :

Certifications conjointes éventuelles :

AVIS D'OPPORTUNITE DE LA CNCP SUR LA CREATION D'UN DIPLOME D'INGENIEUR

5-2 ANCRAGE LOCAL ET RÉGIONAL

Participation aux programmes de développement économique régionaux et locaux :

Positionnement dans le panorama de certification régionale (titres d'ingénieurs ou autres) :

6) Evaluation, qualité :

6-1 ÉVALUATION DE LA FORMATION ET DE SES RÉSULTATS

Évaluation régulière (rythme) et systématique des enseignements (notamment appréciation par les élèves), actions d'amélioration, résultats :

Compte rendu de la qualité de la formation et promotion des résultats :

6-2 DÉMARCHE QUALITÉ ENVISAGEE

1006 JOURNAL OFFICIEL DE LA RÉPUBLIQUE FRANÇAISE 18 janvier 2002

LOIS

LOI n° 2002-73 du 17 janvier 2002 de modernisation sociale (1)

NOR : MESX0000077L

L'Assemblée nationale et le Sénat ont délibéré,

L'Assemblée nationale a adopté,

Vu la décision du Conseil constitutionnel n° 2001-455 DC en date du 12 janvier 2002,

Le Président de la République promulgue la loi dont la teneur suit :

TITRE Ier

SANTÉ, SOLIDARITÉ, SÉCURITÉ SOCIALE

CHAPITRE Ier

Etablissements et institutions de santé

Article 1er

I. – La première phrase du premier alinéa de l'article L. 6143-2 du code de la santé publique est ainsi rédigée :

« Le projet d'établissement définit, notamment sur la base du projet médical, les objectifs généraux de l'établissement dans le domaine médical et des soins infirmiers, de la recherche biomédicale, de la gestion et du système d'information. Il comprend un projet social. »

II. – Après l'article L. 6143-2 du même code, il est inséré un article L. 6143-2-1 ainsi rédigé :

« *Art. L. 6143-2-1.* – Le projet social définit les objectifs généraux de la politique sociale de l'établissement ainsi que les mesures permettant la réalisation de ces objectifs. Il porte notamment sur la formation, l'amélioration des conditions de travail, la gestion prévisionnelle et prospective des emplois et des qualifications et la valorisation des acquis professionnels.

« Le projet social est négocié par le directeur et les organisations syndicales représentatives au sein de l'établissement au sens de l'article L. 6144-4.

« Le comité technique d'établissement est chargé de suivre, chaque année, l'application du projet social et en établit le bilan à son terme. »

III. – Au 1° de l'article L. 6143-1 du même code, après les mots : « le projet médical », sont insérés les mots : « et le projet social ».

IV. – Au 9° de l'article L. 6144-1 du même code, après les mots : « émet un avis sur », sont insérés les mots : « le projet social, ».

V. – Au 1° de l'article L. 6144-3 du même code, après les mots : « le projet d'établissement, », sont insérés les mots : « le projet social, ».

VI. – L'article L. 6114-2 du même code est ainsi modifié :

1° Le premier alinéa est complété par une phrase ainsi rédigée :

« Ils comprennent un volet social. » ;

2° Le cinquième alinéa est ainsi rédigé :

« Ils précisent, dans le volet social, les actions arrêtées par l'établissement en accord avec l'agence régionale de l'hospitalisation, sur la base du projet social de l'établissement. »

VII. – Dans la première phrase de l'article L. 6161-8 du même code, après les mots : « L. 6143-2 », sont insérés les mots : « , L. 6143-2-1 ».

Article 2

Le 6° de l'article 41 de la loi n° 86-33 du 9 janvier 1986 portant dispositions statutaires relatives à la fonction publique hospitalière est ainsi modifié :

1° Après les mots : « la prise en charge de ce congé », sont insérés les mots : « et des dépenses relatives au bilan de compétences effectué à l'initiative de l'agent » ;

2° Après les mots : « est assurée par une cotisation annuelle d'un montant de », le pourcentage : « 0,15 % » est remplacé par le pourcentage : « 0,20 % ».

Article 3

I. – A la première phrase du dernier alinéa de l'article L. 6112 du code de la santé publique, après les mots : « en milieu hospitalier », sont insérés les mots : « ainsi qu'aux personnes retenues en application de l'article 35 *bis* de l'ordonnance n° 45-2658 du 2 novembre 1945 relative aux conditions d'entrée et de séjour des étrangers en France ».

II. – L'article L. 6112-8 du même code est complété par un alinéa ainsi rédigé :

« L'Etat prend en charge les dépenses exposées par les établissements de santé à l'occasion de leurs missions de service public prévues au dernier alinéa de l'article L. 6112-1 en faveur des personnes retenues en application de l'article 35 *bis* de l'ordonnance n° 45-2658 du 2 novembre 1945 précitée. »

III. – Le deuxième alinéa de l'article L. 5126-9 du même code est ainsi rédigé :

« Les personnes détenues dans les autres établissements pénitentiaires et les personnes retenues en application de l'article 35 *bis* de l'ordonnance n° 45-2658 du 2 novembre 1945 relative aux conditions d'entrée et de séjour des étrangers en France bénéficient des services de pharmacies à usage intérieur des établissements de santé qui assurent les missions de service public mentionnées à l'article L. 6112-1. »

Article 4

I. – Les ressources de l'Agence technique de l'information sur l'hospitalisation sont constituées notamment par :

1° Des subventions de l'Etat, ainsi que, le cas échéant, des subventions d'établissements publics de l'Etat, d'autres collectivités publiques ou de leurs établissements publics, des organismes de sécurité sociale, de l'Union européenne ou des organisations internationales ;

2° Une dotation globale versée dans les conditions prévues par l'article L. 174-2 du code de la sécurité sociale ; un décret en Conseil d'Etat détermine notamment les modalités de fixation et de révision de cette dotation globale par l'autorité compétente de l'Etat ;

3° Le produit des redevances de services rendus ;

4° Les produits divers, dons et legs.

II. – L'Agence technique de l'information sur l'hospitalisation mentionnée au I est autorisée à conclure des contrats à durée indéterminée avec les agents contractuels de droit public qu'elle emploie.

IV. – Le deuxième alinéa de l'article L. 323-32 du même code est complété par trois phrases ainsi rédigées :

« Les accessoires de salaire résultant de dispositions législatives, réglementaires ou conventionnelles sont déterminés en prenant pour assiette la garantie de ressources définie dans les articles L. 243-4 et suivants du code de l'action sociale et des familles. La charge liée à cette rémunération est répartie entre l'atelier protégé et l'Etat proportionnellement au montant du salaire direct et du complément de rémunération. La participation de l'Etat est plafonnée dans des conditions fixées par décret. »

V. – L'article L. 323-33 du même code est abrogé.

VI. – Les personnes ou les organismes qui, à la date de publication de la présente loi, sont titulaires de labels délivrés en application de l'article L. 323-33 du code du travail pourront continuer à se prévaloir, pendant six mois à compter de cette date, de ce que leurs produits sont fabriqués par des travailleurs handicapés.

VII. – L'article L. 362-2 du code du travail est abrogé.

VIII. – L'article 175 du code de la famille et de l'aide sociale est abrogé.

CHAPITRE II

Développement de la formation professionnelle

Section 1

Validation des acquis de l'expérience

Article 133

L'article L. 900-1 du code du travail est complété par un alinéa ainsi rédigé :

« Toute personne engagée dans la vie active est en droit de faire valider les acquis de son expérience, notamment professionnelle, en vue de l'acquisition d'un diplôme, d'un titre à finalité professionnelle ou d'un certificat de qualification figurant sur une liste établie par la commission paritaire nationale de l'emploi d'une branche professionnelle, enregistrés dans le répertoire national des certifications professionnelles visé à l'article L. 335-6 du code de l'éducation. Lorsque la personne en cause est salariée, elle peut bénéficier d'un congé pour validation des acquis de l'expérience dans les conditions de durée prévues à l'article L. 931-22 et selon les modalités fixées aux articles L. 931-23, L. 931-25 et L. 931-26 ainsi qu'aux premier et deuxième alinéas de l'article L. 931-24. Les conditions d'application de ces dispositions sont fixées par décret en Conseil d'Etat. »

Article 134

I. – Les articles L. 335-5 et L. 335-6 du code de l'éducation sont ainsi rédigés :

« *Art. L. 335-5.* – I. – Les diplômes ou les titres à finalité professionnelle sont obtenus par les voies scolaire et universitaire, par l'apprentissage, par la formation professionnelle continue ou, en tout ou en partie, par la validation des acquis de l'expérience.

« La validation des acquis produit les mêmes effets que les autres modes de contrôle des connaissances et aptitudes.

« Peuvent être prises en compte, au titre de la validation, l'ensemble des compétences professionnelles acquises dans l'exercice d'une activité salariée, non salariée ou bénévole, en rapport direct avec le contenu du diplôme ou du titre. La durée minimale d'activité requise ne peut être inférieure à trois ans.

« La validation est effectuée par un jury dont la composition garantit une présence significative de représentants qualifiés des professions concernées.

« Le jury peut attribuer la totalité du diplôme ou du titre. A défaut, il se prononce sur l'étendue de la validation et, en cas de validation partielle, sur la nature des connaissances et aptitudes devant faire l'objet d'un contrôle complémentaire.

« Le jury se prononce au vu d'un dossier constitué par le candidat, à l'issue d'un entretien à son initiative ou à l'initiative du candidat et, le cas échéant, d'une mise en situation professionnelle réelle ou reconstituée, lorsque cette procédure est prévue par l'autorité qui délivre la certification.

« Un décret en Conseil d'Etat détermine les conditions d'application des dispositions des troisième et quatrième alinéas, notamment les règles selon lesquelles le jury est constitué. Cette composition concourt à une représentation équilibrée entre les femmes et les hommes. Il détermine également les conditions dans lesquelles il peut être dérogé aux dispositions du premier alinéa, pour des raisons tenant à la nature des diplômes ou titres en cause ou aux conditions d'exercice des professions auxquelles ils permettent d'accéder. Le jury fixe les contrôles complémentaires prévus au cinquième alinéa.

« II. – Le jury d'un diplôme ou d'un titre à finalité professionnelle délivré au nom de l'Etat ou par des établissements publics ayant une mission de formation peut dispenser un candidat désirant l'acquérir des titres ou diplômes requis pour le préparer. Cette dispense doit se fonder sur les compétences professionnelles acquises par le candidat.

« *Art. L. 335-6.* – I. – Les diplômes et titres à finalité professionnelle délivrés au nom de l'Etat sont créés par décret et organisés par arrêté des ministres compétents, après avis d'instances consultatives associant les organisations représentatives d'employeurs et de salariés quand elles existent, sans préjudice des dispositions des articles L. 331-1, L. 335-14, L. 613-1, L. 641-4 et L. 641-5 du présent code et L. 811-2 et L. 813-2 du code rural.

« II. – Il est créé un répertoire national des certifications professionnelles. Les diplômes et les titres à finalité professionnelle y sont classés par domaine d'activité et par niveau.

« Les diplômes et titres à finalité professionnelle, ainsi que les certificats de qualification figurant sur une liste établie par la commission paritaire nationale de l'emploi d'une branche professionnelle, peuvent y être enregistrés, par arrêté du Premier ministre, à la demande des organismes 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 sont enregistrés de droit dans ce répertoire.

« La Commission nationale de la certification professionnelle, placée auprès du Premier ministre, établit et actualise le répertoire national des certifications professionnelles. Elle veille au renouvellement et à l'adaptation des diplômes et titres à l'évolution des qualifications et de l'organisation du travail.

« Elle émet des recommandations à l'attention des institutions délivrant des diplômes, des titres à finalité professionnelle ou des certificats de qualification figurant sur une liste établie par la commission paritaire nationale de l'emploi d'une branche professionnelle ; en vue d'assurer l'information des particuliers et des entreprises, elle leur signale notamment 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.

« Un décret en Conseil d'Etat détermine les conditions d'enregistrement des diplômes et titres dans le répertoire national ainsi que la composition et les attributions de la commission. »

II. – Les titres ou diplômes inscrits sur la liste d'homologation prévue par la réglementation en vigueur à la date de promulgation de la présente loi sont enregistrés de droit dans le répertoire national des certifications professionnelles prévu à l'article L. 335-6 du code de l'éducation pour leur durée restante de validité au titre de ladite réglementation.

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Article R335-25

Les membres titulaires et suppléants de la Commission nationale de la certification professionnelle sont nommés par arrêté du Premier ministre pour une durée de cinq ans renouvelable.

Les représentants des ministres et ceux des organisations énumérées à l'article R. 335-24 sont nommés sur proposition de ceux-ci.

Liens relatifs à cet article

Cite:
Code de l'éducation - art. R335-24 (V)

Codifié par:
Décret 2006-583 2006-05-23 JORF 24 mai 2006

Anciens textes:
Décret n°2002-617 du 26 avril 2002 - art. 2, v. init.
Décret n°2002-617 du 26 avril 2002 - art. 2 (Ab)

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Article R335-26

Les membres de la Commission nationale de la certification professionnelle sont remplacés dès lors qu'ils cessent d'être investis des fonctions administratives ou électives qui ont permis leur désignation. En cas de vacance du titulaire ou du suppléant, un remplaçant est nommé par arrêté pour la durée restant à courir du mandat de la personne qu'il remplace.

Liens relatifs à cet article

Codifié par:
Décret 2006-583 2006-05-23 JORF 24 mai 2006

Anciens textes:
Décret n°2002-617 du 26 avril 2002 - art. 3, v. init.
Décret n°2002-617 du 26 avril 2002 - art. 3 (Ab)

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          - Sous-section 3 : La Commission nationale de certification professionnelle.

Article R335-27

- Modifié par Décret n°2011-1111 du 16 septembre 2011 - art. 6

La Commission nationale de la certification professionnelle délibère à la majorité des membres présents. En cas de partage égal des voix, le président a voix prépondérante.

La commission établit un règlement intérieur.

La Commission nationale de la certification professionnelle se réunit au moins quatre fois par an.

Liens relatifs à cet article

Codifié par:
Décret n°2006-583 du 23 mai 2006

Anciens textes:
Décret n°2002-617 du 26 avril 2002 - art. 4 (Ab)

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          - Sous-section 3 : La Commission nationale de certification professionnelle.

Article R335-28

- Modifié par Décret n°2007-466 du 28 mars 2007 - art. 3 JORF 30 mars 2007

Pour l'instruction des demandes d'enregistrement dans le répertoire national, et afin de préparer ses avis, la Commission nationale de la certification professionnelle s'appuie sur les travaux d'une commission spécialisée.

La commission spécialisée comprend, outre le président de la commission nationale, le rapporteur général et les deux rapporteurs adjoints :

1° Dix représentants des ministres ;

2° Cinq représentants des organisations d'employeurs les plus représentatives au niveau national ;

3° Cinq représentants des organisations syndicales de salariés les plus représentatives au niveau national.

Sont membres de droit de la commission spécialisée les représentants des ministres chargés du travail et de l'emploi, de l'agriculture, de la formation professionnelle, de l'enseignement professionnel, de l'enseignement supérieur, de la jeunesse et des sports.

Les représentants des autres ministres à la commission nationale participent, dans la limite de quatre, aux travaux de la commission spécialisée chaque fois que des dossiers à l'ordre du jour les concernent.

Toute personne dont l'audition apparaît de nature à éclairer les débats peut être invitée par le président à participer aux réunions.

Le fonctionnement de la commission spécialisée est défini par le règlement intérieur de la commission nationale.

Liens relatifs à cet article

Codifié par:
Décret 2006-583 2006-05-23 JORF 24 mai 2006

Anciens textes:
Décret n°2002-617 du 26 avril 2002 - art. 5, v. init.
Décret n°2002-617 du 26 avril 2002 - art. 5 (Ab)

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          - Sous-section 2 : Le répertoire national des certifications professionnelles.

Article R335-12

Modifié par Décret n°2011-1111 du 16 septembre 2011 - art. 1

Le répertoire national des certifications professionnelles contribue à faciliter l'accès à l'emploi, la gestion des ressources humaines et la mobilité professionnelle. Il permet de tenir à la disposition des personnes et des entreprises une information constamment mise à jour sur les diplômes et les titres à finalité professionnelle ainsi que sur les certificats de qualification établis par les commissions paritaires nationales de l'emploi des branches professionnelles.

Les certifications enregistrées dans le répertoire sont reconnues sur l'ensemble du territoire national.

L'enregistrement dans le répertoire national concerne la seule certification proprement dite.

Liens relatifs à cet article

Cité par:
- Décret n°2004-1439 du 23 décembre 2004 - art. 6 (VD)
- Décret n°2006-441 du 14 avril 2006 - art. 4 (V)
- Décret n°2008-952 du 12 septembre 2008 - art. 13-1 (V)
- Décret n°2008-953 du 12 septembre 2008 - art. 11-1 (VD)
- Arrêté du 26 février 2014 - art., v. init.
- Arrêté du 26 février 2014 - art., v. init.
- Arrêté du 26 mai 2014 - art. Annexe I (M)
- Arrêté du 26 mai 2014 - art. Annexe V (Ab)
- ARRÊTÉ du 1er août 2014 - art., v. init.
- ARRÊTÉ du 28 août 2014 - art., v. init.
- DÉCRET n°2014-1053 du 16 septembre 2014 - art. 1, v. init.
- DÉCRET n°2014-1053 du 16 septembre 2014 - art. 3, v. init.
- ARRÊTÉ du 2 mars 2015 - art., v. init.
- ARRÊTÉ du 10 août 2015 - art., v. init.
- ARRÊTÉ du 20 août 2015 - art., v. init.
- ARRÊTÉ du 30 septembre 2015 - art., v. init.
- ARRÊTÉ du 25 novembre 2015 - art. 1 (V)
- Arrêté du 4 décembre 2015 - art., v. init.
- Arrêté du 10 février 2016 - art., v. init.
- Arrêté du 24 février 2016 - art., v. init.
- Décret n°2016-622 du 19 mai 2016 - art. 3, v. init.
- Décret n°2016-884 du 29 juin 2016 - art. D314-23, v. init.
- Arrêté du 9 août 2016 - art., v. init.
- Arrêté du 19 août 2016 - art., v. init.
- Arrêté du 10 février 2017 - art., v. init.
- Arrêté du 16 mars 2017 - art., v. init.
- Arrêté du 9 août 2017 - art., v. init.
- Arrêté du 1er septembre 2017 - art., v. init.
- Arrêté du 7 novembre 2017 - art. (V)
- Arrêté du 24 janvier 2018 - art., v. init.
- Arrêté du 8 février 2018 - art., v. init.
- Arrêté du 18 septembre 2018 - art., v. init.
- Code de la consommation - art. D313-10-2 (MMN)
- Code de la consommation - art. D314-23 (V)
- Code monétaire et financier - art. R519-11 (VD)
- Code monétaire et financier - art. R548-3 (VD)

Codifié par:
- Décret n°2006-583 du 23 mai 2006

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Article R335-13

Les diplômes et titres à finalité professionnelle sont classés dans le répertoire national des certifications professionnelles par domaine d'activité et par niveau. Pour ce dernier critère, et jusqu'à l'adoption de la nouvelle nomenclature mentionnée à l'article R. 335-31, ils sont classés selon la nomenclature des niveaux de formation approuvée par décision du groupe permanent de la formation professionnelle et de la promotion sociale.

Les certificats de qualification sont classés séparément par domaine d'activité. Le répertoire précise en outre leurs correspondances éventuelles avec des diplômes ou des titres professionnels.

Le répertoire mentionne les correspondances entre les certifications, ainsi que, lorsqu'elles sont explicitement prévues par les autorités qui les délivrent, les reconnaissances mutuelles, partielles ou totales.

Il mentionne également pour chacune des voies d'accès le nombre de personnes auxquelles a, chaque année, été décernée chaque certification.

Liens relatifs à cet article

Cité par:

Décret n°83-228 du 22 mars 1983 - art. 7 (VT)
Arrêté du 3 juillet 2003 - art. Annexe (V)
Arrêté du 3 juillet 2003 - art. Annexe (VD)
Arrêté du 22 juillet 2003 - art. ANNEXE (V)
Arrêté du 22 juillet 2003 - art. ANNEXE (VT)
Arrêté du 22 juillet 2003 - art. ANNEXE (VD)
Arrêté du 31 juillet 2003 - art. Annexe (VD)
Arrêté du 25 septembre 2003 - art. Annexe (V)
Arrêté du 21 octobre 2003 - art. Annexe (V)
Arrêté du 22 octobre 2003 - art. Annexe (VD)
Arrêté du 9 décembre 2003 - art. Annexe (VD)
Arrêté du 9 décembre 2003 - art. Annexe (VD)
Arrêté du 22 décembre 2003 - art. Annexe (VD)
Arrêté du 24 décembre 2003 - art. ANNEXE (V)
Arrêté du 24 décembre 2003 - art. ANNEXE (VD)
Arrêté du 19 février 2004 - art. Annexe (VD)
Arrêté du 1 juin 2004 - art. 1 (V)
Arrêté du 1 juin 2004 - art. Annexe (V)
Arrêté du 24 juin 2004 - art. Annexe (VD)
Arrêté du 15 juillet 2004 - art. Annexe (V)
Arrêté du 26 juillet 2004 - art. Annexe I (VT)
Arrêté du 7 septembre 2004 - art. ANNEXE (VT)
Arrêté du 27 décembre 2004 - art. Annexe (V)
Arrêté du 25 mars 2005 - art. Annexe (V)
Arrêté du 20 décembre 2005 - art. Annexe (V)
Arrêté du 12 mai 2006 - art. Annexe (V)
Arrêté du 12 mai 2006 - art. Annexe (V)
Arrêté du 18 janvier 2007 - art. 1 (P)
Arrêté du 18 janvier 2007 - art. 1 (V)
Arrêté du 23 mars 2007 - art. 1 (V)
Arrêté du 23 mars 2007 - art. 1 (V)
Arrêté du 23 mars 2007 - art. 1 (V)
Arrêté du 27 avril 2007 - art. 1 (V)
Arrêté du 27 avril 2007 - art. 1 (V)
Arrêté du 27 avril 2007 - art. ANNEXE (V)
Arrêté du 12 juillet 2007 - art. 1 (V)

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Article R335-14

Le répertoire national des certifications professionnelles mentionne les éventuelles conditions particulières d'obtention d'un diplôme ou d'un titre à finalité professionnelle définies en application des dispositions du I de l'article L. 335-5. Ces conditions particulières doivent figurer dans le règlement du diplôme ou du titre si celui-ci est délivré au nom de l'Etat, ou faire l'objet d'un avis de la Commission nationale de la certification professionnelle et figurer dans l'arrêté d'enregistrement.

Liens relatifs à cet article

Cite:
Code de l'éducation - art. L335-5 (VT)

Cité par:
Code de l'éducation - art. D311-2 (V)

Codifié par:
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Anciens textes:
Décret n°2002-616 du 26 avril 2002 - art. 3, v. init.
Décret n°2002-616 du 26 avril 2002 - art. 3 (Ab)

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LE SERVICE PUBLIC DE LA DIFFUSION DU DROIT

Chemin :

Code de l'éducation
- Partie réglementaire
  - Livre III : L'organisation des enseignements scolaires.
    - Titre III : Les enseignements du second degré.
      - Chapitre V : Dispositions communes aux formations technologiques et aux formations professionnelles.
        - Section 2 : Validation des acquis de l'expérience et certification professionnelle
          - Sous-section 2 : Le répertoire national des certifications professionnelles.

Article R335-16

- Modifié par Décret n°2011-1111 du 16 septembre 2011 - art. 2

Sont enregistrés de droit dans le répertoire national des certifications professionnelles les diplômes et titres à finalité professionnelle délivrés au nom de l'Etat qui ont été créés après avis d'instances consultatives auxquelles les organisations représentatives d'employeurs et de salariés sont parties.

Les diplômes et titres à finalité professionnelle ainsi que les certificats de qualification professionnelle peuvent être enregistrés, à la demande des autorités, organismes ou instances qui les ont créés, après avis de la Commission nationale de la certification professionnelle.

L'autorité, l'organisme ou l'instance qui délivre la certification et en sollicite l'enregistrement fournit à l'appui de sa demande tous éléments d'information quant à la qualification recherchée et aux voies d'accès à celle-ci.

Il apporte les éléments dont il dispose quant aux caractéristiques propres de la certification délivrée et à sa complémentarité avec des certifications préexistantes.

Il doit, en outre, apporter toute garantie d'impartialité du jury. Le non-respect de cette condition entraîne le retrait immédiat de l'enregistrement.

Liens relatifs à cet article

Cité par:
- Création d'une commission paritaire nationale d... - art. 2 (Ab)
- Code de l'éducation - art. R*335-20 (V)
- Code de l'éducation - art. R335-15 (V)
- Code de l'éducation - art. R335-19 (V)
- Code de l'éducation - art. R373-9 (V)
- Code de l'éducation - art. R374-12 (V)

Codifié par:
- Décret n°2006-583 du 23 mai 2006

Anciens textes:
- Décret n°2002-616 du 26 avril 2002 - art. 4 (Ab)

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LE SERVICE PUBLIC DE LA DIFFUSION DU DROIT

Chemin :

Code de l'éducation
- Partie législative
  - Deuxième partie : Les enseignements scolaires
    - Livre III : L'organisation des enseignements scolaires
      - Titre III : Les enseignements du second degré
        - Chapitre V : Dispositions communes aux formations technologiques et aux formations professionnelles.

Article L335-6

Modifié par LOI n°2014-288 du 5 mars 2014 - art. 34

I.-Les diplômes et titres à finalité professionnelle délivrés au nom de l'Etat sont créés par décret et organisés par arrêté des ministres compétents, après avis d'instances consultatives associant les organisations représentatives d'employeurs et de salariés quand elles existent, sans préjudice des dispositions des articles L. 331-1, L. 335-14, L. 613-1, L. 641-4 et L. 641-5 du présent code et L. 811-2 et L. 813-2 du code rural et de la pêche maritime.

II.-Il est créé un répertoire national des certifications professionnelles. Les diplômes et les titres à finalité professionnelle y sont classés par domaine d'activité et par niveau.

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.

Ces organismes ou instances garantissent tout au long de la période de validité de l'enregistrement :

1° La transparence de l'information donnée au public sur la certification qu'ils délivrent ;

2° La qualité du processus de certification ;

3° Lorsqu'ils sont à la tête d'un réseau d'organismes de formation qui délivrent la même certification, la qualité de la certification délivrée par chacun des membres du réseau.

Ces engagements sont précisés sur un cahier des charges défini par arrêté du ministre chargé de la formation professionnelle, sur proposition de la Commission nationale de la certification professionnelle.

La Commission nationale de la certification professionnelle 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.

Les certifications et habilitations correspondant à des compétences transversales exercées en situation professionnelle peuvent être recensées dans un inventaire spécifique établi par la Commission nationale de la certification professionnelle.

Les personnes qui appartiennent aux promotions prises en compte dans le cadre de la procédure d'instruction pour enregistrement au répertoire national des certifications professionnelles visé au présent article ainsi que celles qui appartiennent à la promotion en cours et ayant obtenu la certification peuvent se prévaloir de l'inscription de cette certification au répertoire national des certifications professionnelles.

De même, les personnes qui ont suivi un cycle préparatoire à une certification en cours de validité au moment de leur entrée en formation peuvent, après obtention de la certification, se prévaloir de l'inscription de celle-ci au répertoire national des certifications professionnelles.

La Commission nationale de la certification professionnelle réalise l'évaluation publique qu'elle juge nécessaire de certificats de qualification professionnelle et émet des recommandations à l'attention des institutions délivrant des diplômes, des titres à finalité professionnelle ou des certificats de qualification figurant sur une liste établie par la commission paritaire nationale de l'emploi d'une branche professionnelle ; en vue d'assurer

l'information des particuliers et des entreprises, elle leur signale notamment 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.

Un décret en Conseil d'Etat détermine les conditions d'enregistrement des diplômes et titres dans le répertoire national ainsi que la composition et les attributions de la commission.

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LE SERVICE PUBLIC DE LA DIFFUSION DU DROIT

Chemin :

Code de l'éducation
- Partie législative
  - Troisième partie : Les enseignements supérieurs
    - Livre VI : L'organisation des enseignements supérieurs
      - Titre Ier : L'organisation générale des enseignements
        - Chapitre III : Collation des grades et titres universitaires
          - Section 1 : Règles générales de délivrance des diplômes.

Article L613-1

Modifié par LOI n°2013-660 du 22 juillet 2013 - art. 37

L'Etat a le monopole de la collation des grades et des titres universitaires.

Les diplômes nationaux délivrés par les établissements sont ceux qui confèrent l'un des grades ou titres universitaires dont la liste est établie par décret pris sur avis du Conseil national de l'enseignement supérieur et de la recherche. Sous réserve des dispositions des articles L. 613-3 et L. 613-4, ils ne peuvent être délivrés qu'au vu des résultats du contrôle des connaissances et des aptitudes appréciés par les établissements accrédités à cet effet par le ministre chargé de l'enseignement supérieur après avis du Conseil national de l'enseignement supérieur et de la recherche. Un diplôme national confère les mêmes droits à tous ses titulaires, quel que soit l'établissement qui l'a délivré.

Le contenu et les modalités de l'accréditation des établissements sont fixés par arrêté du ministre chargé de l'enseignement supérieur, après avis du Conseil national de l'enseignement supérieur et de la recherche. L'accréditation, par son contenu et ses modalités, prend en compte le lien entre enseignement et recherche au sein de l'établissement, la qualité pédagogique, la carte territoriale des formations, les objectifs d'insertion professionnelle et les liens entre les équipes pédagogiques et les représentants des professions concernées par la formation.

Un établissement est accrédité pour la durée du contrat pluriannuel conclu avec l'Etat. L'accréditation peut, après une évaluation nationale, être renouvelée par arrêté du ministre chargé de l'enseignement supérieur, après avis du Conseil national de l'enseignement supérieur et de la recherche.

Le cadre national des formations, fixé par arrêté du ministre chargé de l'enseignement supérieur, après avis du Conseil national de l'enseignement supérieur et de la recherche, comprend la liste des mentions des diplômes nationaux regroupés par grands domaines ainsi que les règles relatives à l'organisation des formations.

L'arrêté d'accréditation de l'établissement emporte habilitation de ce dernier à délivrer, dans le respect du cadre national des formations, les diplômes nationaux dont la liste est annexée à l'arrêté.

Les règles communes pour la poursuite des études conduisant à des diplômes nationaux, les conditions d'obtention de ces titres et diplômes, le contrôle de ces conditions et les modalités de protection des titres qu'ils confèrent, sont définis par arrêté du ministre chargé de l'enseignement supérieur, après avis ou proposition du Conseil national de l'enseignement supérieur et de la recherche.

Les aptitudes et l'acquisition des connaissances sont appréciées, soit par un contrôle continu et régulier, soit par un examen terminal, soit par ces deux modes de contrôle combinés. Les modalités de ce contrôle tiennent compte des contraintes spécifiques des étudiants accueillis au titre de la formation continue. Elles sont adaptées aux contraintes spécifiques des étudiants ou personnes bénéficiant de la formation continue présentant un handicap ou un trouble invalidant de la santé. Elles doivent être arrêtées dans chaque établissement au plus tard à la fin du premier mois de l'année d'enseignement et elles ne peuvent être modifiées en cours d'année.

Seuls peuvent participer aux jurys et être présents aux délibérations des enseignants-chercheurs, des enseignants, des chercheurs ou, dans des conditions et selon des modalités prévues par voie réglementaire, des personnalités qualifiées ayant contribué aux enseignements, ou choisies, en raison de leurs compétences, sur proposition des personnels chargés de l'enseignement.

Liens relatifs à cet article

Cite:
Code de l'éducation - art. L613-3

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LOIS

LOI n° 2009-1437 du 24 novembre 2009 relative à l'orientation et à la formation professionnelle tout au long de la vie (1)

NOR : *ECEX0908316L*

L'Assemblée nationale et le Sénat ont adopté,

Vu la décision du Conseil constitutionnel n° 2009-592 DC du 19 novembre 2009 ;

Le Président de la République promulgue la loi dont la teneur suit :

TITRE Ier

DROIT À L'INFORMATION, À L'ORIENTATION ET À LA QUALIFICATION PROFESSIONNELLES

Article 1er

La sixième partie du code du travail est ainsi modifiée :

1° Le premier alinéa de l'article L. 6111-1 est complété par deux phrases ainsi rédigées : « Elle vise à permettre à chaque personne, indépendamment de son statut, d'acquérir et d'actualiser des connaissances et des compétences favorisant son évolution professionnelle, ainsi que de progresser d'au moins un niveau de qualification au cours de sa vie professionnelle. Une stratégie nationale coordonnée est définie et mise en œuvre par l'Etat, les régions et les partenaires sociaux. » ;

2° Au premier alinéa de l'article L. 6311-1, après le mot : « culturel », sont insérés les mots : « , à la sécurisation des parcours professionnels » ;

3° Les articles L. 6123-1 et L. 6123-2 sont ainsi rédigés :

« *Art. L. 6123-1.* – Le Conseil national de la formation professionnelle tout au long de la vie est chargé :

« 1° De favoriser, au plan national, la concertation entre l'Etat, les régions, les partenaires sociaux et les autres acteurs pour la définition des orientations pluriannuelles et des priorités annuelles des politiques de formation professionnelle initiale et continue, ainsi que pour la conception et le suivi de la mise en œuvre de ces politiques ;

« 2° D'évaluer les politiques de formation professionnelle initiale et continue aux niveaux national et régional, sectoriel et interprofessionnel ;

« 3° D'émettre un avis sur les projets de loi, d'ordonnance et de dispositions réglementaires en matière de formation professionnelle initiale et continue ;

« 4° De contribuer à l'animation du débat public sur l'organisation du système de formation professionnelle et ses évolutions.

« Les administrations et les établissements publics de l'Etat, les conseils régionaux, les organismes consulaires et les organismes paritaires intéressés à la formation professionnelle sont tenus de communiquer au Conseil national de la formation professionnelle tout au long de la vie les éléments d'information et les études dont ils disposent et qui lui sont nécessaires pour l'exercice de ses missions.

« Les modalités d'application du présent article sont définies par décret en Conseil d'Etat.

« *Art. L. 6123-2.* – Le Conseil national de la formation professionnelle tout au long de la vie est placé auprès du Premier ministre. Son président est nommé en conseil des ministres. Il comprend des représentants élus des conseils régionaux, des représentants de l'Etat et du Parlement, des représentants des organisations professionnelles et syndicales intéressées et des personnes qualifiées en matière de formation professionnelle. »

Article 2

L'article L. 6111-2 du même code est ainsi modifié :

1° Avant l'alinéa unique, il est inséré un alinéa ainsi rédigé :

« Les connaissances et les compétences mentionnées au premier alinéa de l'article L. 6111-1 prennent appui sur le socle mentionné à l'article L. 122-1-1 du code de l'éducation, qu'elles développent et complètent. » ;

2° Après le mot : « font », est inséré le mot : « également ».

Article 3

Le code du travail est ainsi modifié :

1° L'intitulé du chapitre IV du titre Ier du livre III de la sixième partie est ainsi rédigé : « Droit à l'information, à l'orientation et à la qualification professionnelles » ;

« 2° Les conditions propres à favoriser l'accès des salariés, dans un cadre collectif ou individuel, à la validation des acquis de l'expérience ;

« 3° Les modalités de prise en charge par les organismes collecteurs paritaires agréés des dépenses afférentes à la participation d'un salarié à un jury d'examen ou de validation des acquis de l'expérience. »

Article 22

I. – Le chapitre IV du titre Ier du livre III de la sixième partie du code du travail est ainsi modifié :

1° Le 3° de l'article L. 6314-1 est ainsi rédigé :

« 3° Soit ouvrant droit à un certificat de qualification professionnelle. » ;

2° Après l'article L. 6314-1, il est ajouté un article L. 6314-2 ainsi rédigé :

« *Art. L. 6314-2.* – Les certificats de qualification professionnelle sont établis par une ou plusieurs commissions paritaires nationales de l'emploi d'une branche professionnelle.

« Ils s'appuient, d'une part, sur un référentiel d'activités qui permet d'analyser les situations de travail et d'en déduire les connaissances et les compétences nécessaires et, d'autre part, sur un référentiel de certification qui définit les modalités et les critères d'évaluation des acquis.

« Les certificats de qualification professionnelle ainsi que les référentiels mentionnés à l'alinéa précédent sont transmis à la Commission nationale de la certification professionnelle. »

II. – Le II de l'article L. 335-6 du code de l'éducation est ainsi modifié :

1° Les deuxième et troisième alinéas sont ainsi rédigés :

« 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. » ;

2° La dernière phrase du quatrième alinéa est ainsi rédigée : « 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. » ;

3° Après le quatrième alinéa, sont insérés trois alinéas ainsi rédigés :

« Les certifications et habilitations correspondant à des compétences transversales exercées en situation professionnelle peuvent être recensées dans un inventaire spécifique établi par la Commission nationale de la certification professionnelle.

« Les personnes qui appartiennent aux promotions prises en compte dans le cadre de la procédure d'instruction pour enregistrement au répertoire national des certifications professionnelles visé au présent article ainsi que celles qui appartiennent à la promotion en cours et ayant obtenu la certification peuvent se prévaloir de l'inscription de cette certification au répertoire national des certifications professionnelles.

« De même, les personnes qui ont suivi un cycle préparatoire à une certification en cours de validité au moment de leur entrée en formation peuvent, après obtention de la certification, se prévaloir de l'inscription de celle-ci au répertoire national des certifications professionnelles. » ;

4° Le début de l'avant-dernier alinéa est ainsi rédigé :

« La Commission nationale de la certification professionnelle réalise l'évaluation publique qu'elle juge nécessaire de certificats de qualification professionnelle et émet des recommandations... (le reste sans changement) ».

III. – Dans un délai d'un an après la date de publication de la présente loi, le Gouvernement remet au Parlement un rapport sur l'opportunité d'adapter le régime juridique de la Commission nationale de la certification professionnelle au regard de ses missions.

TITRE IV

CONTRATS EN ALTERNANCE

Article 23

I. – Le livre III de la sixième partie du code du travail est ainsi modifié :

1° L'article L. 6325-1 est complété par un 3° et un 4° ainsi rédigés :

« 3° Aux bénéficiaires du revenu de solidarité active, de l'allocation de solidarité spécifique ou de l'allocation aux adultes handicapés ou aux personnes ayant bénéficié d'un contrat conclu en application de l'article L. 5134-19-1 ;

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Décrets, arrêtés, circulaires

TEXTES GÉNÉRAUX

MINISTÈRE DU TRAVAIL, DE L'EMPLOI, DE LA FORMATION PROFESSIONNELLE ET DU DIALOGUE SOCIAL

Arrêté du 31 décembre 2014 fixant les modalités de recensement à l'inventaire des certifications et des habilitations mentionnées à l'article L. 335-6 du code de l'éducation

NOR : *ETSD1431360A*

Le ministre du travail, de l'emploi, de la formation professionnelle et du dialogue social,

Vu le code de l'éducation, notamment ses articles L. 335-6 et R. 335-24 ;

Vu le code du travail, notamment le 3° du II de l'article L. 6323-6 ;

Vu l'avis du CNEFOP du 16 décembre 2014,

Arrête :

Art. 1er. – Le recensement des certifications et des habilitations mentionnées à l'alinéa 10 du II de l'article L. 335-6 du code de l'éducation est effectué par la Commission nationale de la certification professionnelle dans les conditions fixées dans le présent arrêté.

Les certifications et habilitations recensées dans l'inventaire sont mises à la disposition de la Caisse des dépôts et consignations dans le cadre de sa mission sur le système d'information relatif au compte personnel de formation.

Art. 2. – Les demandeurs doivent saisir leurs demandes ainsi que leur renouvellement sur le site de la Commission nationale de la certification professionnelle prévu à cet effet.

La demande de recensement à l'inventaire est examinée selon les modalités fixées en annexe par une formation restreinte constituée au sein de la Commission nationale de la certification professionnelle.

La demande est accompagnée, le cas échéant, de l'engagement d'une ou de plusieurs personnes morales portant sur l'utilité professionnelle de la certification.

La demande de recensement à l'inventaire émane de l'une des autorités mentionnées à l'article 3 ou d'un organisme mandaté par elle.

Art. 3. – Sous réserve qu'elles aient un intérêt à agir dans le domaine professionnel propre à la certification, les autorités mentionnées au dernier alinéa du précédent article sont :

– les départements ministériels ;
– la commission paritaire nationale de l'emploi d'une branche professionnelle ;
– les organisations représentées à la Commission nationale de la certification professionnelle ayant voix délibérative au sens de l'article R. 335-24 du code de l'éducation.

Art. 4. – La déléguée générale à l'emploi et à la formation professionnelle est chargée de l'exécution du présent arrêté, qui sera publié au *Journal officiel* de la République française.

Fait le 31 décembre 2014.

Pour le ministre et par délégation :
La déléguée générale à l'emploi et à la formation professionnelle,
E. WARGON

ANNEXE

1. **Classement des certifications et des habilitations recensées à l'inventaire**

Les catégories de certifications qui peuvent être inscrites à l'inventaire sont les suivantes :

A. – Certification et habilitation découlant d'une obligation légale et réglementaire nécessaires pour exercer un métier ou une activité sur le territoire national.

Lorsqu'elles sanctionnent des formations obligatoires nécessaires à l'exercice d'activités professionnelles, les attestations d'aptitude ainsi que les attestations prévues à l'article L. 6353-1 du code du travail font partie de la présente catégorie.

B. – Certification correspondant à un domaine spécifique ayant une forte valeur d'usage dans un cadre professionnel, dont la possession est recommandée par une instance représentative des partenaires sociaux.

C. – Certification correspondant à un ensemble homogène de compétences, mobilisable dans une ou plusieurs activités professionnelles et permettant de renforcer ou de favoriser l'insertion professionnelle et le maintien dans l'emploi.

2. **Modalités de recensement**

Les certifications et habilitation relevant de la catégorie mentionnée au A sont recensées dans l'inventaire après examen par la Commission nationale de la certification professionnelle des dispositions qui les ont rendus obligatoires.

Parmi les catégories B et C, peuvent être recensées dans l'inventaire les certifications conçues selon les critères indiqués ci-après et qui ont fait l'objet d'une demande de recensement.

a) Critères relatifs à la conception de la certification

La certification fait l'objet d'un référentiel de compétences construit à partir des besoins en qualification du marché du travail sur la base de données économiques et sociales avérées complétées par des enquêtes auprès des professionnels du secteur concerné.

Ce référentiel doit décrire un ensemble homogène de compétences spécifiques à un domaine professionnel ou ayant un caractère de transversalité, en cohérence avec l'exercice d'une ou de plusieurs activités professionnelles identifiées.

La certification fait l'objet d'un référentiel de certification qui fixe les règles et les critères d'évaluation ainsi que les conditions de délivrance de la certification.

Ces référentiels doivent être définis avec les professionnels du secteur concerné et faire l'objet d'une évaluation et d'une mise à jour régulière afin d'assurer leur cohérence avec les activités réellement exercées sur le marché du travail.

La certification est délivrée par l'une des autorités mentionnées à l'article 3 ou par un organisme cautionné ou mandaté par elle. La certification doit être matérialisée par un document remis au titulaire mentionnant, notamment, la date du recensement et sa durée de validité.

b) Demande de recensement à l'inventaire

La demande de recensement est accompagnée des référentiels mentionnés dans la présente annexe ainsi que d'un modèle matérialisant la certification.

3. **Examen des demandes**

Sur la base des documents et des critères mentionnés dans la présente annexe, la formation restreinte examine la demande et formule un avis et des propositions sur le recensement de la certification à la Commission nationale de la certification professionnelle.

La formation restreinte s'appuie sur l'avis de l'une ou de plusieurs des autorités mentionnées à l'article 3.

Selon la nature de l'habilitation ou de la certification, le recensement est prononcé pour une durée maximale de six ans à compter de sa date de publication sur le site de la Commission nationale de la certification professionnelle.

Le recensement tient compte de l'évolution prévisionnelle des compétences attestées par la certification. L'examen des demandes de renouvellement de recensement est effectué selon la même procédure que celle relative à une première demande.

La demande de renouvellement est adressée à la Commission nationale de la certification professionnelle au plus tard trois mois avant la fin de validité du recensement en cours.

L'organisme demandeur est informé de la décision de la Commission nationale de la certification professionnelle. Le refus de recensement est motivé.

La Commission nationale de la certification professionnelle procède au retrait de l'inventaire de toute certification qui, à l'issue de sa période de validité, n'a pas fait l'objet d'une demande de renouvellement.

Elle peut retirer de l'inventaire toute certification qui, en cour de validité, est frappée d'obsolescence du fait de l'évolution des compétences réelles par rapport aux compétences attestées. Au préalable, la Commission nationale de la certification professionnelle en informe l'autorité ou l'organisme concerné.

Annex 2

Act n° 200-73 of 17 January 2002 on social modernisation (see chapter on the development of vocational training) setting up The National register of vocational qualifications (RNCP- Registre national de la certification professionnelle) and the National committee for professional qualifications (Commission nationale de la certification professionnelle)
https://www.legifrance.gouv.fr/jo_pdf.do?id=JORFTEXT000000408905

Articles R 335-12 to R 335-14 of the Education code set out the objectives and main features of the RNCP
https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006526717&dateTexte=
https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006526718&dateTexte=

Article R 335-24 of the Education code determine the current composition of the CNCP
https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006526731&dateTexte=

Article R 335-25 to R 335-28 of the Education code set out the committee operating and deliberation procedures
https://www.juritravail.com/codes/code-education/article/R335-25.html
https://www.juritravail.com/codes/code-education/article/R335-26.html
https://www.juritravail.com/codes/code-education/article/R335-27.html
https://www.juritravail.com/codes/code-education/article/R335-28.html

Article L 335-6 of the Education code describe role and duties of the CNCP
https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=3603A5A405428204237E1504D7C88242.tplgfr43s_1?idArticle=LEGIARTI000028699392&cidTexte=LEGITEXT000006071191&dateTexte=20180718

Article L 613-1 of the Education code about the monopoly of the State in the issuing national higher education degrees
https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006525191&dateTexte=20090511

Act no. 2009-1437 of 24 November 2009 relating to guidance and lifelong vocational training requires the CNCP to identify *"qualifications and accreditations which correspond to the cross-cutting competencies used in the workplace"*
https://www.legifrance.gouv.fr/jo_pdf.do?id=JORFTEXT000021312490

Order of 31 December 2014 (**Ministry of Labour)** defines the procedures for recording in the inventory those qualifications and accreditations mentioned in article L 335-6 of the Education Code
https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030073475

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