



CEN GUIDE 14

**Common policy guidance for
addressing standardisation
on qualification of
professions and personnel**

Version dated 2010-04-21

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Foreword

This document (CEN Guide 14:2010) has been prepared by CEN/BT/WG 192 "Qualifications of professions / personnel", the secretariat of which is held by UNI. Subsequently, the Guide was adopted by the CEN Technical Board by Resolution BT 2/2010.

Draft Guides adopted by the responsible Committee or Group are circulated to national bodies for voting.

Publication as a Guide requires approval by simple majority of the national bodies casting a vote.

Introduction

First discussion on CEN possible input on qualification of personnel sprang out in CEN Bureau Technique in relation to specific situations. On that occasion CEN/BT acknowledged that standards that somehow deal with Qualification of professions / personnel had already been issued in various specific sectors and demand for new projects was increasing.

CEN/BT has recognized the need to ensure market relevance of and compatibility between standards on Qualification of professions / personnel and has agreed that this could be facilitated by a common guidance for analysing the conditions for starting standardisation on the issue and providing tools for drafting such standards (ref: Resolution BT C060/2006).

CEN system should deal with qualification of professions and personnel in a consistent and careful way, in order to prevent different strategies on the same issue from spreading in Europe, and possible consequent misunderstanding from damaging CEN system's image.

As the main legislative reference at European level in relation to qualification of professions / personnel, CEN/BT/WG 192 has identified "Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005 on the recognition of professional qualifications". Annex A provides details on the EU legislative acquis, and Clause 3 offers an outline of the relationship between standardisation and legislation, and suggestions on possible room for standardisation in the field of qualification of professions / personnel in order not to hinder free circulation.

NOTE Throughout this Guide the wording "Qualification of professions / personnel" is referred to by the abbreviation "QPP".

A way to avoid creation of barriers is to consider qualification as the tool to assure the proper performance of an element in a process. Paying attention to the global efficiency of a process, standards on QPP should specify how it is possible to understand, evaluate and check if an element is able to offer the exact performance that is expected in its being a part of a successful process.

For the purpose of assuring that European Standards on Qualification of professions / personnel remain useful, authoritative and respected, it is of key importance that they reflect demonstrated market needs and that they are mutually compatible to facilitate their possible joint implementation.

The objective of this Guide is to assist those involved in writing (new or revised) standards on Qualification of professions / personnel to ensure that the standards meet the above-mentioned key criterion of market relevance, without either bringing on complexity in the European market or creating any barriers to free movement.

Use of these guidelines should also help ensure compatibility and enhance alignment between standards on Qualification of professions / personnel with a view possibly to facilitate the combined application of the standards.

This Guide is intended to be used by all standard writers having to approach standardisation on Qualification of professions / personnel. This Guide is addressed to the standard writers having to deal with the elaboration of European Standards. Nevertheless, CEN members are recommended to make beneficial use of it also in the preparation of relevant national documents.

This document is meant to offer possible solutions to the question whether and how standardisation can provide contribution to the QPP process.

This document has been prepared focusing on a person's qualification. Nevertheless, there may be some requests to extend the concept of qualification to an organisation. This document does not consider such cases, but it is assumed that its approach can apply to organisations, too.

Examination by CEN/BT/WG 192 of a sample of European and International Standards on QPP has shown that, at the time of issue of this common guidance, different technical sectors have already approached QPP in various ways. Through a classification step, analysis of the existing standards has helped to detect a possible modular structure template and three major types of standards have been detected, which reflect the approaches on QPP that the market has found, i.e.:

- the standards that mainly specify professionalism focusing on *competence*;
- the standards that mainly define the *tasks* to be performed; and
- the standards that mainly provide specifications on *assessment* of competence.

On the grounds of the study CEN/BT/WG 192 has carried out, this Guide provides a preferable modular template for the structure of European Standards on QPP, and related explanations.

The modular template provides basic, clear and sound orientation for standard writers who need to decide the methodological approach and to choose the relevant elements to be included in a QPP standard.

The template should be considered as a checklist of all the elements that could be included in a QPP standard, among which standard writers could develop the ones they are more interested in. The template should also help them in identifying all the other elements that should be present in a QPP standard in order to make the qualification process successful, to consider all possible users of the standard, to ensure market relevance, and therefore not to create any barriers to free movement.

With reference to terminology, following up the task "to collect basic terms and definitions", with which CEN/BT charged CEN/BT/WG 192 by Resolution BT C060/2006, CEN/BT/WG 192 provided evidence that a taxonomy in the QPP field is necessary, and that the subject would need further development. However, at the time of submission of this draft Guide to CEN/BT for approval, no specific documents on terminology in the QPP sector are available yet.

In the light of the purpose of assuring that standardisation on QPP can actually contribute to free movement without creating any barriers, the vocabulary should consider any possible definitions available at EC level, and clarify the difference between qualification and regulated professions.

1 Scope

This Guide is intended to help standard writers to express requirements on qualification of professions / personnel, in a clear and uniformed way and to be able to assess and facilitate potential new initiatives on Qualification of Professions and Personnel in an efficient and coherent way in the European market.

In this Guide the term "qualification" of professions / personnel is used making reference to the standardisation "process" of qualifying a person as the candidate to perform a defined task properly.

Accordingly the Guide does not consider qualification as the job title, or as the formal outcome of an assessment process determining that an individual has achieved learning outcomes to given standards.

It contains recommendations related to the pre-normative phase, standard drafting rules and indications on terminology. The latest point out the need to consider terminology as a basic element and as a valuable practical instrument, when a QPP standard is to be drafted.

This Guide considers two phases of the standardisation process, i.e. the pre-normative phase (see Clause 3) and the standard drafting phase (see Clause 4), covering the following items:

- policy guidance, i.e. guidance to evaluate a proposal for a standard on Qualification of professions / personnel process. In relation to that, Clause 3 aims at providing support to answer the question whether standardisation can contribute to the Qualification of professions / personnel process, on the grounds of an outline on the "state of the art" on QPP, which refers to the relationship between standardisation and legislation, mainly reporting the EU legislative acquis;
- "operational" guidance, i.e. guidance offering a modular template for the structure of European Standards on Qualification of professions / personnel, with recommendations on how to deal with QPP. Clause 4 aims at replying to the question of how standardisation can provide contribution to the QPP process in the cases where, following up proper evaluation of a market's request to prepare a standard covering QPP aspects, it has been judged that the request can be met.

Clauses 3 and 4 point out the actions that are remarkable in relation to the various steps in the pre-standardisation and in the standard drafting process.

NOTE 1 Whenever in this Guide the term "standard" is used, the whole range of CEN deliverables is meant [i.e. European Standards, CEN(CENELEC) Guides, Technical Specifications, Technical Reports, Workshop Agreements] unless a specific type of document is referred to.

NOTE 2 Whenever in this Guide the term technical committee (TC) is used, all CEN technical bodies developing deliverables are included.

2 Basics concepts

For the purpose of the application of this Guide, reference should be made to the following document:

CEN/CENELEC Internal Regulations – Part 3, 2009, *Rules for the structure and drafting of CEN/CENELEC Publications (ISO/IEC Directives – Part 2, modified)*.

Besides, as the key to reading this Guide, this clause provides explanation of how some common basic concepts are used in this text.

NOTE Identification of terms and definitions is the subject of standardisation activities, and it is not within the scope of a CEN Guide prepared by a CEN/BT/WG.

This Guide makes references to the following basic concepts, the clarification of the meaning of which is reported in the perspective of facilitating common understanding and easy and effective use of the Guide.

In defining the following concepts, the European Qualifications Framework (EQF)¹⁾ has been taken into account, as well as well accepted definitions identified in the European and International relevant standards considered in the preparatory study that has led to this Guide:

- "competence" stands for a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results;
- "skill" is meant as the ability to apply knowledge and use know-how to complete tasks and solve problems;
- "knowledge" indicates the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

3 Pre-normative phase



Analysing the request for a QPP standard examining the "state of the art" and the applicant's expectations

When a standard writer (e.g. a CEN Technical Body or a National Standards Body that is a CEN Member) receives a request to prepare a standard covering QPP aspects, the contents of the proposal should be interpreted in the light of the "state of the art" on QPP and the applicant's expectations and wishes should be identified.

Information on the overall situation in the professional sector should be collected and analysed, with specific reference to the EU legislative acquis, and possibly to national situations of QPP and on the relationship between legislation and standardisation at national level in the sector the proposal addresses.

Any existing (draft) European, International and National Standards on the specific subject should be considered. Available ISO work should be examined, in accordance with CEN/CENELEC Internal regulations and with the Global Relevance policy. It should be evaluated whether any (draft) International Standards are suitable as reference documents and whether work could be developed within the framework of the Vienna Agreement.

Where it can intervene, standardisation should neither hinder free movement nor create any barriers; rather any standards on qualification of professions and/or personnel to be adopted should facilitate mobility. For that purpose, the complex relationship between standardisation and legislation should be studied carefully, so that standards are conceived as a clear tool for users, and they do not bring on any misunderstandings in relation to the existing national and European legislation.

When trying to answer the basic question of whether standardisation can provide contribution to the Qualification of professions / personnel process, it should be borne in mind that two environments exist, the compulsory one (EU legislation) and the voluntary one (standardisation). Within the complex relationship between standardisation and legislation in this field, it should be clarified whether the profession:

- a) is regulated by the European Community Legislation;
- b) is handled by the European Community Legislation, and CEN is entrusted with the qualification of the professions / personnel;
- c) is one for which the European Community Legislation requires qualification, without specification of who is entrusted with qualification;

1) The EQF is the European Commission's reference tool to compare the qualification levels of the different qualifications systems. See Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

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- d) is qualified by national legislation; and
- e) lacks any requirements for qualification.

Careful attention should be paid to the fact that, in the QPP field, a general European Directive exists: Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, and some specific Directives apply to certain specific professions (see Annex A).

With reference to the above-clarified relationship between standardisation and legislation, standards cannot add any value to the seven professions where requirements have been harmonised at EU legislative level.

Instead, some room for standardisation can be found in the possible alternative situations that are described hereafter.

Standardisation can intervene in the field of professions that have not been regulated by any Member States, e.g. if a professional association makes a request, choosing to apply to the voluntary world.

Besides, considering that the EC has always looked at standardisation as a means to help free circulation (in terms of goods, services and people), following up a market's request for standardisation on a profession that is regulated by some other Member States, European Standardisation world can find some room for work (see details below).

Furthermore, when the market's request rises in a Member State where the resulting national standard is used by national legislators to underpin national regulation, if the requirements of such a national standard can be accepted by other CEN Members, European standardisation can consider the contents of the national standard as the starting point for development of a European Standard.

In other cases, where a profession somehow involves legislative aspects, the standard can also become an instrument that will allow the regulatory authorities to grant official professional qualification. The case of harmonised standards to the PED is an instance: the directive (Directive 97/23/EC, PED) states that "permanent joining of components which contribute to the pressure resistance of equipment and components [...] must be carried out by suitably qualified personnel [...]", and that suitable qualified personnel "must be approved by a competent third party" according to "examinations and tests as set out in the appropriate harmonised standards or equivalent examinations and tests [...]". In that case, standards are used as an instrument that allows the regulatory authorities to grant official professional qualification.

In order to take into account what explained above, in the pre-normative phase, it is very important to check whether the profession, for which European standardisation is proposed, is regulated by any Member States. In that case, European standardisation is feasible if it respects one of the following possibilities:

- 1) the scope of the European Standard does not cover the aspects that are regulated by the Member State(s);
- 2) the contents of the European Standard are fully compatible and consistent with the provisions of the Member State regulation(s);
- 3) the provisions of the Member State regulation(s) are included in the European Standard as A-deviations. That means that, in the foreword of the EN, the standards users' attention should be drawn to the existence of national regulations and an informative annex to the EN should list the Countries having the A-deviation, providing all relevant information (clear identification of the national regulations concerned and of the clauses of the standard in conflict with these regulations).

In the preliminary analysis, careful attention should also be paid to the identification of any provisions for diplomas or any other similar documents/certificates that are issued either within a State education system or by other organisations to mark the achieved qualification. It should be borne in mind that the content of such documents may be defined by Unions and it should not compete with standardisation.

Identifying all possibly interested parties and users

Careful attention should be paid to writing a QPP standard that could be the unique reference document to all the possible users, e.g.:

- those who perform the professional activity;
- those who offer a professional activity;
- those who profit from the professional activity;
- those who purchase a professional activity;
- those who evaluate competence or issue qualification or who require qualification.

The request to deal with QPP may originate from a single stakeholder or it may involve several stakeholders.

The applicants requesting standardisation on QPP may be the people performing a profession (or the related professional association), or the entities that wish to evaluate the personnel performing the profession.

The requested work on QPP may be intended to be applicable to all sectors horizontally, or it may rather address one single sector.

The qualification may be necessary with reference to a service or to a production process.

The job to be considered may be the tasks that an enterprise internal personnel perform or the professional activity that external personnel providing services deliver.

The scope of standards may be a person or a professional activity.

A standard on QPP (being a standard on services, professionals, education, assessment etc.) may have different type of users. It is important that the various user groups are considered and, if necessary, the standard could be divided into different parts, one for each target group.

Judging whether the proposal is feasible or it should be rejected

The results of the above-explained analysis will be recorded in a feasibility study report, which will be the basic document to judge whether the request for a QPP standard is feasible or it cannot be met (e.g. if it addresses one of the EU regulated professions).

If a proposal for new work covers any aspects related to qualification of professions / personnel, that piece of information should be indicated clearly in all the relevant documents from the very beginning, i.e. from submission of the proposal (e.g. in Form A or Form N, and in the formatted resolutions for pre-adoption and adoption of new work items).

The feasibility decision on the grounds of the study report is taken by the appropriate body, according to the type of proposal: if the proposal falls within the scope of an existing CEN Technical Committee, a TC delegated resolution for adoption of new work items is taken; if the proposal addresses a new standardisation area, it is submitted to CEN/BT vote, in accordance with Resolution BT C75/2009.

It is recommended that all efforts should be made to allocate new work related to qualification of professions / personnel to already existing CEN Technical Bodies.

If the proposal is feasible, the involved standard writers should be in a position to detect the best solution to satisfy the applicant's demand (see Clause 4).

4 Standard drafting phase

Choosing a methodological approach

If, following up preparatory analyses of needs and possibly interested parties, it has been judged that the market's request to prepare a standard covering QPP aspects can be met, then an answer should be found to the question of how standardisation can provide contribution to the QPP process in the specific case.

The standard to be prepared could be a dedicated QPP standard, but also a service standard or another kind of standard, which could address QPP only in some of its clauses (which should be specified in the scope). With reference to that, however, for standard users' sake, if possible, it is recommended to split a service or process standard that would also involve QPP into different parts, one part dealing with the service or process and another dedicated to the competence requirements and their assessment.

QPP standards should be consistent one with another. A common methodology for the drafting phase will help CEN system to assure consistency of all QPP standards.

The analysis that has been carried in the pre-normative phase to evaluate the feasibility of a QPP proposal, in particular the definition of the possibly interested parties and of the users, and the understanding of the applicant's expectations, is also useful to devise the methodology to be followed in drafting the standard.

The methodology can mainly focus:

- on *competence*, i.e. trying to answer the question of what a person should be and what he/she should know to be suitable for a certain profession/job;
- on the *tasks* to be performed, i.e. trying to answer the question of what a person should be able to do to be suitable for a certain job/task; and
- on *assessment* of competence, i.e. trying to answer the question of how a person is assessed to be considered suitable for a certain job/task.

It is worth pointing out that the methodology that each specific standard can follow does not univocally refer to one of the three above-mentioned approaches. Generally one of the three approaches may prevail in each QPP standard, but standards are more likely to combine different approaches. Some standards even contain elements of all the three approaches.

Attention should be paid to judging to what extent combination of different methodological approaches is feasible, taking into account how consistent with one another they can be.

Defining the standard scope, title and contents

In the light of what defined above, the scope and the title of the QPP standard should be conceived making sure that they are consistent one with another and with the contents that have been foreseen on the grounds of the chosen methodological approach.

Titles should identify the object of the qualification process, without making use of the word "qualification". The word "competence" can appear in the main or the complementary elements of the title (e.g. EN XXXXX:YYYY "Standard writers — Competence").

In case a standard is not a dedicated QPP standard, but it addresses QPP only in some of its clauses, the scope should clearly specify what clauses cover QPP aspects and the title should possibly include similar information in its main or complementary elements (e.g. EN XXXXX:YYYY "Standard writing services — Requirements for the service and competence of standard writers").

Providing terms and definitions

According to the typical structure of a standard in CEN/CENELEC Internal Regulation – Part 3 and in the document *Hands on standardization – A starters guide to standardization for experts in CEN Technical Bodies*), “Terms and definitions” is one of the clauses that can be included in a standard. This clause specifies the definitions necessary for the proper understanding of the terms used in the standard.

It is recommended to draft a clause on terms and definitions bearing in mind that:

- in the light of the purpose of assuring that standardisation on QPP can actually contribute to free movement without creating any barriers, any (general and sectorial) documents, in legislative and normative fields, concerning terminology should be examined carefully. In particular, any existing terms and definitions available at EC level should be considered;
- at the time of submission of this draft Guide to CEN/BT for approval, no documents on terminology in the QPP sector are available yet. Any future CEN documents concerning terminology on QPP should be taken into due account;
- for the ease for standard drafters, Annex B of this Guide provides a list of basic terms and definitions for QPP standards, which have been identified in the European Qualification Framework and in the European and International relevant standards that have been taken into consideration in the preparatory study that has led to this Guide;
- vocabulary should be an effective and practical supporting instrument to anyone addressing standardisation on QPP and consequently it should reflect the structure of the modular template for standards that is part of this Guide.

Identifying the elements to be dealt with in the standard - Instructions for use of the modular template

After all the above-mentioned analyses, standard drafters should identify all the elements that should be included in a QPP standard. This Guide offers an overall collection of possible elements, structured in the form of a modular template, which covers the three above-mentioned methodological approaches.

The modular template offered in Table 1 aims at:

- assisting users in understanding the underlying principles beyond the QPP standard and in implementing the provisions of the standard; and
- supporting standard writers in establishing a consistent and logical structure.

The way QPP is described is essential for customers, educators, employers etc. to understand and to compare various qualifications. Therefore, it is essential to draft the requirements in a structured and standardised way.

QPP requirements should be clearly described, bearing in mind the need for certain requirements and the intended target groups.

Standard writers could develop the elements listed in Table 1 in which they are more interested, according to the chosen combination of approaches of the standard.

The template should be used in the following way to analyse and to structure QPP requirements (see also the table footnotes at the bottom).

The first four left-hand columns list all the possible elements that can be included in a QPP standard.

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The listed elements include the minimum (compulsory or possible) elements in the typical structure of all standards (not only QPP ones), as well as the elements that are specifically relevant for QPP standards.

The three right-hand columns, grouped under the heading "relevance of the element vs. methodological approach", describe to what extent each element is relevant to the intended QPP standard, in relation to the chosen methodological approach. On the grounds of how relevant an element may be for an identified methodological approach, these three columns provide criteria for choice of what elements to cover in the standard to be drafted.

Hereafter the wording used in the table is explained:

- "**to be included**" denotes the elements to be included in all standards, not only in QPP ones, as a minimum: foreword, scope and main provisions (e.g. recommendations, requirements). These elements are part of the typical structure of any standards, as provided in CEN/CENELEC Internal Regulations – Part 3 and in document *Hands on standardization – A starters guide to standardization for experts in CEN Technical Bodies*, CEN, May 2008.
Beside foreword and scope, which are common to all standards, not only QPP ones, the elements referred to in Table 1 as "to be included" are the suggested main provisions a QPP standard should consist of;
- "**possibly to be included**" denotes the elements that can be included in all standards, not only in QPP ones, if necessary, but that are not compulsory (e.g. Annexes). Also these elements are part of the typical structure of any standards;
- "**recommended**" indicates that the element is peculiarly relevant for a specific methodological approach, or that it is recommended to be included in the QPP standard in order to avoid barriers to free movement (e.g. in Table 1 n.1.3 "tasks to be performed" in a QPP standard that mainly defines the tasks to be performed);
- "**possibly relevant**" applies to elements that are not the peculiar ones for a certain methodological approach, but that can be relevant to that approach nevertheless, taking into account that QPP standards are likely to combine different approaches;
- a cell is empty when the element does not really fit into a methodological approach.

Specifically, the Introduction should provide explanation of the reasons that have led to choosing the elaboration of a standard as the best solution to answer a QPP problem.

The clause on terms and definitions should be drafted following the recommendations in this Guide.

A clause named "Principle" should provide explanation about the methodological approach the qualification of professions / personnel standard is based on.

In line with the principles that apply to product standards and conformity assessment (see the Guidance "Product standards and conformity assessment" on CEN/BOSS, as approved by Resolution BT 16/2004, which confirmed Resolution BT 68/2000), no specific details should be provided on certification also in QPP standards. In case certification is to be covered anyhow, a specific request for approval should be made to CEN/BT, and the standard should only contain the indication that reference should be made to the existing (draft) standards and guides prepared by CEN/CENELEC/TC 1 "Criteria for conformity assessment bodies" and ISO/CASCO "Committee on conformity assessment".

The template should be considered as a checklist of all the elements that could be included in a QPP standard, among which standard writers could chose to develop the ones they are more interested in. The template should also help them in identifying all the other elements that should be present in a QPP standard in order to make the process successful and not to create any barriers.

All the elements of the modular template that are "to be included", "recommended" and "possibly relevant", according to the methodological approach, should be considered and possibly inserted in the standard.

EXAMPLE If the methodological approach mainly focuses on competence, as provided by the modular template, standard drafters will write at least general clauses on competence (see n.2 in Table 1), with general description of knowledge and skills (n.2.3.1).

It is also recommended that they should outline general parameters allowing to gain the required knowledge and skills (n.2.4.1), and it will be possible to specify these parameters in detail (n.2.4.2, n.2.4.3, n.2.4.4). If necessary, it will also be possible to add description of personal attributes (n.2.2).

Besides, it is recommended that standard drafters focusing on competence should include some general elements on the involved job/service/process (see n.1.1 in Table 1). In relation to that, it will be possible to decide whether, and to what extent, to add details on process flow / phases (n.1.2), tasks to be performed (n.1.3) and associated responsibilities (n.1.4).

As well, it is recommended that, if focusing on competence, standard writers should consider whether to write general clauses on evaluation / assessment (see n.3.1 in Table 1); and they will be allowed to consider whether to add a general description of the evaluation / assessment process (n.3.3.1), and of the candidate's eligibility requirements (n.3.4).

Upon request from stakeholders and reflecting the market's needs, it may be chosen to deal with details on evaluation / assessment methods (n.3.3.2), conduct of evaluation / assessment (n.3.3.3) and relevant repetitions (n.3.3.4) and exemptions (n.3.3.5).



Checking consistency of the resulting standard (i.e. contents and structure) with the title and the scope, and with the common methodology for QPP standards

In a standard dealing with QPP, the title, the scope, and the actual contents should be consistent with one another. Ambiguous and misleading wording should be avoided.

When drafting text for common elements of QPP standards, the same wording should be used when the same meaning is expressed.

Finally, the resulting standard should be in line with the common methodology for QPP standards this Guide provides, and therefore it should be consistent with other QPP standards.

Table 1 — Modular template for the structure of European Standards on QPP

Element				Relevance of the element vs. methodological approach		
				approach focussing on competence	approach focussing on tasks	approach focussing on assessment
0.1 Introduction ^a				recommended	recommended	recommended
0.2 Foreword ^b				to be included	to be included	to be included
1 Scope ^b				to be included	to be included	to be included
2 Normative Reference ^c				possibly to be included	possibly to be included	possibly to be included
3 Terms and definitions ^d				recommended	recommended	recommended
n.0 Principle ^e				to be included	to be included	to be included
n.1 Description of job, service or process (by tasks)	n.1.1 General (Objectives, principles,...)			recommended	to be included	recommended
	n.1.2 Process	n.1.2.1 General		possibly relevant	to be included	possibly relevant
		n.1.2.2 Description of process flow		possibly relevant	recommended	possibly relevant
		n.1.2.3 Phases of the process		possibly relevant	recommended	possibly relevant
	n.1.3 Tasks to be performed	n.1.3.1 General		possibly relevant	to be included	possibly relevant
		n.1.3.2 Detailed list of tasks		possibly relevant	recommended	possibly relevant
	n.1.4 Responsibilities associated to tasks or elements to be considered in association with each task			possibly relevant	possibly relevant	possibly relevant

Element				Relevance of the element vs. methodological approach			
				approach focussing on competence	approach focussing on tasks	approach focussing on assessment	
n.2 Competence	n.2.1 General			to be included	recommended	recommended	
	n.2.2 Personal attributes	n.2.2.1 Professional behaviour		possibly relevant	possibly relevant	possibly relevant	
		n.2.2.2 Ethical principles		possibly relevant	possibly relevant	possibly relevant	
	n.2.3 Knowledge and skills	n.2.3.1 General knowledge and skills		to be included	possibly relevant	possibly relevant	
		n.2.3.2 Specific knowledge and skills		possibly relevant	possibly relevant	possibly relevant	
	n.2.4 Parameters allowing to gain the required knowledge and skills ^f	n.2.4.1 General		recommended	possibly relevant	possibly relevant	
		n.2.4.2 Education		possibly relevant	possibly relevant	possibly relevant	
		n.2.4.3 Work experience		possibly relevant	possibly relevant	possibly relevant	
		n.2.4.4 Training	n.2.4.4.1 General specification of the training		possibly relevant	possibly relevant	possibly relevant
			n.2.4.4.2 Specific requirements for the provision of the training		possibly relevant	possibly relevant	
	n.2.5 Maintenance and improvement of competence ^g			possibly relevant	possibly relevant		

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Element				Relevance of the element vs. methodological approach			
				approach focussing on competence	approach focussing on tasks	approach focussing on assessment	
n.3 Evaluation / Assessment	n.3.1 General			recommended	recommended	to be included	
	n.3.2 Professional competence to be evaluated/assessed (or levels of competence to be evaluated/assessed) ^h			possibly relevant	possibly relevant	to be included	
	n.3.3 Evaluation / Assessment process	n.3.3.1 General			possibly relevant	possibly relevant	recommended
		n.3.3.2 Evaluation / Assessment methods			possibly relevant	possibly relevant	possibly relevant
		n.3.3.3 Conduct of evaluation / assessment			possibly relevant	possibly relevant	possibly relevant
		n.3.3.4 Re-evaluation / Re-assessment			possibly relevant	possibly relevant	possibly relevant
		n.3.3.5 Competence evaluation / assessment exemption			possibly relevant	possibly relevant	possibly relevant
	n.3.4 Candidate eligibility requirements for evaluation / assessment	n.3.4.1 General			possibly relevant	possibly relevant	possibly relevant
		n.3.4.2 Specific requirements			possibly relevant	possibly relevant	possibly relevant

Element				Relevance of the element vs. methodological approach		
				approach focussing on competence	approach focussing on tasks	approach focussing on assessment
Annexes ^c				possibly to be included	possibly to be included	possibly to be included
Bibliography ^c				possibly to be included	possibly to be included	possibly to be included
<p>a Explanation of the reasons that have led to choosing the elaboration of a standard as the best solution to answer a QPP problem.</p> <p>b Minimum compulsory element in the typical structure of all standards (not only QPP ones).</p> <p>c Applicable element in the typical structure of all standards (not only QPP ones), if necessary.</p> <p>d With reference to terms and definitions, the users of this Guide should follow the recommendations in this Guide.</p> <p>e Explanation about the methodological approach the qualification of professions / personnel standard is based on.</p> <p>f This section can vary according to the importance given to different parameters, which can be specified in a general or more detailed way. For example, parameters can be specifically defined in the standard, or it can be said that they should be “established by organisations” or “sufficient to acquire the appropriate knowledge and skills described in point x”. Specific parameters could be: training programme, timeframe, methodology, common and specific theoretical subjects, practical training, assessment for qualification, requirements of training providers,...</p> <p>g For example: continual professional development gained through training, private study, seminars, meetings, additional work experience, etc.</p> <p>h It can be described making general reference to the tasks to be performed or to the required competence to be possessed.</p>						

Annex A

EU legislative acquis

The main legislative framework at European level in relation to qualification of professions / personnel is set by "Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005 on the recognition of professional qualifications". The objective of the EC Directive is to ensure that a professional qualified in one Member State will enjoy the recognition of his/her qualifications for the pursuit of the same profession in any other Member States where the profession is regulated. Thus, mobility in work will be fostered.

From the legislative point of view, the current situation provides for harmonised training requirements for seven regulated professions (doctors, nurses, dentists, veterinary surgeons, midwives, pharmacists and architects), whereas for all other professions regulated by Member States (more than 800²⁾), a general system of mutual recognition applies.

The new Directive 2005/36/EC has repealed the overall set of Directives on recognition of professional qualification³⁾. The beneficiaries are all EU and EEA citizens. For the time being, negotiations are progressing in relation to the possible application of Directive 2005/36/EC to Switzerland, too⁴⁾. The basic principles are mutual trust, access to the same profession as that for which the professional is qualified in his/her home Member State, and pursue of the profession under the same conditions as nationals. The Directive is not meant to regulate any professions at European level, but to facilitate "circulation" of professionals, granting recognition in all Countries.

2) Source: European Commission.

3) For certain professions, recognition of professional qualification is still governed by specific Directives. For those professions for which other specific arrangements directly related to the recognition of professional qualifications are established in separate Directives, the corresponding provisions of Directive 2005/36/EC do not apply - see article 2(3) of Directive 2005/36/EC.

4) At the time of preparation of the current document, no formal decision on the application of Directive 2005/36/EC to Swiss citizens has been taken yet. For the time being, the former Directives, repealed by Directive 2005/36/EC, remain applicable between Switzerland and EU Member States.

Annex B

List of basic terms and definitions for QPP standards

B.1 General

For the ease of standard drafters this Annex provides a list of basic terms and definitions for QPP standards.

Each term is associated to the corresponding definitions identified in the European Qualification Framework and in the European and International relevant standards that have been taken into consideration in the preparatory study that has led to this Guide.

NOTE Some of the definitions that are collected hereafter specifically involve reference to certification. It is to be noted that this Annex simply reports the terms and definitions as they are in the source standards. Therefore, in the light of the indications in Clause 4, for the purposes of this Guide, the following definitions should be read bearing in mind that QPP standards should not provide any specific details on certification and that, in case certification is to be covered anyhow, a specific request for approval should be made to CEN/BT.

B.2 Qualification

qualification

a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards

[EQF¹), Annex I]

qualification

demonstration of physical attributes, knowledge, skill, training and experience required to properly perform NDT tasks

[ISO 9712:2005, definition 3.23; ISO 20807:2004, definition 3.21; and EN 473:2008, definition 3.23]

qualification

process of demonstrating whether an entity is capable of fulfilling specified requirements

[ISO/IEC 12207:2008, definition 4.31]

qualification process

process (3.4.1) to demonstrate the ability to fulfil specified requirements (3.1.2)

NOTE 1 The term “qualified” is used to designate the corresponding status.

NOTE 2 Qualification can concern persons, products (3.4.2), processes or systems (3.2.1). **EXAMPLE** Auditor qualification process, material qualification process.

[EN ISO 9000:2005, definition 3.8.6]

qualification

demonstration of personal attributes, education, training and/or work experience

[EN ISO/IEC 17024:2003, definition 3.11]

qualification

the skill, training, knowledge, experience and, when applicable, the visual acuity required for personnel to properly perform to a particular level

[EN 4179:2005, definition 3.23]

qualification

evidence of training, professional knowledge, skill and experience as well as physical fitness to enable NDT personnel to properly perform NDT tasks
[EN 10256:2000, definition 3.1]

qualification

procedure based on a set of rules leading to the formal assessment of an applicant by a Qualification Body against set obligations, including administrative, legal, financial, safety, quality, environmental and technical aspects
[EN 14969:2006, definition 3.20]

qualification

evidence of training, professional knowledge, skill and experience to enable the personnel to perform the required tasks
[EN 15085-1:2007, definition 3.8]

B.3 Personnel

cathodic protection personnel

personnel who devote a regular and significant percentage of their professional activity to the practical application of cathodic protection within one or more of the application sectors
[EN 15257:2006, definition 3.3]

B.4 Competence / competency

competence

the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development
[EQF¹), Annex I]

competence

application of knowledge, skills, and behaviours in performance
[ISO 10015:1999, definition 3.1]

competency

ability to perform the activities within an occupation or function to the standard expected in the task

NOTE Competent use and operation of industrial equipment is defined in terms of core knowledge and skills and applications required for particular types of work associated with the use and application of different classes of equipment. It covers demonstrated knowledge and skills in identifying hazards and eliminating or minimizing risks arising from hazards, safe and healthy work practices, and employer and employee responsibilities as defined in the general duties of care, occupational health and safety legislation.
[ISO 15513:2000, definition 3.5]

competence

ability to perform satisfactorily the activities within an occupation
[EN 378-1:2008, definition 3.8.1]

competence

demonstrated ability to apply knowledge and skills

NOTE The concept of competence is defined in a generic sense in this International Standard. The word usage can be more specific in other ISO documents.
[EN ISO 9000:2005, definition 3.1.6]

competence

demonstrated ability to apply knowledge and/or skills and, where relevant, demonstrated personal attributes, as defined in the certification scheme
[EN ISO/IEC 17024:2003, definition 3.6]

competence

demonstrated personal attributes and demonstrated ability to apply knowledge and skills
[EN ISO 19011:2002, definition 3.14]

competence

ability to perform safely and satisfactorily the activities within an occupation

NOTE With reference to this standard to be competent means to have the knowledge and/or skill to perform the task(s) under consideration, so that a level according to this European Standard is achieved and simultaneously to possess the necessary insight into the relevant problems to understand why the task should be carried out in such a way.
[EN 13313:2001, definition 3.3]

competence

ability of personnel to undertake tasks at specific levels and in specific cathodic protection application sectors in accordance with existing European Standards on cathodic protection. This is demonstrated by appropriate levels of training, professional knowledge, skill and experience
[EN 15257:2006, definition 3.8]

competence

a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results
[CWA 15893-2:2008, 2.2]

B.5 Knowledge

knowledge

the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study
[EQF¹), Annex I]

broad general knowledge

awareness and basic understanding over the breadth of the subject, but not to the depth that would be expected of a specialist in the specific subject area
[ISO 22222:2005, definition 3.1]

knowledge

set of "know-what"
[CWA 15893-2:2008, 2.2]

B.6 Experience

industrial experience

experience, acceptable to the certification body, gained under qualified supervision, in the application of the NDT method in the sector concerned, needed to acquire the skill and knowledge to fulfil the provisions of qualification
[ISO 9712:2005, definition 3.11; and EN 473:2008, definition 3.11]

experience

period during which the candidate carried out, under supervision, the NDT application for which qualification is sought
[ISO 20807:2004, definition 3.12]

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experience

knowledge and skills acquired while participating in the application of the personal financial planning process and related activities
[ISO 22222:2005, definition 3.10]

experience

actual performance or observation conducted in the work environment resulting in the acquisition of knowledge and skill - This does not include classroom or laboratory training but does include on-the-job training
[EN 4179:2005, definition 3.10]

industrial cathodic protection experience

experience in the applicable cathodic protection techniques and field of application concerned, which leads to the required skill and knowledge
[EN 15257:2006, definition 3.12]

B.7 Skill

skill

the ability to apply knowledge and use know-how to complete tasks and solve problems
[EQF¹), Annex I]

skill

ability to carry out managerial or technical tasks
[CWA 15893-2:2008, 2.2]

B.8 Training

job-specific training

instruction, provided by the employer (or his agent) to the certificate holder in those aspects of non-destructive testing specific to the employer's products, NDT equipment, NDT procedures, and applicable codes, standards, specifications and procedures, leading to the award of operating authorizations
[ISO 9712:2005, definition 3.13]

training

process to provide and develop knowledge, skills and behaviours to meet requirements
[ISO 10015:1999, definition 3.2]

formal training

an organized and documented program of activities designed to impart the knowledge and skills necessary to be qualified to this standard - Formal training may be a mix of classroom, practical and programmed self-instruction as approved by the responsible Level 3 or NANDTB
[EN 4179:2005, definition 3.11]

B.9 Assessment / Evaluation

assessment

process of judging competency against prescribed standards of performance
[ISO 15513:2000, definition 3.3]

evaluation

process that assesses a person's fulfilment of the requirements of the scheme, leading to a decision on certification
[EN ISO/IEC 17024:2003, definition 3.8]

evaluation

a review, following interpretation of the indications noted during an NDT inspection, to determine whether they meet specified acceptance criteria or to determine its significance
[EN 4179:2005, definition 3.8]

conformity assessment

demonstration that specified requirements (3.1) relating to a product (3.3), process, system, person or body are fulfilled

NOTE 1 The subject field of conformity assessment includes activities defined elsewhere in this International Standard, such as testing (4.2), inspection (4.3) and certification (5.5), as well as the accreditation (5.6) of conformity assessment bodies (2.5).

NOTE 2 The expression “object of conformity assessment” or “object” is used in this International Standard to encompass any particular material, product, installation, process, system, person or body to which conformity assessment is applied. A service is covered by the definition of a product (see Note 1 to 3.3).

[EN ISO/IEC 17000:2004, definition 2.1; and, without notes 1 and 2, ISO 22222:2005, definition 3.5]

assessment

process by which the evidence generated, gathered and provided about a person is judged to determine competence

[EN 13313:2001, definition 3.1]

certification assessment

assessment of competence by examination or general assessment (for level 3 only)

[EN 15257:2006, definition 3.5]

B.10 Candidate**candidate**

individual seeking qualification and certification who gains experience under the supervision of suitably qualified personnel

[ISO 9712:2005, definition 3.3; and EN 473:2008, definition 3.3]

candidate

individual seeking qualification and who gains experience under the supervision of suitably qualified personnel

[ISO 20807:2004, definition 3.1]

candidate

applicant who has fulfilled specified prerequisites, allowing his/her participation in the certification process

[EN ISO/IEC 17024:2003, definition 3.2]

candidate

person seeking qualification

[EN 10256:2000, definition 3.4]

candidate

person applying for certification for a given level in a given application sector

[EN 15257:2006, definition 3.2]

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