



INCLUDING “NON-FORMAL EDUCATION QUALIFICATIONS” IN THE NQF IN FRANCE

Octobre 2017

Authors:

*Alexandre Meliva
Josiane Paddeu
Dr. Patrick Veneau*

With the cooperation of Matteo Sgarzi

Reviewers:

Zoltán Loboda, Hungary
Anthony O'Reilly, Scotland

External reviewer

Eduard Staudecker, Austria

This publication is financed by the European Union through the Erasmus+ Programme as part of the project entitled "Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks – NQF-in".

Free copy

ABSTRACT

Table of Contents

ABSTRACT	3
Table of Contents	4
Foreword	6
Abbreviations and acronyms	7
Preparation of the report.....	9
Basic terms	10
1. Historical context.....	11
2. National Qualifications Framework – basic premises.....	14
3. Institutional setting.....	17
4. Types and legal status of qualifications included in the NQF	20
4.1. Qualifications issued on behalf of the state on the recommendation of tripartite advisory bodies	21
4.1.1 Qualifications developed on the recommendation of Consultative professional committees	23
4.1.2 National higher education diplomas	24
4.1.3 State-approved diplomas and degrees	27
4.1.4 Engineering diplomas	28
4.2. Qualifications issued on behalf of the ministries and without recommendation from tripartite advisory bodies.....	29
4.3. “Private” qualifications	30
4.4. Sectoral qualifications – a special case	30
4.4.1 The origin and development of CQPs	31
4.4.2 The CQPs in the register	31
4.4.3 CQPs which are included in the register but not in the framework	32
4.5. Qualifications included in the inventory: a new kind of recognition?.....	33
4.6. Legal status of qualifications included in the NQF	34
5. Procedure for including qualifications in the NQF	36
5.1. Inclusion by request	37
5.1.1 Eligibility and appraisal	40

5.1.1.1	The national procedure	40
5.1.1.2	The regional procedure and the recommendation from CREFOP.....	41
5.1.2	The examination of applications by the CNCP	41
5.1.2.1.	The examination procedure and tasks involved.....	42
5.1.2.2.	Examination criteria.....	42
5.1.2.3.	Statistical information relating to decisions	45
5.2.	The procedure for inclusion by entitlement	47
5.2.1	The qualifications involved.....	47
5.2.2	The statement of suitability	48
5.2.3	The RNCP information sheet	49
6.	Quality assurance of qualifications included in the NQF	51
6.1.	Quality assurance and the issuing of qualifications	51
6.2.	Quality assurance and the development of qualifications	52
7.	Costs of including qualifications in the NQF	55
8.	Current debate on further developments	56
9.	Literature.....	58
10.	About the authors.....	59
Annexes	61

Foreword

This report is the results of the multiple iterations and efforts carried out by Céreq project team in cooperation with the NQF-In partnership, aimed to come to a mutual understanding on the process of incorporation of qualifications into National Qualifications Frameworks.

As we'll see in the next chapters, France benefits of a centrally-ruled deep-rooted certification governance system founded, at least in its founding principles, back in the 60s. The multiple reforms and the progressive opening to market influence didn't compromise (at least to date) the strong regulation of the State which is the main owner of qualifications and the only accountable for oversee quality aspects. In addition state qualifications still continue to have a crucial role on national labour market and in branches' social bargaining regulation, often connecting education levels with agreed wages.

As we know the efficiency of a system of certification is based on trust among the different actors. Accreditation processes have to be recognised as fair, clear, and transparent by all parties involved. Credibility and Legitimacy of the system are very basic values, hard to achieve, that have to be preserved. Despite severe economic and labour markets changes, the State is called to assure smooth transitions and adaptations capable to modernise the system without dramatic transformations.

The inclusion of the so called "non-formal" qualifications is one of these challenges that 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 preserve its integrity.

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

In conclusion, the French NQF-In team is pleased to present this output carried out with the supervision of the whole team and by consultation with external experts and stakeholders. We think it corresponds with the purpose to provide evidence-based support to national governments, EU agencies and key stakeholders in developing lifelong learning and VET policies.

Matteo Sgarzi
Head of Mission, International Relations
Céreq

Abbreviations and acronyms

BTS = Brevet de technicien supérieur (*Higher Technician 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 training and management diplomas*)

Centre-Inffo = Centre pour le développement de l'information sur la formation permanente (*Centre for the development of information on continuing training*)

CEREP = 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 professional 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 professional 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 (*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 diploma 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'évaluation 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 profession*)

IUT = Instituts universitaires de Technologie (*University technological institute*)

NSF = Nomenclature des spécialités de formation (*Classification of training specialities*)

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 certifications*)

VAE = validation des acquis de l'expérience (*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 Professional 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 of 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 these differ.

Certification: in the context of education and training, the term *certification* 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 level¹. Since the 1950s, the idea 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.

Diploma (*diplôme en français*): this term is used for qualifications issued on behalf of the State essentially by Ministries of Education and Agriculture.

Higher technician certificate (*Brevets de techniciens supérieurs- BTS*): diploma issued by the ministries of Education or Agriculture, awarded on completion of two years of education after a *baccalauréat*. BTS have been assigned a Level 5 (EQF)

Sectoral qualifications (*Certificats de qualification professionnelle- CQP*): qualifications issued by specific occupational sectors.

University technological diploma (*Diplôme universitaire de Technologie- DUT*): diploma issued by the ministry of Higher Education, awarded on completion of two years of education (in a University's Technological Institute) after a *baccalauréat*. DUT have been assigned a Level 5 (EQF)

Vocational certificates (*Titres professionnels*): qualifications issued by the ministry of Labour. They have been assigned most of the time a Level 3 or 4 (EQF).

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 forthcoming developments centered on 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) diplomas – the only diplomas having national value and state recognition. The only other such diplomas existing at that time were those of the Ministry of Agriculture, developed in 1960 along the same model as those issued by MEN, and engineering diplomas. The expression "State education" has sometimes been used to describe the hegemony acquired by MEN diplomas (Chapoulie, 2010). This "State education" was built at the end of *La Libération* in the context of strong economic growth marked by low unemployment. At the political level, this period is marked by a systematic public planning policy (Bel, 1987), which gradually matched the structure of diplomas with that of jobs. The development of a "classification of training levels" (1969) is an important part of this public planning policy (Affichard, 1983; Tanguy, 2002). Finally, the development of state education favouring initial education intervened before the great wave of education democratisation (Duru-Bellat, 2006). Indeed, in 1970, less than 20% of an age cohort obtained the *Baccalauréat*, an eminently symbolic diploma in a pupil's school career, which opened access to higher education.

Since the early 1970s, nationally valued qualifications have diversified. What are now called "awarding ministries" were developed. There were two in 1970 (National Education and Agriculture) and they have been multiplying ever since: Ministry of Labor, Culture, Sports, Defense, Home Affairs, etc. This diversification then extended to training programmes and qualifications issued by private providers and then to professional sectors, which since 1986 can draw up their own lists of qualifications, the Sectoral Qualifications (CQP). The last step of this progressive change was the creation in 2012 of what we call the "inventory" by the National Committee for Professional Certification (*Commission nationale de la certification professionnelle*; hereinafter CNCP). This inventory does not list *qualifications* any more, but only additional awards to *qualifications*. Thus, the training/qualifications offer that considerably expanded since the 1970s opens to 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 qualifications system, as will be shown below.

Two committees played an important role in this diversification: the Technical Commission for the Accreditation of Diploma and Certificates (*Commission Technique d'Homologation*; hereinafter CTH) and then, since 2002, 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, soundly supported by public policies.

The CTH was created in 1972. Its genesis is closely linked to the various policy documents on adult vocational training, in particular the founding **Law n° 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) which 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 will take over the 1969 classification built on the hierarchy of the MEN diplomas. While for its promoters, the CTH had to build an alternative system to diplomas, finally it will legitimize its existence in the shadow of MEN diplomas. Nevertheless, a large number of training programmes for adults and more or less linked to other ministries (Labour, Defence, Youth and Sport ...) or public bodies will thus have the benefit of State recognition (Veneau, Maillard, 2007).

While for nearly 20 years, the CTH has based its activities on the principle of social justice, recognizing qualifications intended for adults, at the turn of the 1990s, it was forced to put itself at the service of employment, raised in the political discourses to the highest "national priority". As a result, it is assumed that the rate of unemployment and, more specifically, that of young people, is not to be considered cyclical anymore. At the same time, the objective of accreditation has changed. It is no longer a question of accrediting and recognizing training programmes (more precisely, the duration of training) but of the "learning outcomes" of these programmes. This change of perspective is in accordance with the introduction of the notion of competence (which skills are assessed?) in the debates. The triptych of "evaluation, validation, certification (of skills)" has become the new official doctrine, intended to replace the assessment of applications centered on the duration of training programmes, as was the case until then; the quality of the job position being added.

If these changes were introduced in the name of the necessary fight against unemployment, and more specifically youth unemployment, in particular by the Ministry of Labour, the actual shape they took were also being influenced by certain "ideological" influences. The turning point of the 1990s for vocational training is marked in France by the important debates on the National Vocational Qualifications (NVQs), even if the idea of recognizing partial qualifications was still matter of strong hostility.

The turn of the 1990s was accompanied by another change. The first years of accreditation (1970s) mainly pertained to qualifications issued by associations closely linked to ministries or public schools. The second half of the 1980s resulted in the emergence of requests relating to accreditation from private providers. Public policies targeted to promote youth employment, the new CTH doctrine, encouraged the submission of applications from private training bodies, including those which, through accreditation, looked for a "labelling effect" in a period (the 1990s) when higher education recorded a strong increase in enrollments. Indeed, from the beginning of that decade, the share of applications for higher training (levels II or even I of the 1969 classification) has been steadily increasing among private bodies. Private providers will 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 legitimized the "necessary transformation of the CTH" and, often, the meaning of the application put forward by private organisations.

Even if, at the turn of the 1990s, the CTH doctrine changed, directing its focus to a different perspective and also changing its examination criteria, the actual practices of accreditation are 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 therefore the replacement of its members, was 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 valued qualifications, a monopoly symbolized by the expression "state education". There is no indication of 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 legitimized by employment objectives. By the way, as we will see, the state still retains important prerogatives and it still exercises important control over what it delegates.

In conclusion, at the time when the CNCP was created and at 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 stakes around the latter.

2. National Qualifications Framework – basic premises

Two elements contributed to give the French national qualifications framework the form it takes today: the classification of training levels of 1969, and the creation of the National Register of vocational qualifications (RNCP from now on) in 2002. We will mention further these two initiatives which have enabled the State to acknowledge an ever more varied set of qualifications. It should be noted that this recognition was achieved through the prioritization of these qualifications, using the 1969 nomenclature, for qualifications accredited by the CTH (as we saw above) and then within the RNCP.

The 1969 classification was developed gradually during the various public planning policies in France, although it was not formalized and adopted by the Ministry of National Education until 1969 (Tanguy, 2002).

At the origin of this classification is the concern, expressed by the Committee on School Equipment in the Manpower Commission at the time, to obtain indicators to measure, in a period of lack of qualified workforce, the volume of the population to be enrolled at different levels of qualification. The statistical tool to be built relied naturally on the hierarchy of diplomas which had more stable definitions (unlike jobs) allowing a statistical exploitation. These levels of diplomas have been transposed into training levels (linked to training periods) 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 for vocational training and social advancement on 21 March 1969, sets out a hierarchical list of *qualification* levels:

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

Level Vbis : 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 - First 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 diploma 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 abovementioned committees, "competent" meant "educated" and "graduated". There was, however, debate about this representation. Indeed, representatives of economic sector also considered that "competences" could also be acquired in the course of professional life and by experience, but this approach did not gain acceptance.

The classification has been enriched over the years by the new diplomas created² and is still used today to classify the qualifications registered in the RNCP. The second characteristic of RNCP is to broaden the possibilities for registration to Sectoral Qualifications (Certificates of Professional Qualification, CQP³ from now on), but also to limit the possibilities of registration to vocational qualifications only⁴. 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 EQF principles. The principles of 1969 classification have indeed acquired in time the force of stakeholders' legitimation, which few people call into question. This explains the relatively long time taken in France to revise this nomenclature (about 12 years) making it more compatible to EQF.

The RNCP was set up by Law no. 2002-73 of 17 January 2002 on social modernisation (Annex II, see chapter on the development of vocational training) alongside the implementation of 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 *validation des acquis de l'expérience* (VAE - 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 diploma, vocational certificate or sectoral qualification which is included in a list compiled by the commission paritaire nationale de l'emploi (Joint National Employment Commission) for a given occupational sector*" (Law n° 2002-73 of 17 January 2002, article 133). To make this possible, all these qualifications are treated separately from the courses which might lead to them. So this law ratifies the separation which, as we mentioned above, has gradually developed between training courses and "certification"; certification now no longer validating 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, as had been attempted by the representatives of companies in the late 1960s, the experience as one of the bases of *qualification*.

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 diplomas, vocational certificates and sectoral qualifications created by the national joint employment commissions in the various occupational sectors*". As specified in article R 335-13, these

² The Professional Baccalaureate, created in 1985 was added to the nomenclature and placed at level IV, the Masters at level II.

³ The accreditation of the Sectoral qualifications had previously raised many debates even if some had been registered.

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

vocational qualifications are listed in the Register by level and by field of activity. The same article in the Education Code⁵ 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 Nomenclature des spécialités de formation - NSF (Classification of training specialisms) is used.

Classification of training specialisations (NSF)

The Nomenclature des spécialités de formation ([NSF - Format PDF](#)) which is currently in use was drawn up at the Conseil national de l'information statistique (CNIS - National council on statistics)⁶ 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-figure codes. At the next level, 2-figure codes are used to group together these specialisms.

Single-figure 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 (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).

⁵ See also Decree n° 2002-616 of 26 April 2002 relating to the national register of vocational qualifications, Art. 2

⁶ With around forty members (representatives from the economic and social sectors: the three constitutional assemblies, trade unions, professional organisation, consular chambers, local authorities, researchers, non-profit organisations, journalists, INSEE, the Banque de France and INED), the CNIS expresses an opinion on the annual programme of public statistical surveys.

3. Institutional setting

The RNCP is managed and updated since its creation by a new commission: the CNCP.

The Law no. 2002-73 of 17 January 2002 on social modernisation (Annex II, see chapter on the development of vocational training) created in the same time 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 is 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, as well as its secretariat, an identified administrative entity fully independent from the ministry on which it depends. For its staff, its means and its information system, it depends on employment public policies and budget led 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 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-économie-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 Répertoire national des certifications professionnelles (RNCP - National register of vocational qualifications). 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 which issue qualifications (diplomas, degrees or CQPs) to ensure that people and businesses (those who 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), where it exists.

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 "cadre national de certification" (NQF - National Qualifications framework), the only reference being to a "**répertoire** national des certifications professionnelles" (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 (EQF), that the term "national framework" was used. This report states that "*it is the national register of vocational qualifications which 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 surrounding 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. Therefore, 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 which 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 which 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 it’s not done by the use of level descriptors but with the help of a simple correspondance table.

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

Nomenclature 1969	Grille CEC
I - Grade de Doctorat	8
I - grade de Master	7
II – Grade de Licence	6
III	5
IV	4
V	3
Sans objet	2
Sans objet	1

CEC (French) stands for EQF

“Nomenclature de 1969” can be translated by “Classification of training levels” (1969)

Doctorat = PhD

Licence= Bachelor

Sans objet = None

This table assigns in a conventional way an EQF level to French recognized qualifications. This straightforward and quick levels correspondance is eased by the existence of the earlier Classification of Training Levels (1969).

The first two EQF level generated some difficulties; they are never assigned because no State recognized qualification exists in France with a level lower than the EQF level 3. A new classification inspired by EQF has been recently set up but its descriptors (such as competences, skills and knowledge) has not been used yet 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 which is registered as a training provider is entitled to apply for the inclusion of a qualification in the RNCP. The same applies for organisations which 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 diplomas 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 qualifications.

This concept of “vocational qualification”, therefore, calls for some explanation. In France, it has a very specific meaning. Any qualification which 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 which cannot lead to an occupation will be excluded from the register.
- A “vocational qualification” is one which results from a *qualification* process and which, 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. It 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 which 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).

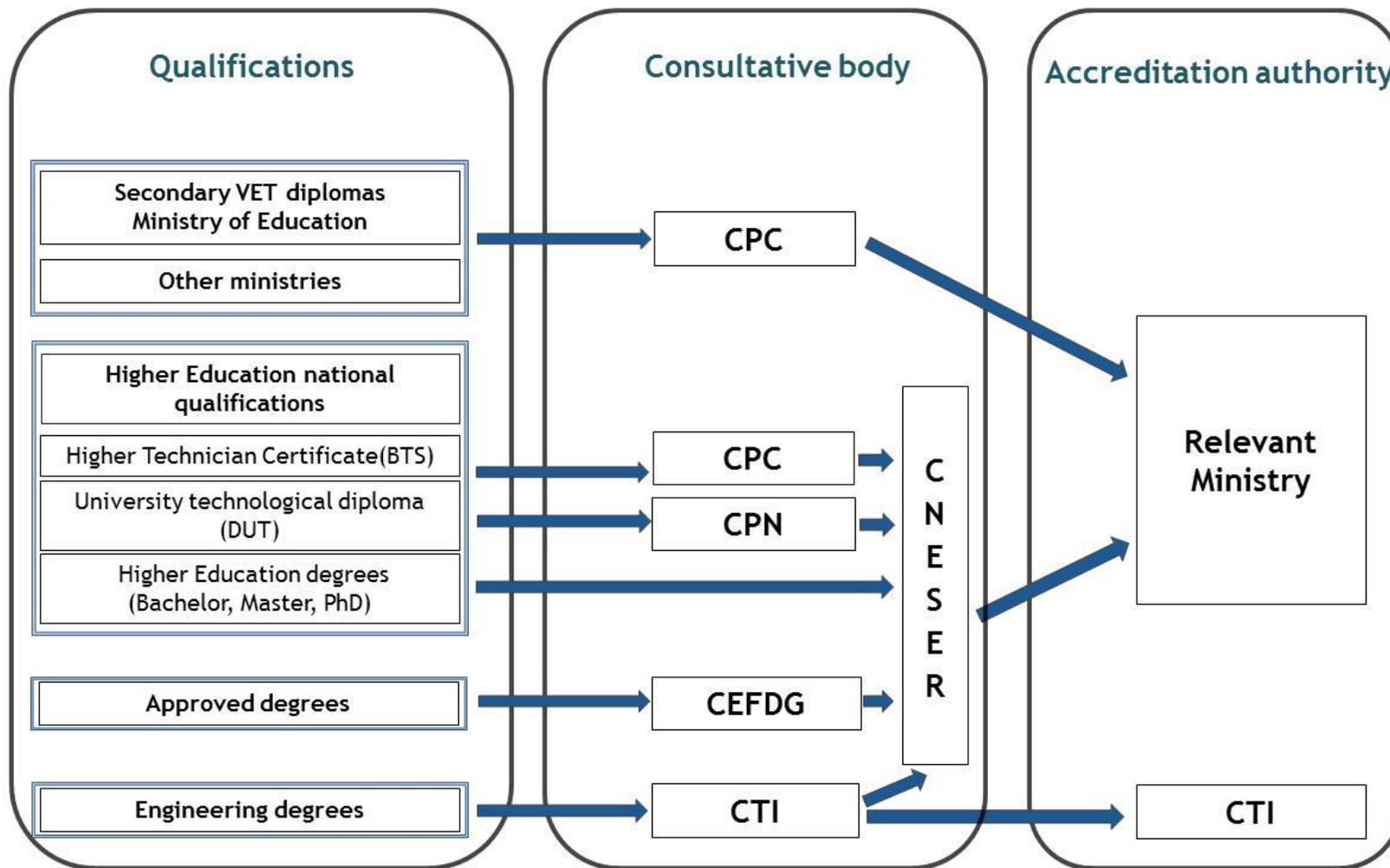
It is no easy task to create a typology of qualifications in France. You might, in fact, expect to see different typologies which reflect different points of view. However, with regard to the matter in hand (inclusion in the national qualifications framework), the legislature made an initial distinction in Law 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 which 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 issued on behalf of the state but without any consultation with tripartite commissions, others are not issued by the state, and a final category is made up of private qualifications which are sometimes developed without consultation with 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 can also be private or public. Figure 1 (Annex 3) shows the diversity of these qualifications. It shows subtypes, which are differentiated according to the type of advisory body which recommended its creation. However, it is the relevant ministry for the occupation targeted by the qualification, or an administrative body, which 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 FOLLOING CONSULTATION WITH
CONSULTATIVE BODIES



4.1.1 Qualifications developed on the recommendation of Consultative professional committees

In this first group, we find secondary and higher education qualifications⁷ and continuing training qualifications (issued by the Ministry of Labour) developed on the recommendation of **Commissions professionnelles consultatives - CPC** (Consultative professional committees).

CPCs were introduced by decree no. 72-607 of 4 July 1972⁸ relating to consultative professional committees, and were set up by ministerial order. The Ministries of Education⁹, Agriculture¹⁰ and Labour¹¹ 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 Sport¹², the Ministry of Social Affairs¹³, and finally, the Ministry of Culture¹⁴. Aside from the qualifications issued on behalf of the ministries mentioned above, other public qualifications are developed (by other ministries) on the recommendation of advisory bodies which 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 Haut conseil des professions paramédicales (HCPP - National council for the paramedical professions), and some Ministry for Marine Affairs qualifications which are developed following consultation with the Comité spécialisé de la formation professionnelle maritime - (CSFPM - Specialised committee for vocational maritime training).

Members of 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 degrees or diplomas and the drawing up of standardised learning outcomes for

⁷These 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)

⁸ Their direct precursors, the Commissions nationales professionnelles consultatives (CNPC - National consultative professional committees) were, however, set up much earlier, shortly after 1946.

⁹ Order of 19 Mars 1973 relating to the creation of consultative professional committees in the Ministry of Education

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

¹¹ Order of 2 July 1973 relating to the creation by the Ministry of Labour, Employment and Population of consultative professional committees for metallurgy, building and public works and administrative management skills

¹² Order of 27 September 1999 relating to the creation and operation of the CPC for professions related to sport and entertainment

¹³ Order of 11 September 2002 relating to the creation of a CPC for social work and social intervention

¹⁴ Order of 19 June 2006 relating to the creation of a CPC for the performing arts

them. The two main ministries (the Ministry of Education and the Ministry of Employment) now have 14 and 7 CPCs respectively¹⁵. 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.

The Ministry of Education CPCs.

Their role is now defined by Decree no. 2007-924 of 15 May 2007 relating to Consultative professional commissions and the Inter-professional consultative committee set up by the Minister of Education.

The 14 CPCs set up by the Ministry of Education are tasked with providing guidance and suggestions on how to define vocational diplomas by drawing up their frameworks, on the need for vocational qualifications in view of developments taking place in professions, 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 professional 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 diplomas

Also included in this first group are higher education qualifications. They are the highest in number¹⁶ and the most diverse in nature but, in all cases, it is the Ministry of Higher Education which has the authority to make decisions relating to their creation, upgrading or withdrawal¹⁷. In fact, in France, the state has a monopoly on the issuing of degrees and other higher education qualifications. Although this monopoly has a long history¹⁸, it nonetheless remains very important and is reaffirmed in article L 613-1 of the Education Code, amended by Law no. 2013-660 of 22 July 2013- Art 37. The same article stipulates that "*national diplomas issued by the institutions are those which confer one of the degrees or other*

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

16 This will be covered in the next section, which deals with the procedure for inclusion in the register by entitlement

17 It should be noted that it is the same ministry which 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 Law of 18 March 1880

university qualifications which appear on the list created by decree and on the advice of the Conseil national de l'enseignement supérieur et de la recherche - CNESER (National Council for Higher Education and Research)".

The list of national higher education diplomas (other than health-related subjects) is set out in article D613-6, established by [Decree n°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 certificate - BAC+2);
5. Diplôme universitaire de technologie (University technological diploma - BAC+2)
6. Diplôme d'études universitaires scientifiques et techniques (University science and technology diploma - BAC+2);
7. Diplôme d'études universitaires générales (General university diploma - BAC+2);
8. Diplôme national de technologie spécialisé (Specialised technology diploma - BAC+3);
9. Licence (Bachelor's degree - BAC+3);
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 (Diploma in technological research - BAC+6);
14. Doctorate (PhD, BAC + 7);
15. Habilitation à diriger des recherches (Authorisation to supervise research).

Higher Education institutions can also offer training leading to their own diplomas; these are not, however, national diplomas (Article L613-2 of the Education Code, amended by [LAW no. 2013-660 of 22 July 2013 - art. 44](#)). These include, for example, Diplômes d'universités (DU - University diplomas) which we shall look at later, since they belong to another category.

Since the Law 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"¹⁹ to issue national diplomas. The creation, upgrading or withdrawal of any national diploma is also subject to recommendation by the CNESER. The CNESER acts as an advisory body for social partners, except in the case of BTS²⁰ and DUT qualifications²¹, which are developed, upgraded or withdrawn on the recommendation of other advisory bodies

¹⁹ 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.

²⁰ As we mentioned earlier, these are also developed, upgraded or withdrawn with the recommendation of CPCs

²¹We will refer to these later in this report

CNESER: Composition and role

Set up in 1946 (Law no. 46-1084 of 18 May 1946 relating to *conseils supérieurs* and teaching and learning councils), its composition and representativeness were fixed by the Law of Orientation for Higher Education or Loi Faure (n° 68-978 of 12 November 1968) and then the Loi Jospin (n° 89-486 of 15 July 1982)

Chaired, depending on the subject concerned, by the Minister of Higher Education, the Minister of 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 *Assemblée Nationale*, the *Sénat* 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 diploma, setting up new institutions, etc.) It gives advice relating to the national training framework²², the list of national diplomas and accreditation procedures. It also exercises a disciplinary function²³ (Article L232-1 amended by [LAW n°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's no comparison with the balanced compositions of CPCs, the Commissions Pédagogiques Nationales (CPN - National Pedagogical Commissions), which we shall be looking at next, or the Commission des Titres d'Ingénieur (CTI - Engineering Diploma Committee).

Diplômes universitaires de technologie (DUT) (*University technological diplomas*), which are short-cycle higher education diplomas offered by **Instituts universitaires de Technologie (IUT)** (*University technological institute*), are issued on completion of two years of training after the baccalauréat (particularly the general baccalauréat) and are available in 24 specialisms. They are included in the list of **national diplomas** 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)**.

²² We will look at this system later in this report

²³ Over teaching staff in higher education institutions

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 issue of DUT qualifications, 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 professions 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 competencies (learning outcomes)

4.1.3 State-approved diplomas and degrees

State-approved diplomas are qualifications issued in higher education institutions which are run privately or by chambers of commerce and industry (mainly business and management schools) and which, when set up, are accorded a form of state recognition. Authorisation to issue a state-approved diploma 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 CNESER²⁴ (Order of 8 March 2001 relating to diplomas issued by higher education institutions run privately or by chambers of commerce and industry which are recognised by the state). The institutions which issue this type of diploma include schools as different as the Institut polytechnique Lassalle-Beauvais, the Ecole supérieur de journalisme de Lille and the Ecole de design Nantes Atlantique.

Business and management schools can also be authorised to issue state-approved diplomas 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 d'évaluation des formations et diplômes de gestion (CEFDG - Commission for the evaluation of management training courses and diplomas).

²⁴ 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 2001²⁵, 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 issue diplomas, which are laid down in articles L443-2 and L641-5 of the Education Code*” (Article 4 of this decree)²⁶.

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 teacher-researchers 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 it relates to the granting of state approval or a Master’s degree. Master’s degrees are assessed more stringently. However, in both cases, approval is granted for a period ranging from 1 to 6 years.

4.1.4 Engineering diplomas

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

The tri-partite consultative committee which considers applications for the recognition of an engineering diploma is the CTI. This is an independent body with a fairly long history. Set up by the Law of 10 July 1934, it is responsible for authorising private schools to issue engineering diplomas. In 1984, its remit was extended to include assessing public schools prior to the granting of authorisation. Since Law no. 2013-660 of 22 July 2013 relating to higher education, the decision handed down by the administrative authority under whose jurisdiction the school falls is known as “accreditation” (articles L642-1, L642-3 and L642-4 of the Education Code).

²⁵ no. 2001-295 of 4 April 2001 relating to the creation of the Commission d’évaluation des formations et des diplômes de gestion

²⁶ So, unlike the Commission des titres d’ingénieur, which we will mention later, the CEFDG only assesses private schools.

The Commission des titres d'ingénieur (Engineering diplomas 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 which represent engineers. Its members are appointed by Ministry of Education decree for a term of 4 years and they may serve for only two terms.

Upon request, the CTI assists the institutions which it is assessing by providing documentation²⁷ 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 school'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 2010²⁸.

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 which 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 qualifications²⁹.

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

Some ministries issue qualifications which are not developed through and following recommendation from advisory bodies. But in the French system, as we have seen, it is not only the issuing authority which 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 which were created without referral to a relevant body and which, as a result, do not fall into this category. These include the Ministry of

²⁷ As is the case with the CNESER

²⁸ Its status as an independent organisation means that it can hold European accreditations to which the CEFDG is not entitled.

²⁹ For more information on the typology of qualifications, please see "Methodology for preparing country reports" p16.

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 qualifications³⁰ which 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 diplomas (which are not national diplomas 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 - Institutes of political studies). 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 in question are not state-approved diplomas or degrees³¹. CCI-France, in fact, issues qualifications in all specialisms and at all levels in the following areas:

- business, sales, hospitality, tourism, catering and international trade³²
- fibre optics
- logistics
- secretarial and assistance work

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

4.4. Sectoral qualifications - a special case

Certificats de Qualification Professionnelle (CQP - Sector-specific qualifications) issued 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. It could be said that they are in the register but not in the national “framework”.

³⁰ 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.

³¹ As is sometimes the case for qualifications from business and management schools which operate under the auspices of chambers of commerce and industry (see paragraph 2.3.1 above)

³² 8 of which are now included in the RNCP

Before examining these aspects of CQPs (particularly the second one), let's 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 which 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 Commissions Paritaires Nationales de l'Emploi (CPNE - Joint National Employment Commissions) in the different occupational sectors and were issued 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 - the development of an employment policy - 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 qualifications, these certificates broke the state monopoly on the issuing of nationally recognised qualifications. The state played no part in the development and issue of CQPs nor is it involved in recognising them. The Ministry of Education had a long-held opposition to them.

The certification procedures which 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, 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 was that the branch of 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 increasing trend of CQPs registrations.

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

There is no real incentive to have CQPs included. We should also remember that there is no obligation to do so - applications are submitted (or not) 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 the desire to assert a degree of independence vis-à-vis the state:

“Why should sectors seek state recognition for their qualifications?” (a representative of an employers’ association).

4.4.3 CQPs which are included in the register but not in the framework

The position allocated to CQPs in the register is clearly specified in the “social modernisation law” of 2002. Point II of article 134 draws a clear distinction between degrees and diplomas, 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 the government (particularly the different ministries) to balance a desire not to totally exclude sectoral qualifications from the register yet still highlight the fact that they are different from other ministerial diplomas and degrees.

Another contrast and another compromise, almost as apparent, applies to the inclusion of CQPs in the register. Some occupational sectors argued that CQPs, like diplomas, should be included in the register by entitlement. This demand was met by opposition from the government (the ministries). This led to another “compromise”: the inclusion of CQPs falls under 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 which 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?

Law 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*” (article L 335-6 of the Education Code). What it is looking for exactly is any means of certifying vocational competencies which is not linked to a *qualification* (an occupation which is recognised in an industry-level agreement), which is not ranked in the French classification of 1969 and which usually involves short courses. However, Law 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 Compte Personnel de Formation (CPF). These personal training 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 follow training courses which lead, among other things, to the qualifications listed in the Inventory. For a certification body, 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 authorisations, resulting from a legal or regulatory obligation, which 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 which relate to a specific field, are highly valued in a particular professional environment, and whose possession is recommended by a body representing social partners (BULATS (Business Language Testing Service)³³, 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 which apply to a homogeneous set of competencies which may be required in one or more occupations and which 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...).

³³ An example can be found in Annex 1

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. We must reiterate 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 which 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.

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 which created them*" (Art L 335-6 of the Education Code). The 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 issue a qualification which is included in the RNCP, it must have the consent of the body which created it (and, therefore, owns the qualification). It can only issue the qualification in accordance with any restrictions imposed by the body. The body which 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 it³⁴. To enable it to do this, it asks the applicant for detailed information on the organisations which issue the qualification and also the contractual relationships which exist between them and the body which 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:

³⁴ 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.

- *The transparency of information provided for the public about the qualification which they issue;*
- *The quality of the certification process*
- *The quality of the qualification issued by each member of the network, in cases where they head a network of training providers which issue the same qualification” Art L335-6 of the Education Code amended by Law 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 issue its qualifications. It includes by-laws, a list of all members of the network and a model sponsorship agreement.³⁵

This article also indicates that bodies which have created qualifications are at liberty to make public their contents and the procedures for issuing them. The standardised learning outcomes and evaluation procedures for diplomas and degrees issued on behalf of the state³⁶ 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 issue a qualification which is included in the register and does not seek, or fails to obtain, the approval of the body which created it, there is one option open to it: it can create 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 groups, for example). However, it often happens that standardised learning outcomes which have been made public, that is those for Ministry of Employment diplomas or degrees, 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 bridges³⁷ between “neighbouring” qualifications. It also encourages applicants to get in touch with certification bodies which have already had their qualifications listed in the register.

³⁵ For more information about this system, please see section 5 which deals with quality assurance procedures

³⁶ We are thinking primarily of the main ministries which create qualifications following recommendation from advisory bodies

³⁷ 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 which 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 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”.

Qualifications owned and issued by occupational sectors, by ministries which do not develop their qualifications with tripartite bodies (the Ministries of Defence, Ecology, Culture, etc.), by public institutions under government supervision which issue 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, they now represent $\frac{3}{4}$ of all active qualifications in the register (Table 1). This statistic highlights once again the dominance of the state in matters relating to the issuing of qualifications in France.

Table 1. Number of active qualifications registered in the RNCP from 2013 to 2015

		Year		
		2013	2014	2015
<i>Active qualifications included by entitlement</i>	<i>n</i>	5,088	5,735	7,423
	<i>%</i>	73.5*	73*	75*
<i>Active qualifications included by request</i>	<i>n</i>	1,841	2,111	2,484
	<i>%</i>	26.5**	27**	25**
<i>No. of active qualifications</i>		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, Annex 3), 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 with 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.

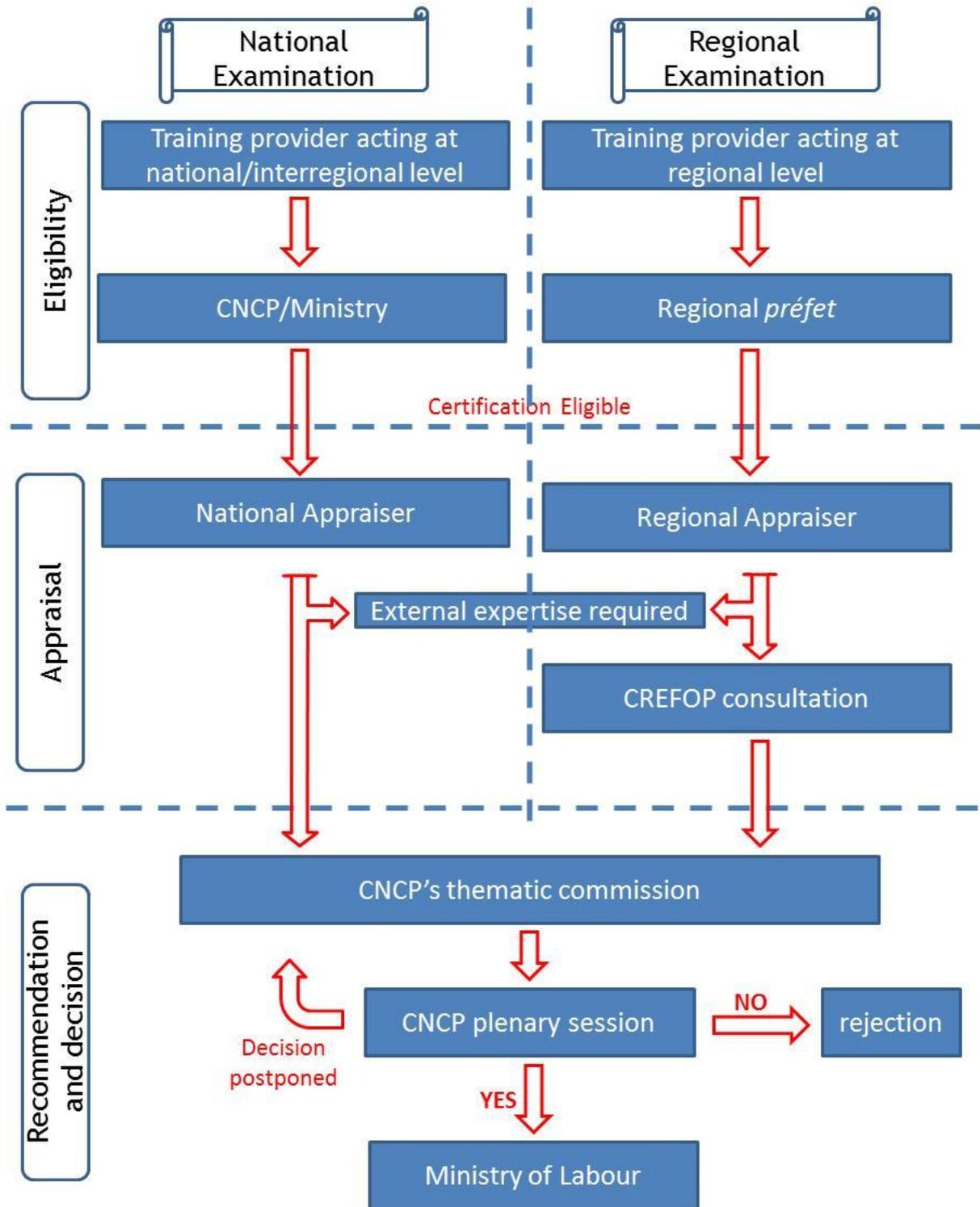
The distinction between national and regional appraisal, which involves different procedures and different types of participants, can be quite flexible. In practice, however, it is not always straightforward:

"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 which 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 Comité régional de l'emploi, de la formation et de l'orientation professionnelle (CREFOP - Regional Committee for Employment, and

Vocational Training and Guidance) (see below), which only forms part of the regional appraisal procedure.

Figure 2: procedure for inclusion by request



5.1.1 Eligibility and appraisal

5.1.1.1 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 which have no CPCs
- occupational sectors
- training providers which operate in a number of regions
- public institutions which operate in their own capacity 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 which 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 which 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 the concept of “support”.

5.1.1.2 The regional procedure and the recommendation from CREFOP

This applies almost exclusively to private bodies which operate on a regional basis. In this case, the referral authority which 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 which 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 Conseil national de l’emploi, de la formation et de l’orientation professionnelle (CNEFOP - (National Council for Employment, Training and Vocational Guidance). These bodies were set up in 2014. They replace other previous bodies and extend their area of competence to include careers guidance. Like the CNEFOP, a CREFOP is a quadripartite body which includes representatives from regional authorities, the government, trade unions and employers’ organisations, together with representatives from regional consular chambers and public bodies which 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 their assumed knowledge of this context. The criteria they use are not, therefore, those referred to in the CNCP. So their recommendation complements the one 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.

5.1.2.1. The examination procedure and tasks involved

Applications are examined first by a specialised committee and then in 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 specialised committee is borne in mind and, in all but exceptional cases, the plenary meeting follows and rubber-stamps the work done by the specialised committee. So we will focus on this commission.

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 ministries³⁸, 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 which 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 which it might throw up, but it usually takes a quarter of an hour.

5.1.2.2. 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 specialised committee³⁹. It is taken from the CNCP report on "referencing the French national certification 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.*

³⁸ Some of these are members by entitlement: The Ministries of Education, Labour, Higher Education, Agriculture, etc.

³⁹ We will also refer to the instructions on how to put together applications.

- *Certification mechanism. The standardised learning outcomes form part of a structure which prioritises the professional objective, a learning outcomes-based approach and a system which 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 candidates’ application (nature and duration of the course leading to the qualification)”, “description of the VAE procedure”, etc.⁴⁰) 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 diplomas 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, ministerial degrees and various different certificates. Their contents are highly standardised and codified. They begin with a list of the objectives (professional tasks) to be achieved by candidates during the assessment process. Learning outcomes, defined in terms of the performance of a task (“being able to”), results from the 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 accorded 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.

The second criterion “definition of the professional 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 which 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.

⁴⁰ Extracts from sheet 9 of the application form.

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” which 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 which 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 which could lead to a qualification. Obviously, the case mentioned is somewhat borderline⁴¹, 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 which 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

⁴¹ During the interview, our interlocutor mentioned other similar examples: “rope-access technician”, “sophrologist” “personal trainer”..

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 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 represent a notion of “training” which focuses on results: results and effectiveness where those joining the labour market is concerned, and achievements or learning outcomes, in the case of the “certification mechanism”.

5.1.2.3. 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 whom inclusion of their qualification in the register, and the “visibility” which this brings, is an important (financial) consideration.

Table 2. Source of applications in 2015

	Public institutions/ministries	Chambers of commerce and industry	Occupational sectors	Private institutions	Total
	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 of the 1969 classification of training levels), with level II being the most frequent at 33.8%. This disproportionately high number of applications for levels relating to higher education reflects the volume of these qualifications in the register as a whole. Along with these, we find the so-called “tertiary” specialisms, at almost 70%.

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

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

Source: CNCP

One fact emerges clearly: the vast majority of decisions are in favour of inclusion. Furthermore, given that when decisions are postponed - which is a more common scenario than a deferral - this is because additional information or improvements are required, and that when the applications are re-examined, they are generally approved, it might be argued that the figure for approvals actually hovers around 90%. So, ultimately, 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. 46% of applications received in 2015 were for the “renewal” of qualifications which were already listed. Inclusion in the register is typically granted for a maximum period of 5 years. This period can, however, be lower. 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 example⁴² - of expressing any reservations it might have about the application.

⁴² 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.

5.2. The procedure for inclusion by entitlement

5.2.1 The qualifications involved

Qualifications which are included by entitlement account for almost $\frac{3}{4}$ 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 proportion even increased from 42% to 48.5% between 2013 and 2015.

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

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

(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 issuing of national diplomas: bachelor's, vocational bachelors, 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 scientific 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 diplomas being created, as an institution can simply register a new course from a list of existing qualifications. However, at present, the inclusion statistics show that the RNCP register still contains old information sheets for universities whereas only sheets referring to "courses" should now be included. Work to assign information sheets to groups is still ongoing.

5.2.2 The statement of suitability

Qualifications issued on behalf of the state and created following recommendation from advisory bodies are included by entitlement. However, the authorities (representing the state) which are responsible for these qualifications must produce a document (a kind of ID card for the qualification) which contains additional information. We will look at this in detail. When Law 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 information sheets filled in by the applicants, who may be relevant ministries or Engineering Diploma Committees (for certain engineering diplomas). There are two types of information sheet (annex 1): one for engineering diplomas, the other for all other qualifications eligible for inclusion by entitlement.

Both documents include information about the qualification: title, issuing authority, objective and lists of occupations which it leads to. The information sheet for engineering diplomas is both more detailed and more comprehensive. It should include the learning outcomes targeted, the issuing 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 provision⁴³and, finally, the existence of VAE procedures through which people can gain the qualification.

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 diplomas 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 diplomas or 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 Direction générale de l'enseignement supérieur et de l'insertion professionnelle (DGESIP - Directorate-General for Higher Education and School-to-Work Transition) 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, when this is the decision delivered, 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 which might prove useful for the next stage.

5.2.3 The RNCP information sheet

This document, which is also known as a "descriptive summary of the qualification" (Annex 1), is designed to appear in the RNCP. It should enable the reader to fully understand the

⁴³ The CNCP then analyses similar qualifications and suggests possible 'bridges' (areas of correspondence between sections of qualifications) with the qualification in question.

professional objectives of the degree or diploma. It is far more detailed than the application dossier which 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 issuing 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 Section 2 which are responsible for ensuring that the proposed qualifications meet the previously mentioned criteria. Some, however, do this more scrupulously than others (please see section 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 who created the qualification who sets its level. Under no circumstances may it 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 which issues 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 certification system? What do we mean by “quality assurance”? Something which focuses on the issuing of qualifications or something which relates to the creation of the qualifications? We will consider these two aspects in turn, incorporating what we have already discussed.

6.1. Quality assurance and the issuing of qualifications

In France, it is the body which owns the qualification which is responsible for the quality of the procedure for issuing it (see above, Chapter 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. Therefore, it is the different ministries, and decentralised departments of these ministries acting on their behalf, which vouch for the quality of the procedures for issuing the qualifications they own.

- education authorities aided by inspection bodies, under the authority of the *recteur d'académie* (chief education officer), in the case of Ministry of Education qualifications,
- the *directions régionales du travail* (regional employment services), 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 created (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 which own the qualifications are responsible for the quality of the procedures for issuing 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 issuing a particular qualification and a “new entrant”⁴⁴.

The CNCP's remit does not include carrying out rigorous quality control checks; nor would it have the resources to do so. As we mentioned above (Chapter 4), it ensures that when the application for the inclusion of a qualification is submitted, it contains all documents relating

⁴⁴ This is the case, for example, in the chambers of commerce and industry networks

to the charters, conventions and regulations which apply to the network and define responsibilities within it, together with the conditions of issue of the qualifications in question. As it cannot check the compliance of activities undertaken, it requires certification bodies to make certain commitments⁴⁵. In this way, and only in this way, it can act as a quality assurance body for qualifications which are not yet included in the register. So the procedure for inclusion in the register is akin to a quality assurance check.

As far as non-registered qualifications are concerned, those included in the inventory, for example, is the procedure for inclusion in the inventory, which again may serve as quality assurance. The criteria used for this registration are not far from those used for the repertoire: learning outcomes descriptors, conditions of assessment and thus for awarding 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, Joint Commission of the branch, etc.) In addition, the application file must contain recommendations from certificate users (mainly employers) putting forward its social and economic utility. Apart from the usual objective criteria for registration, criteria of reputation or use by the professional environment is mobilized here to serve as a form of quality assurance for certifications not intended to be included in the RNCP.

In any case, there is no “external” checking procedure covering the issuing of diplomas, degrees or other qualifications. This principle is based on a 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”

Enjoying total freedom to make its own decisions and the ability to vary periods of inclusion (see above), the CNCP can, therefore, 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 quality as defined by the CNCP.

⁴⁵ The certification body could be a network head, in which case he/she is answerable for the whole network

“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 inclusions 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 examination of diplomas and degrees (those which are eligible for inclusion by entitlement) by multipartite bodies, in which those who are “likely” to use the qualifications (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 *qualification*⁴⁶. 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 which issue qualifications (Ministry of Labour)⁴⁷. 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) create qualifications, they follow, first and foremost, their own internal logics, which are seldom discussed in CPCs. Not only do employer 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 in 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:

⁴⁶ It should be noted that this is one of the main criteria for inclusion in the RNCP

⁴⁷ 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 diplomas.

“At the CNESER, they seek the views 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 diplomas. 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 in to courses” (employers’ association representative at the CNESER)

We cannot, however, overlook the creation, in 2013, of a Haut Conseil de l’Evaluation de la Recherche et de l’Enseignement Supérieur (HCERES - High Council for the Evaluation of Research and Higher Education) to replace a previous agency set up in 2006. The role of this new agency includes the accreditation of higher education institutions (voir paragraphe ?). 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 which 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.

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 which covers costs, and the budget for the handling of applications and the addition of qualifications to the register comes from the budget allocated to the Ministry of Labour, and cannot be separated from it. 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 raise of the number of qualifications is leading to some operation difficulties even if free registration is not the only reason to these difficulties (cf Chap. 4.6).

Applications do, however, involve a cost for the applicant, particularly where the certification mechanism and the monitoring of former students is 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. On one hand, qualifications, the State has recognized have diversified so much that, in the recent period, redundancies have been created between them. On the other hand, the object of this recognition is no longer training but what it leads to: qualification. Even if these evolutions have been made preserving until then the principle that the recognition (by the State) must aim at a *qualification* (french, paragraph 1.2), they question today the durability of this system. 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 which 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 chap. 2.5) in 2014, lies on a similar logic. : qualifications included in the register can be broken down into blocks of learning outcomes which 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, formerly promoted by the State, diversification of recognised qualifications raises problems today. . As we saw previously, the legislation and regulations relating to the course content of qualifications and the procedure for issuing them encourage overlaps between qualifications, and this undermines the register’s objective of providing clarity. Furthermore, the CNCP lacks the regulatory powers (see section 3) to reduce these overlaps.

A number of initiatives have been launched to address the problem: the creation of information 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 or the setting up of networks of certification bodies (section 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.

A greater professional trade participation in the process of designing qualifications could allow a best governance and might 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.⁴⁶ 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 which currently creates them. It. This view is well received within the CNCP, as it transfers regulatory power to "social partners" before applications for inclusion in the RNCP are made. Recent trials of "sector councils" in higher education (one is currently under way and two others are planned) come in 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 which they see as unfair. In their view, the procedure for inclusion by entitlement seems insufficiently stringent and provides only limited guarantees where the development and issuing of qualifications are concerned. For the qualifications which 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, in the national framework, European qualifications (particularly sectoral ones) which would become benchmarks.

⁴⁶ 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.

Literature

Bel M. (1987), La notion de qualification dans l'approche des relations emploi/formation par la planification française *In* Tanguy, L (dir.). *L'introuvable relation formation/emploi*. Paris : La Documentation française, 1986, pp.189-197

Chapoulié J.-M., (2010), *L'école d'Etat conquiert la France*, Rennes, PUR.

Duru-Bellat M.-C., (2006), *L'inflation scolaire. Les désillusions de la méritocratie*, Paris, Seuil.

Affichard J., (1983), „Nomenclature de formation et pratiques de classement”, *Formation Emploi*, n°4, pp. 47-61.

Tanguy L., (2002), „ La mise en équivalence de la formation avec l'emploi dans les IV et V plans (1962-1970)”, *Revue française de sociologie*, n°4, pp. 685-709.

Veneau P., Charraud A.-M., Personnaz E., (1999), „Les certificats de qualification professionnelle concurrencent-ils les diplômes”, *Formation Emploi*, n° 65, pp.5-21.

Veneau P., Maillard D., (2007), „*La formation à l'épreuve de la certification. L'exemple de la commission technique d'homologation*”, *Education et Sociétés*, n° 20, pp.135-148.

About the authors

Josiane Paddeu is a sociologist and researcher at the Education, Training and Certification department (DFC) in Céreq. She carries out researches on skills development at work or at school, their recognition and accreditation and she published a number of articles and papers on these subjects. She is member of the Professional Advisory Committees (CPC) belonging to the Ministry of Education and the Ministry of Labour and member of the National Pedagogic Commissions (CPN, Ministry of Higher Education). As permanent member, she take part in designing vocational or assessment standards in the field of industrial activities especially related to chemical industries, plastics processing industries, electric installation and maintenance. Formerly she took part to EVABCOM European Project experiment of an apprenticeship learning outcomes assessment method inspired by the Institut Technik und Bildung (Institute of technology and education), Bremen, 2004-2005.

Patrick Veneau a sociologist, researcher at the Education, Training and Certification department. He is an expert of certification issues. He is used to analyse the main types of certifications in France : how they are made, their contents and use. He carried few years ago a research on the Commission technique of homologation (now called Commission nationale de la Certification professionnelle) history and work, which is the institution in charge of the implementation of the NQF in France.

Alexandre MELIVA

As a socio-economist at the Education, Training and Certification department (DFC) in Céreq, he is mostly concerned with vocational training offer, market and institutions issues, based upon large scale surveys. For many years he has focused on national training programs for unemployed people and their trend under activation policies context, and more recently on “green” aimed training actions. The 2014 French law on vocational training has lead him to carry out researches on the new so called “Inventaire” register that has been created in order to enable workers to use their new training individual account (CPF).

Annexes

Annex 1

Annex 1.a

Inclusion by request

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 :

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 :

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

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

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)

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

FICHE 7
INGÉNIERIE :
RÉFÉRENTIEL D'ACTIVITÉS, RÉFÉRENTIEL 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

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.

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

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.

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 <i>Date de mise en place :</i>			

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.

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
1 ^{ère}			
2 ^{ème}			
3 ^{ème}			

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			

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 :

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

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

Références autres :

Site(s) (cadre 11)

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

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 :

Dossier n° :
Date :

Page 1 sur 12
Dossier CQP - version3_Juillet2011

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

Dossier n° :
Date :

Page 2 sur 12
Dossier CQP - version3_Juillet2011

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.

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)

**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...

Dossier n° :
Date :



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

Dossier n° :
Date :

Page 6 sur 12
Dossier CQP - version3_Juillet2011

6

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		
<i>Date de mise en place :</i>		

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

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

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

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

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

--

Dossier n° :

Date :

Page 11 sur 12

Dossier CQP - version3_Juillet2011

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

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 d'évaluation 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'OPPORTUNITÉ DE LA CNCP SUR LA CRÉATION D'UN DIPLOME D'INGÉNIEUR

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 DÉMARCHÉ QUALITÉ ENVISAGÉE

Annex 2

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 I^{er}

SANTÉ, SOLIDARITÉ, SÉCURITÉ SOCIALE

CHAPITRE I^{er}

Etablissements et institutions de santé

Article 1^{er}

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^o 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^o 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^o 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^o Le premier alinéa est complété par une phrase ainsi rédigée :

« Ils comprennent un volet social. » ;

2^o 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^o 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^o 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^o 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^o 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^o 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^o Le produit des redevances de services rendus ;

4^o 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 désirent l'acquies 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.



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 3 : La Commission nationale de certification professionnelle.

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)



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 3 : La Commission nationale de certification professionnelle.

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)



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 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)

**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 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)

**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 R335-12

- ▶ 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 (V)
- 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 (V)
- 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.
- 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

Anciens textes:

- Décret n°2002-616 du 26 avril 2002 - art. 1 (Ab)

**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 R335-13

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 (V)
- 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)



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 R335-14

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:

Décret 2006-583 2006-05-23 JORF 24 mai 2006

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)

**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)

**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.-II 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.

**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

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 I^{er}

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

Article 1^{er}

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 I^{er} 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 I^{er} 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 ;

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. 1^{er}. – 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.