



France

# Quality Assurance in Higher VET

Presented on the example of the  
master craftsperson qualification (BM)

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Quality Assurance in Higher Vocational Education and Training

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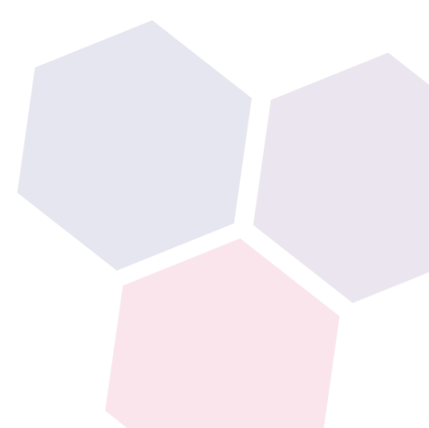
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## Master craftsperson qualification

Master craftsperson qualification: an overview

Qualification awarding body	Assemblée permanente des chambres de métiers et de l'artisanat, APCMA
Legal basis	
NQF-level / EQF-level	5
ISCED-2011	
Qualification focus	Highly qualified craft professionals and entrepreneurs of a craft company
Entitlements	Set up, develop and manage one or several companies (in the case of multi-sites), train apprentices.

APCMA, as the umbrella organisation of the skilled trades and craft chambers, is the competent body for awarding craft<sup>1</sup> qualifications. One of the most important certifications issued is the Master Craftsperson qualification. The title “master” is always conferred with reference to a specific trade. The Master Craftsperson qualification recognises a double qualification: of a highly qualified professional in his craft and of an entrepreneur of a craft company. It attests that the holder masters the exercise of his profession in the skilled crafts sector, as well as his/her ability to manage and run a craft business and train apprentices. The owner of a Master Craftsperson qualification – French Level III – European EQF level 5 practices primarily in single-site or multi-sites companies (less than 20 employees). S/he is able to create, to develop and to manage one or several companies (in the case of multi-sites). Fifteen Master Craftsperson qualifications are currently available in France (2015) in the following professions: hairdressing, floristry, pastry baker, baker, beauty care, automobile bodywork – painting, woodwork, mechanic (automobile), party service, electrician, butchery, painting, installation of HVAC systems, roofing, sanitary installation). As the Master Craftsperson training and exam is modularised and modules can be taken independently (credits are valid for five years), it is difficult to identify the exact number of participants per year, but on average between 3000 – 4000 persons are in training each year. Approx. 75 local skilled craft chambers are licensed to deliver training courses and qualifications. Approx. 500 master crafts title are completed and final certificates awarded by the craft chambers each year.

Quality assurance (QA) follows the **lifecycle of the qualification**, i.e. from needs analysis to review of the qualification. The four phases of the **European Quality Assurance Reference Framework (EQARF)**<sup>2</sup> are used to structure the information provided:

- Phase 1: planning
- Phase 2: implementation
- Phase 3: evaluation
- Phase 4: review

<sup>1</sup> Crafts bring together more than three million workers with more than one million businesses throughout France. Part of food industries, construction, production and services, crafts encompass 510 different branches of work and occupations and have a privileged place in the French economy. Craft enterprises are characterized by their size and the nature of their business. The majority employ fewer than 10 employees and must work in one of the, processing, repair or provision of services fields listed in the Directory of Trades. [www.artisanat.fr](http://www.artisanat.fr)

# 1. PLANNING

## Needs analysis

<p><b>1. Labour market information:</b>  <i>Do you collect data at this stage of the qualification development process? If so which data? How do you collect data? Who is in charge of collecting data? Are stakeholders involved? What are the roles of companies and of business organisations?</i></p>	<p>APCMA draws up a master crafts title upon a formal request from a professional organisation. ). It is the professional organisation which undertakes a first needs analysis. Coordinated by APCMA, a steering committee checks the first needs analysis delivered by the professional organisation:</p> <ul style="list-style-type: none"> <li>▪ Is there a specific need to create a new qualification? Why do other existing diplomas not fit these needs? By comparing other existing diplomas and their contents it is possible to detect skills gaps or skills not covered which justifies the creation of the Master Craftsperson qualification in line with the profession's developments, growth and trends.</li> <li>▪ Are there employment opportunities for the holder of the qualification? How many (estimated number of persons who are to train)?</li> </ul> <p>The analysis provides the reasons needed for admission and registration in the French national framework of certifications (RNCP):</p> <ul style="list-style-type: none"> <li>▪ Reasons for the creation of a certification and list of analyses, studies, work documents, observations to which to refer;</li> <li>▪ Description of developments in and changes to the certification up to its current form; How was the certification adjusted to reflect changes in the professional field in question?</li> </ul> <p>The registration is renewed every five years.</p>
<p><b>2. Justification:</b>  <i>Is it necessary to justify the introduction of a new programme/qualification or update an existing one? Who is in charge of the justification/motivation report? Are stakeholders involved?</i></p>	<p>Unlike diplomas issued by ministries, which are registered automatically in the RNCP, qualifications submitted by other stakeholders such as APCMA are subject to a request (or renewal request) and follow a process called "on demand" for registration in the French national framework of certifications (RNCP) organised by CNCP, the national committee for professional certification, (<a href="http://www.cncp.gouv.fr/en/commission">http://www.cncp.gouv.fr/en/commission</a>). An instructor is appointed by the president of the CNCP to monitor the registration.</p> <p>The CNCP committee decides on the basis of four major criteria:</p> <ol style="list-style-type: none"> <li>1. Added-value of the professional qualification (skill needs in the targeted professional field);</li> <li>2. Conformity with the expected employment situation of holders of the qualification;</li> <li>3. Consistency between the competences issued and validated compared to what can be expected from the holder of the qualification at work at the level and in the professional field that is targeted / consistency of the quality assurance sys-</li> </ol>



	tem; 4. Implementation of validation of prior experience as required by the rules in force.
<p><b>3. Piloting / pre-testing:</b>  <i>Is there a pilot stage before the qualification is "formally" introduced? If so, who is involved in this phase? How is the qualification tested/piloted/evaluated? What does this pilot phase involve? What consequences does this have?</i></p>	The "on demand" registration procedure is only finalised after a test phase (ex post). The application for registration must include information on the situation of holders of the qualification over at least three training sessions of the last two to three years in order to assess the appropriateness of the creation / renewal of a professional qualification. APCMA has therefore set up a monitoring system to verify the fit between the qualification profile issued in the application and real occupations. APCMA collects the names / number of graduates per year, their employment situation, the level of qualification obtained and the salary earned. The results are collected via the field operators (craft chambers) preparing and delivering the exam. The return rate required is about 80%.



## 2. IMPLEMENTATION

### 2.1 Design of new and updating of existing curricula and training regulations

<p><b>2.1.1 Legal basis / competent authority:</b>  <i>Who is responsible for the design of the curriculum/training regulation? What exactly is legally regulated (examination areas, KSC standards, etc.)?</i></p>	<p>The legal basis for registration of the master crafts qualification in the <b>French national framework of certifications (RNCP)</b> is the <b>Code of Education (Articles R. 335-16 to R. 335-17)</b>.</p> <p>APCMA is responsible for the implementation of the qualification at national level. As part of the RNCP application file and quality assurance, the following items are regulated:</p> <ul style="list-style-type: none"> <li>▪ <b>the repository of competences:</b> skills, abilities and associated knowledge necessary for the exercise of the profession.</li> <li>▪ the <b>general exam regulations</b> (conditions of preparation of the title (admission, prerequisite), conditions for delivery, organisation of the exam and procedures for proclaiming of results, terms of validation (coefficients, marks, max. duration of exam etc.).</li> <li>▪ <b>specific exam regulations</b> for the professional part depending on each craft profession. These regulations are developed together with the professional organisation.</li> <li>▪ <b>general expectations about the training to deliver</b> for each module (see also 2.1.7): information on the duration of the training (number of hours), general framework / aims, information on the training methods and the list of subjects / contents.</li> </ul> <p>Concerning curricula and training plans, each craft chamber / training centre is “free” to organise their specific training plan and to adapt pedagogical methods. This should guarantee possible adaptation to the needs of the learners (IVET or CVET focus, age, already acquired experience of the learners, etc.). The overall aim of the training is to enable the learner to prepare efficiently for his / her future managerial role.</p> <p>The training delivered is of course “evaluated” as to the success rates at the exam, but moreover concerning compliance with the competence to be acquired. The “how” the competences is acquired is less important.</p>
<p><b>2.1.2 Standards for the process of designing of curricular and training regulations:</b>  <i>Are there standard procedures for the development of qualifications? Are there templates to be used?</i></p>	<p>The application file for registration in the national directory of professional certifications must include the following:</p> <ul style="list-style-type: none"> <li>▪ A description of the roles, functions or existing employment, identified and developed;</li> <li>▪ A description of the skills, abilities and associated knowledge necessary for the exercise of the profession, attesting the qualification,</li> <li>▪ A description of the monitoring system put in place to adjust</li> </ul>



	<p>to changes and developments in the professions</p> <ul style="list-style-type: none"> <li>▪ A detailed description of the procedure of recognition of prior experience set up in accordance with the regulations in force;</li> <li>▪ Description of the link to other diplomas (existing comparable qualifications, total or partial equivalence with other diplomas)</li> <li>▪ Description of access procedures (geographic locations of training sites, prerequisites, what happens in case of changing of the training site etc.)</li> <li>▪ Description of the composition of the examination boards / jury (constitution rules)</li> </ul> <p>The standards therefore concern mainly the design of the qualification rather than the design of curricula or training regulations<sup>3</sup></p>
<p><b>2.1.3 Review and update of curricula:</b>  <i>Are curricula regularly assessed and reviewed?</i></p>	<p>To develop the certification, APCMA sets up and coordinates a <b>steering committee</b> (development board) which monitors annually the implementation of the qualification. The Steering Committee checks and analyses exam results, the employment situation of holders of the qualification and other information in order to check the relevance of the</p> <ul style="list-style-type: none"> <li>▪ skills and competences defined in the repository</li> <li>▪ The duration, content and organisation of training</li> <li>▪ The exam conditions and regulations)</li> <li>▪ The evaluation criteria, the rating grid</li> </ul> <p>The steering committee takes measures to adapt, if necessary, the content of the qualification and also the training / exam conditions in order to reflect (technical) developments in the professional field. The Steering Committee works in liaison with a second committee, the <b>“Exam Commission”</b>, which draws up the exam content annually. (see 2.3. Evaluation / examination).</p>
<p><b>2.1.4 Involvement of key stakeholders:</b>  <i>Are stakeholders (social partners, companies, sector organisations, pedagogical experts, VET providers, etc.) involved in the design of new / in the update of</i></p>	<p>The <b>steering committee</b> (development board) brings together representatives and experts appointed by the professional organisation (e.g. business owners and sector professionals). In addition, APCMA invites experts from the world of training in order to reflect the variety / reality of the craft. In general the appointed professional teachers also represent the employees' / trade unions.</p>

<sup>3</sup> Nevertheless the recent Act of March 5, 2014 on vocational training, employment and social democracy is also investing in the quality of the training delivered. Financing parties (state, region, employment service, etc.) should check the capacity of training providers to deliver quality training based on seven criteria:

- the observance of legal provisions such as the development of rules of procedure, programme defining the prerequisites and aims of the training action, etc.
- the ability to identify "intelligible goals" and to adapt its contents to trainees;
- the fit of teaching methods used with the command, purpose, qualification or the certification in question, the recipients and the duration of the training programme;
- the ability to set up a monitoring and evaluation system adapted, from the start of training onwards;
- the accessibility of "transparent information" (on implementation, access to training, teaching methods, etc.);
- the quality of degrees, diplomas and certificates / qualifications of teaching staff;
- and the collection and consideration of learner feedback on the training delivered;





<p>existing curricula/training regulations? <i>Note: If you refer to stakeholder involvement in each criterion, there is no need to have a separate criterion for this.</i></p>	<p>The “<b>Exam Commission</b>” which elaborates each year the exam content is composed of different experts then the steering committee but with the same type of background (business owners, Master Craftspersons, and teachers/ trainers).</p>									
<p><b>2.1.5 Link to the labour market:</b>  <i>How is the curriculum linked to labour market needs? How is it guaranteed that the curriculum complies with labour market and company needs?</i></p>	<p>The link to the labour market is guaranteed via the demand and involvement of the professional organisation on the basis of studies and analyses of the profession’s development and through the monitoring system set up take into account new technical developments, functions and roles of the profession.</p>									
<p><b>2.1.6 Application of learning outcome concept:</b>  <i>Are LOs used in curricula/training regulations? How are they defined? Which domains of learning are used? Who is involved in the definition and what role do they have? Who is involved in the design of curricula/training regulations? How is the cooperation coordinated?</i></p>	<p>APCMA coordinates the RNCP application which requires to describe the qualification by :</p> <ul style="list-style-type: none"> <li>▪ A <b>repository of activities</b> (describing the scope of the profession through main activities and tasks; each unit of competences will be described in terms of skills (combination of theoretical and practical knowledge required to carry out a professional task)</li> <li>▪ The repository of activities is linked to a <b>repository of certification standards</b> describing the skills and abilities that will be assessed, the assessment, evaluation criteria)</li> </ul> <p>CNCP’s instructions for drawing up these repositories are close to the concept of "learning outcomes": use of action verbs that clarifies the nature of the professional involvement, reflection of the position or possible position of the individual in the organisation in relation to the production process, pointing out of the management functions, displaying structured blocks of activities in order to allow clear statements about these functions, highlight the resources mobilised by the professional in terms of knowledge or know-how).</p> <p>Example:</p> <table border="1" data-bbox="603 1406 1428 2031"> <thead> <tr> <th colspan="2" data-bbox="603 1406 954 1451"><b>Repository of activities</b></th> <th data-bbox="959 1406 1428 1451"><b>Repository of certification</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="603 1451 778 1525">Activities – Tasks</td> <td data-bbox="783 1451 954 1525">Associated competences</td> <td data-bbox="959 1451 1428 1525">Competences evaluated</td> </tr> <tr> <td data-bbox="603 1532 778 2031"><b>Receive and advise a client</b></td> <td data-bbox="783 1532 954 2031"><b>Identification of clients’ wishes and provide individualised advice</b></td> <td data-bbox="959 1532 1428 2031">                     E.g. S/he is able                       ... to lead a client interview on: lifestyle, clothing habits, socio-professional environment, morphological characteristics and expectations                       ... to reformulate needs, changes and expectations                       ... to propose and explain the service tailored to client characteristics and expectations.                       ... establish an assessment                 </td> </tr> </tbody> </table>	<b>Repository of activities</b>		<b>Repository of certification</b>	Activities – Tasks	Associated competences	Competences evaluated	<b>Receive and advise a client</b>	<b>Identification of clients’ wishes and provide individualised advice</b>	E.g. S/he is able  ... to lead a client interview on: lifestyle, clothing habits, socio-professional environment, morphological characteristics and expectations  ... to reformulate needs, changes and expectations  ... to propose and explain the service tailored to client characteristics and expectations.  ... establish an assessment
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	The Labour code (art. L6323-6, R6323-8 and R6423-3) also stipulates that a certification is structured in “block of competences” (coherent units of competences, which can be evaluated and validated).				
<p><b>2.1.7 Information in curricula and training regulations:</b> <i>What information is provided in curricula/training regulations (e.g. title, duration, entry requirements, learning contents, costs, etc.)?</i></p>	<p>The general training regulation stipulates</p> <ul style="list-style-type: none"> <li>▪ The duration of training</li> <li>▪ The general goals</li> <li>▪ General instructions for implementation</li> <li>▪ Educational aim and content of training (outline)</li> </ul> <p><b>Example: BM Entrepreneurial Function – Module A</b></p> <p><b>Duration:</b> 49 hours</p> <p><b>General goal:</b> Empower the learner to make adequate use of all institutional and private stakeholders’ contacts which contribute to the development of his/ her craft business, adopting appropriate and targeted communication techniques. Module A is organised in several sub modules, e.g.:</p> <p><b>Specific goal of sub module A.1.: Place the company and stakeholders in their economic environment:</b> Identify the main actors in order to manage the environment of the company efficiently.  <b>(28 hours)</b></p> <p><b>General instructions for the training delivered:</b> the roles and missions of different actors will be illustrated through examples directly related to the craft business, avoiding the pitfall of a theoretical economic course; added value will be discussed related to the creation, development and liquidation of the company but also, and especially, in relation to the daily life of the company.</p> <p>The module will show the importance of updating knowledge on the company’s business environment. Links between legal aspects and economic actors will be highlighted by illustrating concrete situations;</p> <table border="1" data-bbox="603 1547 1425 1917"> <thead> <tr> <th data-bbox="603 1547 815 1621"><b>Pedagogical aims</b></th> <th data-bbox="820 1547 1425 1621"><b>Content</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="603 1628 815 1917">Craft company and sector of skilled crafts</td> <td data-bbox="820 1628 1425 1917">                     Economic definition of a company                      The skilled crafts sector: French and European definition; its place in the economy;                      Registration in the trades register: definition, limits, rights and duties                      The representation of the sector: the chambers of skilled crafts and professional organisations, analysis of their role, their contributions / added-value and services. The representation of the sector in Europe.                 </td> </tr> </tbody> </table>	<b>Pedagogical aims</b>	<b>Content</b>	Craft company and sector of skilled crafts	Economic definition of a company The skilled crafts sector: French and European definition; its place in the economy; Registration in the trades register: definition, limits, rights and duties The representation of the sector: the chambers of skilled crafts and professional organisations, analysis of their role, their contributions / added-value and services. The representation of the sector in Europe.
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<p><b>2.1.8 Pathways, progression and bridges (permeability):</b>  <i>What does this certificate entitle its holder to do (in the labour market and within the education system)?</i></p>	<p>In the French system, the BM does not offer automatic gateways to university courses of the next level II. Each university will decide case by case. APCMA has negotiated so far only the automatic recognition of BM for continuing to a CNAM diploma (Level II bachelor of PMI SME manager). Generally, individuals studying at level II do not intend to work as artisans within their profession, but as managers, developers or sellers of products for industry.</p>
<p><b>2.1.9 Entrepreneurial attitude and skills:</b>  <i>Do they play a role in the curriculum? In what way are they imparted?</i></p>	<p>The training is organised in modules. The training programme includes a part about the professional technics and modules for the management of a company (called general or transversal modules). A training module is specifically devoted to the managerial I function:</p> <p><b>BM Module A: entrepreneurial role (49 hours)</b></p> <ul style="list-style-type: none"> <li>▪ Identify the different actors – check the craft business environment</li> <li>▪ Communicate effectively with economic and institutional actors</li> </ul> <p>However, the other modules, for example, the commercial, economic and financial management of a crafts company and human resources management, are of course also necessary for running a business. (see list of modules in the appendix)</p>
<p><b>2.1.10 Companies as learning sites:</b>  <i>What is the share of practical learning (work-based, work-place learning)? How is it organised? How are practical learning phases quality assured? How are they assessed? How are they linked to the theoretical tuition?</i></p>	<p>The master crafts qualification is implemented (accessible):</p> <p>1 / through initial vocational training (under an apprenticeship contract). In this case the training takes place in the company and at a training centre. Example: 13 weeks a year / 35 hours per week of training in the training centre. The company has to appoint an in-company trainer with at least the same level of qualification.</p> <p>2 / through CVET training for employees. Usually they participate in the training in their own time (evening and / or Monday – one day per week)</p> <p>3 / through validation of prior experience</p> <p>The company is supposed to know the qualification repository. The company is supposed to deliver support and training allowing the acquisition of skills and competences corresponding to the qualification and prepare candidates for examination. In initial vocational training, the apprentice keeps a training diary validated both by the company and the training centre. This does not exist in continuous training where the employee negotiated his/her participation in the training with his employer (often it is the company which suggests a training course to an employee in order to give him/her further responsibility afterwards).</p> <p>There is no formal control system of the company, but, intermediary bodies such as the craft chambers and in particular the training centres can always intervene informally to recommend adjustments and/ or may propose to strengthen training on specific issues for which a gap compared to the expected competence is found. It is possible, for</p>



	<p>instance, to take a periodical traineeship in another company (an example from hairdressing: a salon that has no men's hairdressing can offer the learner an internship in another company that offers these techniques).</p>
<p><b>2.1.11 Entry requirements:</b>  <i>Who is accepted to the programme/qualifications? What criteria do learners have to fulfil (e.g. age, pre-qualification, etc.)? Is prior learning recognised?</i></p>	<p><b>Access to training:</b>        In general the training is open to all holders of a professional degree or level IV / EQF 4 in the relevant craft, but specific regulations for each profession may determine the qualifications or degrees necessary to enter training level III / EQF 5 or the number of years of experience that can be considered as a prerequisite. As the BM is implemented through IVET, CVET, it is as well possible to acquire the qualification through validation of prior experience. The age limit may only apply to initial training (25 year). For further training there is no age limit.</p> <p>Admission to the training course is via a departmental evaluation committee, set up in each skilled crafts chamber. The evaluation committee is under the responsibility of the president of the skilled craft chamber. This committee is composed of</p> <ul style="list-style-type: none"> <li>• The president of the skilled craft chamber or his representative</li> <li>• An artisan, preferably a professional education counsellor</li> <li>• A school inspector or his representative, if possible</li> <li>• An educational/ pedagogical expert from the skilled craft chamber.</li> </ul> <p>Prior to admission, each candidate submits an applicant file or has at least an interview for evaluation and "positioning". The committee can decide to admit candidates who do not have a diploma level IV but professional experience of equivalent level to IV / EQF 4. The committee will also take into account the maturity, experience and level of general skills if these are sufficient to access management or entrepreneurial role.</p>



## 2.2 Implementation of tuition

<p><b>2.2.1 Teachers and trainers:</b>  <i>Who can teach in the programme leading to the qualification in question? Which qualifications are they required to have? Is there obligatory in-service training for these teachers?</i></p>	<p>All skilled crafts chambers can offer the qualification, as long as they inform APCMA of the opening of a training section and that they get an agreement per training in this field (= recognised as competent with equipment / material and human resources available by the national stakeholder APCMA and especially by the professional organisation).</p> <p><b>The agreement / labelling procedure</b></p> <p>The request must recommendation by a local professional organisation / supporting letter, CVs of teachers, descriptions of equipment and a needs/opportunity analysis. The training sites get a label for an indefinite period unless otherwise requested by the professional organisation. It is the professional organisation which sets the criteria for labelling and the pertaining to the agreement.</p> <p><b>Teachers' and trainers' background:</b></p> <ul style="list-style-type: none"> <li>▪ teachers who teach the professional part of the BM must hold as minimum the same qualification or equivalent level III / EQF 5;</li> <li>▪ teachers of the general modules must be holders of a master degree level II. In general, the training centres of the skilled craft chambers are subject to an "authorisation" or rather non-opposition awarded by the ministry of education (MEN).</li> <li>▪ trainers in the company must hold as minimum the same qualification or equivalent level III / EQF and three years' professional experience.</li> </ul> <p>In addition, APCMA delivers specific training for teachers and examination board members, to guarantee the same level of expertise for all teachers and evaluators (including in particular training regulations and assessment procedures, evaluation criteria etc.). This training is organised by the CFCMA, the training centre of APCMA.</p> <p>The training is delivered by the members of the steering committee who originally drew up the certification and who are holders of the "Best Craftsman of France" certificate (MOF), a national two-yearly competition that rewards the best French craftsmen (after a practical exam and technical record validated with a min score of 16/20).  <a href="http://www.meilleursouvriersdefrance.info">http://www.meilleursouvriersdefrance.info</a></p>
<p><b>2.2.2 Equipment and tools:</b>  <i>Is there special equipment required for the tuition?</i></p>	<p>The relevant professional organisation establishes the specific rules on the requirements for training facilities (equipment, quality of workshops and individual workplace, qualification of teachers, jury members, etc.). An agreement / contract between the professional organisation and the training institution is made. The contract describes the responsibilities of the training organisation, rights and duties, the equipment, the roles, etc.</p>

<p><b>2.2.3 Teaching and training materials:</b>  <i>Who compiles these materials?                  Who guarantees that the contents are relevant and up-to-date?</i></p>	<p>There is no centralised development of common educational material: it is the responsibility of the appointed teachers to prepare and provide teaching materials corresponding to the training programme and to ensure this is adapted to the diversity of the learners. The training programme gives only some general guidelines (<i>cf.</i> 2.2.4)</p>															
<p><b>2.2.4 Pedagogy:</b>  <i>Which teaching methods are used? How much practical training (in companies, but also in laboratories, workshops, etc.) is foreseen?</i></p>	<p>Number of hours of training for BM in training centre:</p> <table border="1" data-bbox="687 499 1406 741"> <thead> <tr> <th></th> <th>IVET</th> <th>CVET</th> </tr> <tr> <th>Modules</th> <th>Hours</th> <th>VHours</th> </tr> </thead> <tbody> <tr> <td>General</td> <td>497 h</td> <td>329 h</td> </tr> <tr> <td>Professional</td> <td>182 h</td> <td>120 h</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>679 h</b></td> <td><b>449 h</b></td> </tr> </tbody> </table> <p>In general, applied pedagogy should primarily help to develop analytical skills and strategic decision-making (applied to situations encountered in business and work situations). E.g.: candidates are not asked to draw up a balance sheet, but to interpret and analyse different balance sheets and demonstrate solutions and consequences of this analysis for the company. National guidelines give only some general recommendations:</p> <ul style="list-style-type: none"> <li>▪ Treating topics in a dynamic and practical way</li> <li>▪ Addressing the topics through examples directly related to the craft business;</li> <li>▪ Demonstrating the usefulness of topics in the everyday life of the company;</li> <li>▪ Illustrating topics through typical work situations</li> <li>▪ Using innovative teaching tools;</li> <li>▪ Representing and focusing on the realities of the craft business.</li> </ul>		IVET	CVET	Modules	Hours	VHours	General	497 h	329 h	Professional	182 h	120 h	<b>TOTAL</b>	<b>679 h</b>	<b>449 h</b>
	IVET	CVET														
Modules	Hours	VHours														
General	497 h	329 h														
Professional	182 h	120 h														
<b>TOTAL</b>	<b>679 h</b>	<b>449 h</b>														
<p><b>2.2.5 Learners' support:</b>  <i>Are career guidance and/or individualised and target-group oriented counselling services offered? What support service for potential drop-outs is foreseen?</i></p>	<p><b>Before access to training</b></p> <p>The guidance office (CAD) of the skilled craft chamber offers information and guidance on the craft sector and access to craft professions. Regional universities of crafts (URMA), as services of the regional skilled craft chamber monitor and support individualized training pathways.</p> <p>The new labour reform (law of 5 March 2014) confirmed the creation of a regional public service for orientation / guidance (SPRO), controlled by the regional council. Skilled craft chambers are involved in the set-up and implementation of SPRO.</p> <p>For BM in particular, a pedagogical team of the training centre organise “positioning of the candidates: the training centre can propose to adapt training pathways (extend or shorten the training time), recommend additional training to catch up with the required level or propose a different organisation of training adapted to candidate needs.</p>															





	<p>The local (departmental) commission of evaluation may recommend a partial or complete exemption from training in line with candidates' already acquired competences. In this case, the training centre can offer the candidate preparation for the final exam only.</p> <p><b>During training</b></p> <p>The training centres offer mediation and support. Dropout is not really an issue at the level of master craft training. E.g. although only about 50% of candidates pass the BM hairdresser final exam when there is partial exam success, the modules are valid for a five-year period. The candidate can take the exams of the failed modules again as an independent candidate and validate qualification as a whole step by step.</p>
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## 2.3 Assessment for certification

<p><b>2.3.1 Examiners:</b>  <i>Who is involved in the exam (single examiners/group of examiners)? What qualifications/which (professional) background are examiners required to have? Are they allowed to teach as well? How are they selected? How is their work assessed/ monitored?</i></p>	<p>All particular juries (for one profession) are chaired by a head of a craft company, holder of the BM qualification. The jury is composed of:</p> <ul style="list-style-type: none"> <li>▪ one or two teachers of the profession, other than training facilitators,</li> <li>▪ a craftsman or employee holder if possible of the BM.</li> </ul> <p>The jury is appointed by the president of the skilled craft chamber. In general, the professional organisation appoints the craft companies to be part of the jury. Artisans or employees who are members of the jury must be working in the profession and / or have ceased activity within thirty-six (36) months of the date of the jury meeting.</p> <p>Training centres will propose teachers to be members of the professional jury.</p> <p>Relatives of an exam candidate, his/her employer, trainers and colleagues cannot be part of the professional jury nor of the commission which chooses the exam. For example, for hairdressers in particular, their teachers cannot be member of a jury of the exam session of the same year and not in the same city / area. Examination boards are regional and "judge" in other regions than their own, in order to avoid conflicts of interest.</p> <p>All jury members receive specific training together with the teachers, organised by APCMA (see above).</p>
<p><b>2.3.2 Entry requirement:</b>  <i>Who has access to the exam? Do candidates have to fulfil certain requirements (e.g. age, pre-qualification, etc.)? Is prior learning recognised?</i></p>	<p><b>Access to the exam:</b></p> <p>The candidate must have completed the training modules and be registered for the examination. Registration is made at the skilled craft chamber. It is subject to the presentation of:</p> <ul style="list-style-type: none"> <li>▪ An individual record of civil status;</li> <li>▪ The notification of the departmental committee's decision on the applicant's training and individual prescriptions of his/her</li> </ul>



	<p>training plan;</p> <ul style="list-style-type: none"> <li>▪ A certificate to verify candidate's regular participation in the training in question (attendance of about 80% min);</li> <li>▪ A medical certificate for physically disabled candidates;</li> <li>▪ The applicant must have paid his/her fees.</li> </ul> <p>The candidate who meets the requirements for registration will receive a convocation from the president of the skilled craft chamber at least fifteen days before the date of the exam. The convocation details the precise date, location, time and duration of the exam and tools and / or equipment which the candidate must bring.</p>
<p><b>2.3.3 Standards (KSC):</b>  <i>Who defines the standards? How are they linked to the LOs? How are they linked to the labour market? Are assessment criteria based on LOs and to what extent are they used in the assessment process?</i></p>	<p>The Master's Certificate is issued in line with the results obtained in the examination. The exam is nationally defined by</p> <ul style="list-style-type: none"> <li>▪ the general regulations</li> <li>▪ the specific professional regulations. The specific regulations of the professional module are drawn up in consultation with the relevant national professional organisations.</li> </ul> <p>Skilled craft chambers are involved in defining topics, exam contents and schedules for the final exam at national level. For each module, topics are finalised and chosen by the <b>exam commission</b> organised by APCMA which is composed of:</p> <ul style="list-style-type: none"> <li>▪ a president of a skilled craft chamber or his/her representative</li> <li>▪ one or two artisans, holders of Master certificate</li> <li>▪ one or two representatives of the professional organisation</li> <li>▪ a representative of the Ministry in charge of Crafts,</li> <li>▪ a representative of the Ministry of Labour,</li> <li>▪ two or three trainers and education experts involved in the preparation of the master certificate</li> </ul> <p>The master certificate exam covers all the competences / units of the repository. The examination is organised in modules and reproduces if possible actual working conditions. An example from hairdressing:</p> <ul style="list-style-type: none"> <li>▪ Professional technology: delivery of hairdressing services on real models, total creativity, colour, cut, styling, brushing and oral explanation of the resolution of technical / problem solving cases (8 hours)</li> <li>▪ Developments within the political-administrative and legal environment at national and European level of an artisanal hairdressing business (written exam 3 hours, oral exam 15 minutes)</li> <li>▪ Develop a marketing strategy and build own communication tools for the hairdresser profession (written exam 3 hours)</li> <li>▪ Economic and financial management of an artisanal hairdressing business (written exam 4 hours)</li> <li>▪ Manage the human resources of a hairdresser's (written exam 2 hours)</li> <li>▪ Support and train apprentices in hairdressing (oral exam: 30</li> </ul>





	<p>minutes)</p> <ul style="list-style-type: none"> <li>▪ Communicate in English in a professional context (oral exam: 20 minutes)</li> </ul>
<p><b>2.3.4 Transparency of processes, assessment instruments, evaluation criteria:</b>  <i>Is it necessary to make this information public?</i></p>	<p>The content and duration of the exam are specified in exam regulations and specific regulations for the professional modules.</p> <p>The general exam is subject to a double assessment, and marks are provided by teachers, other than the teachers of the training session, to which are associated professionals if necessary. The results of the professional exam and of the general part are finally transferred to the general jury. The final decision is pronounced by the general jury. The general jury is sovereign.</p> <p>Candidates are informed of the score for each module. The assessment is available upon written request to the president of the chamber of skilled crafts for a period of one year from the publication of results. All claims must be addressed to the president of the skilled craft chamber, president of the jury.</p>
<p><b>2.3.5 Appropriateness of assessment procedures:</b>  <i>Which/How many assessment methods/ instruments are used? Do they correspond to real work-life situations?</i></p>	<p>In general, assessment of the general management competences are organised through a written exam and oral presentation of results. Assessment during training can also take place.</p> <p>The professional part contains in general a practical demonstration or oral presentation on the basis of case studies.</p> <p>Example 1 from hairdressing: Temporary Curling: 45 mins to perform on a model a temporary curling harmonizing with the face and the hair implantation; make curls of different sizes and techniques.</p> <p>Evaluation Criteria</p> <ul style="list-style-type: none"> <li>▪ Quality of reception of the client and customer care</li> <li>▪ Rational workplace preparation</li> <li>▪ Respect of safety and hygiene at the workplace</li> <li>▪ Compliance with safety and health regulations related to the client</li> <li>▪ Work done ergonomically</li> <li>▪ Control of application of products and rationalisation in the use of products</li> <li>▪ Appropriate choice of products</li> </ul> <p>Example 2 from hairdressing: Problem Solving: the candidate presents an oral case study (30 minutes of preparation and 30 minutes of execution)</p> <p>Rating scale:</p> <ul style="list-style-type: none"> <li>▪ Relevance of the analysis of the technical problem</li> <li>▪ Quality of the proposed solutions</li> <li>▪ Quality of reasoning</li> <li>▪ Structure and progression in the presentation</li> </ul>



**2.3.6 Competent institution:**

*Who is in charge of the assessment? What rights does this institution have?*

The Master's Craftsperson Certificate is issued by APCMA and delivered by a delegation by the president of the skilled craft chamber. Generally, candidates should have obtained a mark of 10/20 in each general module presented, and without any note less than ten in the professional module.

The qualification is awarded following the decision of the **General Jury** appointed by the president of the skilled craft chamber. The general jury are in charge of coordinating the exam sessions for several professions, several qualifications and levels. It is chaired by the president of the skilled craft chamber or his/her representative. The board is composed of:

- One member appointed by the representative professional organisation
- the Departmental Director of Labour, Employment and Vocational Training or his/her representative
- An Inspector from Ministry of Education or a teacher of technological education designated by him/her
- teachers and / or education experts responsible for preparing the master certification, appointed by the president of the skilled craft chamber or the professional organisation
- The presidents of the boards of the professional modules in question
- Evaluators may be invited if necessary and appropriate.

The General Jury coordinates the work of several **individual Juries** which are in charge of exam sessions for only one profession, award and level. The juries are appointed at the behest of the president of the skilled craft chamber. Each professional jury is chaired by a head of craft company, holder of the BM qualification. He/she coordinates and verifies that the (correct) evaluation criteria are applied and mediates / takes the final decision if necessary. In the case of hairdressing, candidates and jury also often take pictures (before and after the exam) to keep a record for any necessary arbitration. The jury is composed of:

- one or two teachers of the profession, other than training facilitators
- a craftsman or employee, holder if possible of the BM

In general, the professional organisation appoints the craft companies to be part of the jury. Training centres propose the teachers who can be members of the professional jury.

The number of assessors is adapted to the number of candidates (six candidates: one entrepreneur as president, one entrepreneur, one employee, one teacher; twelve candidates the number is doubled, 18 candidates the number is tripled).

The evaluations of the professional juries (professional exam and of the general part) are finally transferred to the general jury who signs



	the exam records. The final decision is pronounced by the general jury. The general jury is sovereign.
<b>2.3.7 Complaint management:</b> <i>Is it possible to view the assessment results? What can learners do if they do not agree with the assessment?</i>	Supervisors report all frauds and draw up a report that records their observations and any proposals for exclusion concerning candidates caught committing fraud. A candidate may be forbidden to take the same exam at the next exam session following his/her exclusion. The deliberations are subject to a report signed by the president of the jury. The results are announced by the general jury. The general jury is sovereign. Candidates are informed of the score for each module. The exam papers are consultable on written request to the president of the skilled craft chamber for a period of one year from the publication of results. All claims must be addressed to the president of the skilled craft chamber, president of the jury.

### 3. EVALUATION

#### Monitoring process

<b>1. Internal evaluation:</b> <i>Statistical data on drop-outs and failure/success rates in the exam, satisfaction rate of individuals and employers with the programme, the examination and the acquired skills/competences; results of complaint management. Are the results of internal evaluation measure made public?</i>	<p>Skilled craft chambers preparing the master certificate will monitor and communicate the professional situation for each holder of the BM, three years minimum after obtaining the title (survey after 6 months, 1 year, 2 years for each holder of the title; 80% return rate). They may make the exam success rate accessible to public, but there is no obligation</p> <p>APCMA set up a steering committee (or development council) with the professional organisation and examination centres to monitor of the implementation of certification, training and examination (see <i>following Phase 3 Evaluation – Monitoring revision</i>)</p>
<b>2. External evaluation:</b> <i>Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (transition), type of employment. Are the results of external evaluation measure made public?</i>  <i>On which level is external evaluation carried out (national/regional/provider)? Is external evaluation carried out systematically? Are graduate surveys made? How is the feedback of the labour market taken into account? To what extent and how are LOs used in this process?</i>	<p>The qualification is valid in RNCP for 5 years. It must pass a renewal process every 5 years. Therefore the external evaluation is automatically organised at national level.</p>



## 4. REVIEW

### Conclusions

The committees which are coordinated by APCMA

- one Steering Committee involved in the creation and adaptation of the award with the professional organisation and examination centres
- one Exam Commission involved in the implementation of the certification (the training and exam)

are monitoring of the implementation of the qualification, the training delivered and the organisation of the examination. They analyse exam results, analyse the professional situation of individuals after the exam and other information collected by the professional organisation on the relevance of:

- Skills and competences
- The duration, content and organisation of training
- The exam conditions (aim, contents)
- The evaluation criteria, the rating grid

This analysis allows the qualification's content and implementation of the training to be adapted if necessary, in order to remain in line with the changes / developments occurring in the profession, to correct or clarify implementation of training and make concrete recommendations for renewal or improvement.



## **Appendix 1 – References**

### **News about the hairdresser profession**

<http://www.fnc.fr/>

<http://www.unec.fr/index.php/actu-business/Le-marche-de-la-coiffure-et-les-defis-de-la-reconquete-economique.html>

ISM / FNC : Les jeunes entreprises du secteur de la coiffure, 2012

### **Information about the profession and the training pathway**

<http://www.artisanat.info/metier/coiffeur>

<http://www.unec.fr/index.php/formation-initiale/Les-parcours-de-la-formation.html>

### **Information about the certification**

<http://www.cncp.gouv.fr/>

Scheme of the registration procedure

[http://www.cncp.gouv.fr/sites/default/files/media/schemaprocedure\\_200704041.pdf](http://www.cncp.gouv.fr/sites/default/files/media/schemaprocedure_200704041.pdf)

BM Hairdresser summary CNCP [http://www.rncp.cncp.gouv.fr/grand-](http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=6253)

[public/visualisationFiche?format=fr&fiche=6253](http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=6253)

Guidance about the application form

[http://www.cncp.gouv.fr/sites/default/files/media/notice\\_daide\\_cas\\_general-v4-janv2015.pdf](http://www.cncp.gouv.fr/sites/default/files/media/notice_daide_cas_general-v4-janv2015.pdf)

Application form <http://www.cncp.gouv.fr/enregistrement-sur-demande/documents-a-telecharger-pour-lenregistrement-sur-demande>

Analysis and overview of NQF developments in European countries. Annual report 2012

<http://www.cedefop.europa.eu/node/11908>

### **Document about BM Hairdresser level III / EQF 5**

Règlement général d'examen B.M. niveau III

Coiffeur BM niveau III référentiel de certification

Référentiel de formation (module A)

Fiche volume horaire BM niveau III coiffeur

Epreuves terminales BM niveau III coiffeur (mise à jour du 3/10/2012)

Note d'organisation BM niveau III coiffeur (session 2014)



## Appendix 2: The BM III / EQF 5 Hairdresser training program

### **Professional part**

- Cutting brush / hair straightening, smoothing / permanent / curling/ technical bun / mastering of: coloring, cutting, shaping / problem solving

### **General Modules**

#### **Module A: entrepreneurial function (49 hours)**

- Identify the different players to master the environment of the craft companies
- Communicate effectively with economic and institutional actors

#### **Module B: Commercial function (56 hours)**

- Analysis of the commercial environment and commercial tools
- Mastering the techniques of sales and after-sales

#### **Module C: Economic and Financial Management of a craft business (84 hours)**

- Develop and balance a financing plan, an income statement and a balance sheet
- Analysis of profitability and financial position of a company

#### **Module D: human resources management function (42 hours)**

- Recruit and manage staff by integrating the principles of labor law
- Ability to communicate and analysis of dysfunctions

#### **Module E: Function training and support of the learner (56 hours)**

- Know the obligations of a master trainer
- Passing on knowledge and accompany apprentices in the construction of the professional project

#### **Module F: Function communicate globally (English) (42 hours)**

- Acquire the basic elements of the English language (syntax, grammar ...)
- Communicate in everyday life and in the workplace