

## Questions for the digital classification application

Below you will find an overview of the questions that are asked in the digital application of classification.

For each section, you must upload the relevant appendices to substantiate the explanation that you have given when answering the question. To prevent future confusions, your digital application must include a clear reference to the appendix number and page number of the regarding appendix. This can be added in the answer fields of the regarding question.

### Qualification details

- Exact name of the qualification as mentioned in the diploma/certificate
- Is the qualification already being offered?
- Have any diplomas already been issued?
- Choose a month
- Choose a year
- Is this qualification being assessed at the same level as the validity request?
- Demonstrate that the applicant is the owner of the qualification
- To be requested NLQF-level
- Choose a sector
- Choose an ISCED Code

### Context

- The image of the profession

### Knowledge

#### **Substantiation of the requested level | knowledge**

Which learning outcomes are distinctive for knowledge?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the knowledge
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor.
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Applying Knowledge

### **Substantiation of the requested level | applying knowledge**

Which learning outcomes are distinctive for applying knowledge?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level with regard to applying knowledge
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor.
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Problem-solving skills

### **Substantiation of the requested level | Problem-solving skills**

Which learning outcomes are distinctive for problem-solving skills?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the problem-solving skills
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor.
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Learning and development skills

### **Substantiation of the requested level | Learning and development skills**

Which learning outcomes are distinctive for learning and development skills?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the learning and development skills
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor.
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Information skills

### **Substantiation of the requested level | Information skills**

Which learning outcomes are distinctive for information skills?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the information skills
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Communication skills

### **Substantiation of the requested level | Communication skills**

Which learning outcomes are distinctive for communication skills?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the communication skills
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Responsibility and independence

### **Substantiation of the requested level | Responsibility and independence**

Which learning outcomes are distinctive for responsibility and independence ?

Substantiate why the requested NLQF-level is applicable instead of an higher or lower level.

- NLQF-level regarding the responsibility and independence
- Why have you chosen the NLQF-level above? Substantiate why the requested NLQF-level applies to this descriptor
- Why did you not choose the lower NLQF-level? Substantiate why the lower level does not apply to this descriptor
- Why did you not choose the higher NLQF-level? Substantiate why the higher level does not apply to this descriptor

## Labour market relevance

### **Substantial qualification/Labour market relevance**

As a condition for classification in the NLQF the qualification must be substantial (meaning that it has a minimum learning effort of 400 hours) or that the labour market relevance of the qualification is demonstrated.

Always substantiate the learning effort and also substantiate the labour market relevance if the learning effort is less than 400 hours.

- Contact hours (number of hours)
- E-learning (number of hours)
- Working on workplace assignments (number of hours)
- Self-study (number of hours)
- Intervention / Coaching (number of hours)
- Other learning efforts (number of hours)
- This can be found in attachment(s) and on page(s) (include a clear reference): explanation
- Upload all the supporting documentation for the previous questions below: upload attachment(s)

### **Substantial qualification/Labour market relevance**

The labour market relevance only needs to be substantiated when the learning effort is less than 400 hours.

- Illustrate which functions and/or professions the qualification focuses on.
- Illustrate that the qualification is supported by the relevant work field.
- This can be found in attachment(s) and on page(s) (include a clear reference)
- Upload all the supporting documentation for the previous questions below: upload attachment(s)

## Examination

- Describe the methods of examination for knowledge, skills, and responsibility and independence and with which examination formats this is tested.
- Demonstrate that all learning outcomes are assessed at the requested level. Also demonstrate conformity between qualifying examination and the description in learning outcomes
- Name of diploma/certificate and by whom this is issued

## Checklist when submitting an application for classification

With this checklist the applicant can check whether all information and evidence have been added. It serves as a tool to arrive at a complete classification application. The NCP NLQF checks upon submission whether the application is complete and can be assessed.

Document	Check
<b>General</b>	
a The application form and supporting documentation/attachments are in Word and ready to send to <a href="mailto:aanvragen@ncpnlqf.nl">aanvragen@ncpnlqf.nl</a> .	
b The substantiation includes clear references to the text and the attachments.	
c Check: is the to be classified qualification examined in accordance with the procedures described and assessed in the validity test and, if applicable, in line with other qualifications already graded in your organisation? If yes: your application can be submitted. If no: please report and coordinate with the NCP NLQF prior to the classification application whether there is a substantial change in validity.	
d If it concerns a qualification that has not yet been implemented, check if the to be classified qualification is being examined based on examination instruments determined by the Examination Board? If yes: your application can be submitted. Demonstrate that the examination instruments have been determined by the Board of Examiners. If no: application cannot be submitted.	
e The ISCED code of the qualification is added.	
f The qualification has been sufficiently substantiated and demonstrated.	
<b>A. Descriptors</b>	
1 Context: A clear description of the qualification and the work of a starting professional. This is described visually with a reference to a supporting reference.	
2 Learning outcomes to the to be classified qualification. It must be clear that all descriptors of the NLQF are covered in the qualification. Example: qualification file, overview/table of learning outcomes.	
3 Substantiation of the NLQF-level to be applied for: for each descriptor, a translation of the descriptor into learning outcomes must be made, with argumentation why the level to be applied for applies and not the lower or higher level.	
<b>B. Substantial Qualification (Learning effort)</b>	
4 Relevant documents such as an annual plan, study guide, etcetera.	

<b><i>Labour market relevance (if learning effort is less than 400 hours)</i></b>	
5	Documents that provide a picture of the labour market perspective, such as the perspective of graduates, open vacancies and career prospects. The evidence must show that the industry/sector has a real need for the qualification for which the classification application is being made.
6	A statement from the trade or professional association, social partners or representative group of companies or organisations.
<b><i>C. Examination</i></b>	
7	Exam plan (overview of all exams and exam formats).
8	At least one example of each type of exam (including assessment criteria and, where applicable, test matrix). It must be made clear that all learning outcomes of knowledge, skills, and responsibility and independence are covered in the exams.
9	Specimen of certificate or diploma. Important: Qualification title on certificate/diploma must match the title of the to be classified qualification.
10	Survey in which the coverage of the exam is made clear (e.g. matrix of learning outcomes and test terms/exam assignments).