CEDEFOP

NQF state of play

Romania **2022**

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Overview

Stage of development: Operational stage

NQF linked to EQF: ✓

Scope of the framework:

The NQF includes the whole spectrum of nationally recognised qualifications regardless of learning context, including those acquired through validation of non-formal learning.

Number of levels:

Eight

Legal basis/stage of development:

Government decision 918/2013 on the approval of the NQF (2013)
(in Romanian)

Government decision 132/2018 amending and supplementing GD No 918/2013 on the approval of the NQF (2018) and harmonised with the 2017 EQF recommendation
(in Romanian)

NQF/EQF website:
Website

Qualifications register/database:
National register of professional qualifications
National register of qualifications for higher education
National register of postgraduate programmes (NRPP)

Introduction and context

1.1. Policy context

Romania has developed a coherent framework for policy reform (Educated Romania) to address challenges related to education quality, equity, labour market relevance, and parity of esteem between general education and vocational education and training (VET) (Presidential Administration, 2021). The country has relatively low participation in early childhood education and care (72.8 % in 2020), a high rate of early leaving from education and training (15.3 % in 2021) and the lowest percentage in the EU of young people attaining tertiary education (23.3 % in 2021). Disparities in educational outcomes between learners from lower and higher socioeconomic backgrounds are the largest in the EU, and indicate structural inequity; large discrepancies persist between urban and rural areas. Participation in upper secondary VET is relatively high (56.5 % in 2020) ([1]); however, the employment rate of VET graduates decreased in 2021 to 61.4 %. The participation of adults in lifelong learning also lags behind other countries (4.9 % in 2021) (European Commission. DG Education, Youth, Sport and Culture, 2022).

The country's priorities include increasing capacity in pre-school education, reducing school dropout, promoting the digital skills of teachers and students, and increasing participation in lifelong learning. Reorganisation of the school year and changes to the student assessment system are expected to facilitate evidence-based interventions to increase quality. The VET system also benefits from investments in infrastructure, partnerships and the expansion of dual pathways, including at higher qualification levels (ROQF levels 6–8). A new draft law on education has been submitted for consultation, and is intended to be adopted by the 2023/2024 school year. It includes provisions for modernisation at all education levels, including changing the structure of the baccalaureate exams, with effect from 2027 (European Commission. DG Education, Youth, Sport and Culture, 2022).

A specific measure in the new reform proposal requires regular updating of the ROQF and the national qualifications register to reflect national specificities of the education and training system and of the socioeconomic environment (Presidential Administration, 2021).

Romania's 2030 national strategy for sustainable development refers to the qualifications framework for higher education and the national

register of qualifications in higher education (NRQHE) as instruments intended to increase the education system's flexibility, coherence and openness to societal needs (Government of Romania, 2018). According to the National Qualifications Authority (ANC), the ROQF is particularly relevant to sustainable development. Restructuring education and training, and redefining training programmes, in line with ROQF levels will help increase the transparency and quality of training offers, and support access to lifelong learning and occupational mobility. Introducing transparent criteria and practices for defining qualifications and validation procedures in higher education, the ROQF helps make education and training more relevant to the labour market and implicitly to the sustainable development sector (European Commission and Cedefop, 2022).

1.2. NQF legal basis

The ROQF is well embedded in national legislation. The National Education Law (Law 1/2011) defines the ROQF (Article 341) as an instrument for classifying qualifications according to a set of criteria corresponding to specific levels of learning attained. The law stipulates the comprehensive scope of the ROQF and its added value to stakeholders and the qualifications system.

The ROQF was adopted in 2013 ([2]). The adoption act was amended and supplemented in 2015, 2018 and 2021 ([3]), clarifying the correspondence between ROQF levels and EQF levels, the qualifications issued, and the type of education and training programmes that lead to qualifications at each level, as well as access requirements for each ROQF level. A further amendment in 2018 ([4]) required, as of 1 January 2019, indication of the NQF level on all qualifications and qualification supplements, and in all qualification databases; it also included the quality assurance guidelines for ROQF qualifications, as outlined in the Council recommendation on the EQF ([5]). Other regulations refer to the inclusion of NQF levels on qualification documents and registers in the different sectors (see Cedefop, 2021, p. 10). The legal basis was further supplemented in 2022, with the approval of the methodology for describing and levelling adult training / continuing VET qualifications to levels 1–5 of the ROQF ([6]).

Policy objectives

The ROQF aims to integrate and coordinate the national qualifications subsystems, and enhance the transparency of, access to, progression through and quality of qualifications, particularly in VET and higher education, with respect to the labour market and civil society ([7]). It is intended to aid the comparability of qualifications, and support mobility in education and training and on the labour market. The ROQF is also seen as a tool to support national reforms and the modernisation of education and training, facilitating the use of validation of non-formal learning, adult participation in lifelong learning, and transitions between education and work. Through increased transparency, it helps avoid duplication and overlap of qualifications, and helps learners make informed decisions for career planning and professional development in the context of lifelong learning.

Levels, learning outcomes and qualifications

3.1. NQF structure and level descriptors

The ROQF comprises eight qualification levels, which are equivalent to those of the EQF. The level descriptors are identical to those of the EQF. They are defined in terms of three categories of learning outcomes: knowledge (theoretical and/or factual); skills, divided into cognitive skills (use of logical, intuitive and creative thinking) and practical skills (manual dexterity and use of methods, materials, tools and instruments); and responsibility and autonomy ([8]).

3.2. NQF scope and coverage

The ROQF comprises qualifications from all education and training subsystems: initial and continuing VET (IVET and CVET), apprenticeship, general education and higher education, and those obtained through validation of learning outcomes from non-formal and informal learning contexts in accredited assessment centres ([9]). The ROQF for lifelong learning includes the qualifications framework for higher education adopted in 2011.

In terms of changes to the coverage of the ROQF since 2020, a new qualification title was introduced at level 5: graduation certificate issued by authorised training providers to adults with post-secondary education (already qualified at ROQF level 5) ([10]). This responds to labour market changes caused by rapid technological developments, such as digitalisation, automation, robotics and artificial intelligence, and to a need expressed by employers for qualified people in certain fields of activity (European Commission and Cedefop, 2022).

3.3. Use of learning outcomes

There is commitment to strengthening the learning outcomes approach. In pre-university education, the past 10 years have been marked by reorganisation of the entire national curriculum in line with a competence-based model, moving towards a student-centred approach. Curriculum reform is in line with the Council recommendation on key competences ([11]) and is at an advanced stage (Presidential Administration, 2021).

The VET sector is at the forefront of the use of learning outcomes. Initial vocational and technical qualifications have been developed based on training standards, which in turn are based on occupational standards. VET standards ([12]) describe the units of learning outcomes, namely consistent sets of knowledge, skills and attitudes, which can be evaluated and validated, and which are correlated with occupation competence units. VET standards are developed in collaboration with the social partners, endorsed by ANC with support from sectoral committees, and approved by the education ministry. The VET curriculum is modular; each module is usually associated with a unit of learning outcomes, which in turn is associated with an assessment standard consisting of achievement criteria, achievement indicators and how much each contributes to the final grade (National Centre for the Development of Technical and Vocational Education and Training, 2019). Increasing capacity for assessment of learning outcomes is gaining importance, through teacher training and development of tools (Cedefop and ReferNet Romania, 2022a).

Qualifications in CVET are based on occupational standards, describing elements of competence to be demonstrated at the workplace. The standards are approved by ANC after validation by sectoral committees (Cedefop and National Centre for Technical and Vocational Education and Training Development, 2022). The new occupational standards include a curriculum unique to each occupation listed in the classification of occupations. Implementation of the learning outcomes approach in adult education is at an early stage, partly because the institutional landscape is diverse and includes different types of institutions, programmes and organisational arrangements. A methodology for levelling adult training qualifications to ROQF levels 1–5 based on learning outcomes was approved in 2022 ([13]). ANC has developed a guide for writing learning outcomes in cooperation with education and labour market stakeholders ([14]) and carried out dissemination activities.

In higher education, study programmes are based on occupational standards and aim to express learning outcomes in terms of knowledge, skills and competences. Each higher education institution is required to draw up its own methodology for writing learning outcomes, in line with the guidelines published by ANC. From January 2023, the description of learning outcomes in line with competences demanded on the labour market is mandatory for the inclusion of new and revised qualifications in the NRQHE ([15]).

3.4. Quality assurance arrangements

Quality assurance in education consists of both internal and external quality assurance, and it is predominantly oriented to learning outcomes ([16]).

The Romanian Agency for Quality Assurance in Pre-university Education is responsible for external evaluation in general education and initial VET, through authorisation, accreditation, regular review and monitoring; it also develops guidelines for internal quality assurance. New quality assurance standards ([17]) applicable to general education and initial VET have been in place since the start of the 2021/2022 school year.

The Romanian National Agency for Quality Assurance in Higher Education (ARACIS) is responsible for external evaluation with a view to authorisation, accreditation and continuous quality improvement in higher education. Placement of higher education qualifications in the NRQHE is based on a two-step procedure: validation and then registration of qualifications ([18]). Validation by ANC is a prerequisite for applying for accreditation/authorisation. Registration of a qualification / education programme in the NRQHE can take place following accreditation/authorisation by ARACIS or another EQAR-registered quality assurance body. This aims to ensure that skills and learning outcomes acquired in education are linked to competences on the labour market. In addition, registration is conditional on the presentation of the diploma supplement, in Europass format, containing all the information required for inclusion in the register.

The principles for quality assurance in CVET are set out by Government Ordinance No 129/2000 on adult training ([19]); the methodology for their application is currently under revision and pending approval (Cedefop and ReferNet, 2023). Including adult training qualifications at levels 1–5 in the NQF is based on a newly adopted methodology ([20]): the qualification must be described with reference to ROQF level descriptors, and the level allocation must be approved by a committee consisting of two representatives of the labour ministry, two from the ANC, one from the relevant sectoral committee and, as needed, one from the ministry or authority responsible for the sector.

The National Group for Quality Assurance is an interinstitutional structure that ensures the coordination of quality assurance in vocational education and training.

Institutional arrangements and stakeholder involvement

The involvement of stakeholders in the development of the NQF is underpinned by Article 340 of the National Education Law. The main body responsible for developing and implementing the ROQF is the National Qualifications Authority (*Autoritatea Nationala pentru Calificari*, ANC). It is the national coordination point (NCP) for the EQF; it also hosts the national Europass and Euroguidance centres, the contact point for European Skills, Competences, Qualifications and Occupations (ESCO) and the national support service for the Electronic Platform for Adult Learning in Europe (EPALE). ANC was established in 2011, under the coordination of the education ministry. ANC contributes to policy development, and develops and updates methodologies for ROQF implementation, and instruments for monitoring and evaluating the ROQF. It is responsible for the national qualifications registers and for ensuring the compatibility of the national qualifications system with European and international qualifications policies and tools. In 2022, a National Qualifications Council, with an advisory role, was established within ANC to assist with strategic planning for the further development of the ROQF and adult training; it consists of 15 members representing education and training institutions and universities, students, professional associations, central government, employers' organisations, trade unions and sectoral committees ([21]).

The education and labour ministries have joint responsibility for qualifications and collaborate on implementing the ROQF with support from and in consultation with the social partners. Their responsibilities concern the development and approval of occupational and VET training standards, and of new qualifications, the allocation of qualification levels and their inclusion in the qualifications register, and the authorisation/accreditation of training/VET programmes (European Commission and Cedefop, 2022).

Sixteen sectoral committees play an important role in the development and quality assurance of VET qualifications and provide support to ANC; they validate training standards and qualifications, and promote competence-based training and assessment.

The National Centre for the Development of Technical and Vocational Education and Training offers methodological support (National Centre for

the Development of Technical and Vocational Education and Training, 2019).

Recognising and validating non-formal and informal learning and learning pathways

5.1. Recognising and validating non-formal and informal learning and learning pathways

A legislative framework for the validation of non-formal and informal learning (VNFIL) in Romania dates to 2004 ([22]) ([23]). The National Education Law ([24]) reaffirmed the role of VNFIL in lifelong learning policies, and the role of the ROQF in facilitating the recognition and measurement of, and linkages between, learning outcomes obtained in formal, non-formal and informal contexts. The law states that certificates awarded through VNFIL have the same effects as formal VET qualifications as regards access to jobs or to further education and training in the formal system. The revised framework emphasises increased system flexibility, including through VNFIL, and proposes the creation and piloting of a nationwide VNFIL mechanism (Presidential Administration, 2021).

Currently, the non-formal system operates parallel to the formal system, and the bridge between the two is still under development. Competence certificates obtained through VNFIL can be included in the ROQF up to level 3, using ROQF level descriptors. The system, including the network of professional competence assessment centres, is coordinated by the National Centre for Accreditation, within ANC. Tools currently under development ([25]) include a dedicated platform for online assessment of competences; standardised assessment instruments; and a methodological guide for assessment, integrating the learning outcomes approach (Cedefop and ReferNet, forthcoming).

Vocational skills acquired in non-formal and informal learning can be evaluated if individual beneficiaries ask the relevant professional competence assessment centres.

5.2. Credit systems

Use of the European credit transfer and accumulation system (ECTS) is compulsory for all higher education institutions. It facilitates the recognition of learning outcomes based on a framework methodology approved by the minister for education and on specific regulations at university level, and following the recommendations in the ECTS user's guide ([26]). The methodology for including higher education

qualifications in the NRQHE, and the generalised application of ECTS to all forms of learning ([27]), link the ROQF to the credit system. Study volume / workload corresponding to a qualification, expressed in credit points, must be recorded in the NRQHE; credit recognition and transfer between programmes and institutions can take place provided that the study programmes are situated at the same ROQF/EQF level (alongside other conditions).

A methodology for credit transfer for adult learning qualifications at ROQF levels 1–5 was adopted in June 2022 ([28]). The credit system for adult learning is being implemented in line with ROQF principles, to increase the transparency of adult training, facilitate and encourage lifelong learning, support the recognition of qualifications, and increase training and labour mobility at national and European levels (European Commission and Cedefop, 2022). It can be used both in CVET and in the assessment of competences acquired through non-formal learning. One credit corresponds to a workload of 30 hours. Credit transfer can take place only within the same ROQF level.

There is no credit system in general education and initial VET. The revised framework proposes that a system should be put into practice to recognise competences based on a reference profile for upper secondary graduates and using credit transfer principles, to facilitate transfer between education pathways (Presidential Administration, 2021).

5.3. Recognition of foreign qualifications

The National Centre for Recognition of Diplomas is the authority responsible for recognising qualifications obtained through formal education (general education, initial VET, post-secondary education and higher education). It takes ROQF and EQF levels into consideration (European Commission and Cedefop, 2020).

The Global Convention on the Recognition of Qualifications concerning Higher Education, adopted in 2019, was endorsed by Romania in 2021 ([29]).

Professional qualifications acquired in formal, non-formal and informal contexts through authorised providers or competence assessment centres in the Member States of the EU, the European Economic Area, Switzerland, the United Kingdom, the United States and Moldova can be recognised by a new structure within ANC, established in 2021 (European Commission and Cedefop, 2022). Recognition of these qualifications is carried out with reference to professional qualifications issued in Romania

at levels 1–8 of the ROQF or with reference to an occupation from the classification of occupations ([30]).

5.4. Promoting lifelong learning

Community lifelong learning centres ([31]) offer services such as lifelong learning programmes (e.g. literacy and remedial programmes, upskilling and reskilling), VNFIL, and information and counselling. They also aim to analyse education and training needs at local level and to promote partnerships with the labour market. The methodology for their establishment has been approved ([32]). Many stakeholders believe that they may increase access to validation services for specific disadvantaged groups, especially in rural and isolated communities.

NQF implementation and impact

6.1. Stage of implementation

The ROQF has reached operational stage. It has become a permanent and visible feature of the national qualifications system, improving the transparency and comparability of qualifications, and supporting reform and renewal in different parts of the education and training system (European Commission and Cedefop, 2022).

Tools for NQF implementation have been developed mostly through EU projects. A project jointly funded by the European Social Fund ([33]) aimed to increase the efficiency of the qualifications system; its results since 2020 include (Cedefop and ReferNet, forthcoming):

a. an analysis of labour market needs in economic sectors, and qualifications required for 2025–2030 – the results are used to update the national register for qualifications through the development of new qualifications;

b. a methodology for allocating adult training qualifications to ROQF levels 1–5;

c. mapping occupations and skills at ROQF levels 1–8 in relation to ESCO and the Romanian classification of occupations ([34]);

d. a methodology for using a credit system for adult training, integrating European credit system for vocational education and training and ECTS principles;

e. a methodological guide for organising study programmes for postgraduate qualifications registered in the national register;

f. the revision/update or development of 53 occupation standards, and development of instruments for assessing learning outcomes for qualifications at various NQF levels (work is still in progress).

6.2. Indicating EQF/NQF levels

NQF and EQF levels are indicated on all certificates and diplomas issued in general education, initial VET, higher education and adult training, as well as on Europass certificate supplements and diploma supplements. Both NQF and EQF levels are also indicated in the NRQHE and the national register of professional qualifications (NRPQ). NQF levels are

indicated in the national register of postgraduate programmes.

The use of EQF levels alongside ROQF levels in the national context is considered to have the added value of increased comparability between Romanian qualifications and those from other European countries (European Commission and Cedefop, 2022).

6.3. NQF dissemination

The framework is made visible to potential stakeholders through a variety of actions carried out by ANC.

Dissemination events organised by ANC, as part of EQF (Europa: guidance and lifelong learning) and EPALE (National Support Services Romania) projects, aimed to increase awareness of the NQF among learners, students, education and training providers, public authorities and non-governmental organisations (European Commission and Cedefop, 2022).

The ROQF is also disseminated through the Euroguidance Centre, which is hosted within ANC and collaborates with the Centre for Educational Resources and Assistance of the Municipality of Bucharest, and with the two main quality assurance bodies, the Romanian Agency for Quality Assurance in Pre-university Education and ARACIS (European Commission and Cedefop, 2022).

The EU-funded project National Europass Centre + EQF NCP 2018–20 aimed to raise awareness of the EQF/NQF among a variety of stakeholders through meetings, conferences and workshops, discussing developments related to the NQF and the use of learning outcomes. Prioritised target groups were higher education and low-skilled people (European Commission and Cedefop, 2020).

6.4. Qualifications databases and registers

Currently, the two main qualifications registers in Romania are the NRQHE and the NRPQ; they are to be brought together under the umbrella of a unified national qualifications register ([35]).

The NRQHE ([36]) was first introduced in legislation in 2011. The methodology for placing higher education qualifications in the register was updated in September 2022 ([37]). The NRQHE currently includes 4 900 qualifications from higher education at ROQF levels 6–7 (December 2022).

The NRPQ ([38]) covers all nationally recognised vocational qualifications

at NQF levels 1–5, obtained in formal, non-formal and informal contexts, including adult education. The methodology for developing, updating and managing the NRPQ was approved in 2019 ([39]). It currently includes 346 qualifications at levels 3–5 (December 2022).

The NRQHE and the NRPQ include the mandatory elements and most of the optional elements (e.g. credit points or workload, external quality assurance body) outlined in Annex VI of the 2017 Council recommendation on the EQF ([40]). The main target groups for the registers are learners, employees, employers and, for the NRQHE, also universities. In addition to making qualifications publicly available, the registers' purpose is to make visible the correlations between qualifications obtained in education and training and occupations on the labour market. Qualifications included in the NRQHE must be reviewed and, if necessary, updated every 5 years (European Commission and Cedefop, 2022).

The two registers have a search function. Analysis and comparison tools will be developed in the future. The registers' interoperability with learning opportunities, occupational classifications, and career information and guidance portals is under development. Connectivity with the Europass platform is currently being tested (European Commission and Cedefop, 2022).

A national register for postgraduate programmes ([41]) has also been put in place, covering postgraduate programmes for continuous professional development, specialisation and programmes for adults; 443 such programmes, assigned to NQF level 6, had been included by December 2022.

6.5. Awareness and use of NQF

Currently, the ROQF is used most extensively in the development and provision of authorised professional training for adults. The use of the ROQF and its levels is mandatory throughout the entire process: development of occupational standards and qualifications, inclusion in the NRPQ, authorisation of training providers and programmes, implementation of training programmes and certification (European Commission and Cedefop, 2022). For instance, NQF/EQF level 1 has been used to support the upskilling of low-qualified adults; a 6-month apprenticeship programme was created through a 2018 amendment to the Law on Apprenticeships (Law No 279/2005) ([42]), and occupational standards and a training offer are being prepared. The labour ministry developed a list of elementary occupations for which level 1 qualification

programmes can be organised for unskilled adults ([43]).

Awareness and use of the NQF among labour market stakeholders is limited to those involved in meetings organised by ANC and the labour ministry: employers, trade unions, employers' organisations, non-governmental organisations and vocational training providers. A national coordination group on adult learning was set up in 2020 to discuss adult vocational training issues, including issues related to NQF implementation; it comprises representatives of national authorities and agencies, social partners, non-governmental organisations and training providers. Quarterly meetings are planned between ANC and sectoral committees (European Commission and Cedefop, 2022).

In 2022, ANC started to implement the EU-funded project Europa: guidance and lifelong learning ([44]); one of its main aims is to improve the transparency, comparability and portability of qualifications in Romania in line with the EQF recommendation (European Commission and Cedefop, 2022); a methodology for recognising qualifications is planned to be developed as part of the project, by 2023 ([45]).

6.6. Impact of the NQF

No evaluations or impact assessment of the ROQF have been carried out so far.

The framework is thought to have an increasing influence by promoting the use of learning outcomes in designing curricula, qualifications, and occupational and training standards, by triggering the review of qualifications and by increasing quality assurance. Especially in the area of authorised professional training, which leads to nationally recognised certificates, the use of the NQF, with its levels and level descriptors, enables standardisation and increases the quality of processes (European Commission and Cedefop, 2022).

By increasing the transparency and comparability of qualifications, the ROQF facilitates access to study programmes and Erasmus programmes, and student mobility (European Commission and Cedefop, 2022).

The process of referencing the ROQF to the EQF has contributed to the development of a qualifications culture, built on the principles of quality, transparency, transferability and progression (Romanian Ministry of National Education and National Qualifications Authority, 2018).

Referencing to the EQF

Romania referenced ROQF to the EQF in 2018 (Romanian Ministry of National Education and National Qualifications Authority, 2018). The qualifications framework for higher education was self-certified against the qualifications framework of the European higher education area in 2011. Work on the revision and update of the EQF referencing report is under way as part of the EU-funded project 'Europa: guidance and lifelong learning' ([46]). The revision will cover updates to legislation since 2018, and especially the newly approved methodology ([47]) for levelling qualifications to levels 1–5 of the ROQF (European Commission and Cedefop, 2022).

Important lessons and future plans

The comprehensive nature of the ROQF, covering all nationally recognised qualifications from general education, VET, higher education and adult education, and those awarded through VNFIL, is one of its positive aspects, underlying its potential to support lifelong learning and the flexibilisation of education and training. Since its introduction in 2013, Romania has focused on updating the legal basis, developing qualification registers, clarifying procedures and updating methodologies for inclusion of qualifications in the registers. Although they illustrate persisting barriers among education sectors, the three qualification registers operated by ANC are gradually increasing transparency in the qualification system and facilitating comparisons. A unified national register of qualifications is envisaged, bringing together the main registers in the future.

One key challenge to implementing the ROQF has been the use of the learning outcomes approach in all sectors of education and training and at all stages of qualification development and delivery. The need for increased quality assurance has become more apparent. Increasing efforts are being made in this regard to raise awareness and understanding of learning outcomes and to create tools for the development of learning-outcomes-based study programmes, qualification standards, and occupational standards aligned to the ROQF. The 'Educated Romania' reform programme sets 2025 as the target date for the transition to a curriculum model based on competences at all levels of pre-university education; it increases the emphasis on competence-based assessment, including the development of standards and descriptors for the existing marking system, to be used also in the recognition of non-formal and informal learning, and the training of teaching staff to assess competences and learning outcomes (Presidential Administration, 2021).

For the ROQF to fully achieve its aims, wider dissemination to all target groups and increased collaboration with labour market stakeholders are necessary, and they are among ANC's priorities for implementation soon (European Commission and Cedefop, 2022). The role of ANC, which is responsible for the ROQF as well as for adult learning and the system of validation of non-formal and informal learning, is essential in supporting consistent approaches and effective communication between stakeholders from education and training and from the labour market.

The upcoming review and update of the referencing report may be an opportunity to intensify and widen dialogue on the role and use of the ROQF for different categories of stakeholders. Collecting data on different stakeholder groups' levels of awareness and use of the ROQF and its levels and level descriptors, and on its areas of influence and impact, may be helpful to guide future developments and reviews of the framework.

Main sources of information

[URLs accessed: 4.4.2023]

National Qualifications Authority (ANC).

National register of qualifications in higher education (NRQHE).

National register of professional qualifications (NRPQ).

National register of postgraduate programmes (NRPP).

Romanian Ministry of National Education and National Qualifications Authority (2018). *Referencing the Romanian National Qualifications Framework to the European Qualifications Framework.* https://europa.eu/europass/en/document-library/eqf-referencing-report-romania

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	**Doctoral degree - third cycle of higher education (Diploma de doctor)** **Certificate of postdoctoral studies –postdoctoral study programmes (Atestat de studii postdoctorale)**	8
7	**Master's degree – second cycle of higher education (Diploma de masterat)** **Combined bachelor's and master's degree – 5–6 years (Diploma de licenta si master)**	7

6	Bachelor's degree / engineering diploma / urbanism diploma – first cycle of higher education (Diploma de licenta / diploma de inginer / diploma de urbanist)	6
	Certificate attesting professional competence – postgraduate programmes for professional training and continuing professional development organised by higher education (Certificat de atestare a competentelor profesionale)	
	Graduation certificate – professional development programmes organised by authorised training providers (Certificat de absolvire)	
	Graduation certificate – Postgraduate programmes for continuing education organised by higher education institutions (Certificat de absolvire)	
	Professional conversion diploma – professional conversion programmes organised by higher education institutions (Diploma de conversie profesionala)	
5	Graduation certificate – postgraduate programmes for professional improvement organised by higher education institutions (Certificat de absolvire)	5
	Graduation certificate – professional training organised by authorised training providers – adult learning (Certificat de absolvire)	
	Post-secondary certificate / qualification certificate – post-secondary non-university tertiary education (Certificat de calificare)	

4	**Upper secondary school leaving certificate – general, technological or vocational high school, 4 years of study and baccalaureate exam (Diploma de Bacalaureat)**	4
	VET certificate level 4 / qualification certificate – technological/vocational high school, 4 years of study and certification exam (Certificat de calificare)	
	VET certificate level 4 / qualification/graduation certificate – authorised training provider – adult learning (Certificat de calificare/absolvire)	
	VET certificate level 4 / qualification certificate – authorised training provider – adult apprenticeship programmes in the workplace (Certificat de calificare)	

3	**VET certificate level 3 / qualification certificate – authorised training provider – adult apprenticeship programmes in the workplace (Certificat de calificare)**	3
	VET certificate level 3 / qualification certificate / certificate of professional competence – accredited assessment centre – validation of non-formal learning (Certificat de calificare / certificat de competente profesionale)	
	The certificate of professional competence is awarded to adults who have undergone validation of non-formal learning against training standards or occupational standards.	
	VET certificate level 3 / certificate of professional competence – authorised assessment centre – validation of non-formal learning (Certificat de competente profesionale)	
	The certificate of professional competence is awarded to adults who have undergone validation of non-formal learning against training standards or occupational standards.	
	VET certificate level 3 / qualification/graduation certificate – authorised training provider – adult learning (Certificat de calificare/absolvire)	
	VET certificate level 3 / qualification certificate – at least 2 years of study in technological/vocational high school and practical exam (Certificat de calificare)	
	VET certificate level 3 / qualification certificate – vocational training programme in dual system – at least 3 years (Certificat de calificare)	
	VET certificate level 3 / qualification certificate – VET programme – at least 3 years (Certificat de calificare)	

2	**VET certificate level 2 / qualification certificate – authorised training provider – adult apprenticeship programmes in the workplace (Certificat de calificare)**	2
	VET certificate level 2 / qualification certificate / certificate of professional competence – accredited assessment centre – validation of non-formal learning (Certificat de calificare / certificat de competente profesionale)	
	The certificate of professional competence is awarded to adults who have undergone validation of non-formal learning against training standards or occupational standards.	
	VET certificate level 2 / certificate of professional competence – authorised assessment centre – validation of non-formal learning (Certificat de competente profesionale)	
	The certificate of professional competence is awarded to adults who have undergone validation of non-formal learning against training standards or occupational standards.	
	VET certificate level 2 / qualification/graduation certificate – authorised training provider – adult learning (Certificat de calificare/absolvire)	
1	**Certificate of professional competence – authorised assessment centres – validation of non-formal learning (Certificat de competente profesionale)**	1
	The certificate of professional competence is awarded to adults who have undergone validation of non-formal learning against training standards or occupational standards.	
	Qualification certificate – authorised training provider – adult learning (Certificat de calificare)	
	Graduation diploma (first 8 years of compulsory education) (Diploma de absolvire)	

Acronyms

ANC	National Qualifications Authority (*Autoritatea Nationala pentru Calificari*)
ARACIS	Romanian National Agency for Quality Assurance in Higher Education
CVET	continuing vocational education and training
ECTS	European credit transfer and accumulation system
EPALE	Electronic Platform for Adult Learning in Europe
EQF	European qualifications framework
NCP	national coordination point
ESCO	European Skills, Competences, Qualifications and Occupations
NQF	national qualifications framework
NRPQ	national register of professional qualifications
NRQHE	national register of qualifications in higher education
ROQF	Romanian national qualifications framework
VET	vocational education and training
VNFIL	validation of non-formal and informal learning

References

[URLs accessed 4.4.2023]

Balica, M. (2019). *European inventory on validation of non-formal and informal learning 2018 update: Romania.*
https://libserver.cedefop.europa.eu/vetelib/2019/european_inventory_validation_2018_Romania.pdf

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Notes

[1]More information at Eurostat [educ_uoe_enra13], accessed 12 December 2022.

[2]Government Decision No 918/2013 (in Romanian).

[3]Government Decision No 567/2015, Ministerial Order 5039/2126/2018 and Ministerial Order 3861/360/2021 (in Romanian).

[4]Government Decision No 132/2018 (in Romanian).

[5]Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

[6]Ministerial Order No 3001/39/2022 (in Romanian).

[7] National Education law (No 1/2011) (in Romania).

[8]The ROQF was revised in 2018, following the 2017 Council recommendation on the EQF. The third category of level descriptor, initially called âcompetenceâ, was amended to âresponsibility and autonomyâ (Government Decision No 132/2018).

[9]Partial qualifications acquired through recognition/validation of competences achieved in non-formal/informal settings (which is carried out by the ANC) and linked to ROQF levels 1â3 could be considered microcredentials (Cedefop, 2023).

[10]Order No 3861/360/2021 (in Romanian).

[11]Council recommendation of 22 May 2018 on key competences for lifelong learning.

[12]Ministerial Order No 5293/2015 (in Romanian), including guidelines on writing and applying learning outcomes in VET.

[13]Ministerial Order No 3001/39/2022 (in Romanian).

[14]Project No 567464-EPP-2015-1-RO-EPPKA3-AL-AGENDA âNational coordinators for the implementation of the European agenda for adult learningâ, Agreement No 2015-2770/001-001. The methodological guide for the writing of learning outcomes developed as part of the project is available (in Romanian).

[15]Ministerial Order No 6100/2020 (in Romanian).

[16]Emergency Ordinance No 75/2005 and Law No 87/2006 (both in Romanian).

[17]Government Decision No 994/2020 (in Romanian).

[18]Ministerial Order No 5360/2022 (in Romanian).

[19]Government Ordinance No 129/2000 on adult training (in Romanian).

[20]Ministerial Order No 3001/39/2022 (in Romanian).

[21]Ministerial Order No 4403/2022 (in Romanian).

[22]This section draws on input from Balica (2019).

[23]Ministerial Order No 4543/468/2004 (in Romanian).

[24]National Education Law (Law No 1/2011) (in Romanian).

[25]Project âIncreasing the administrative capacity of ANC and the Ministry of Labour and Social Protection through legal systematisation and simplification in the field of qualificationsâ (operational programme for administrative capacity 129872).

[26]ECTS usersâ guide 2015.

[27]Order No 5360/2022 and Order No 5146/2019 (in Romanian).

[28]Government Decision No 772/2022 (in Romanian).

[29]Law No 164 of 18 June 2021 (in Romanian).

[30]Ministerial Order No 4492/2021 (in Romanian).

[31]National Education Law (Law No 1/2011) (Articles 343 and 344) (in Romanian).

[32]Government Decision No 598/2017 (in Romanian).

[33]Project âIncreasing the administrative capacity of ANC and the Ministry of Labour and Social Protection through legal systematisation and simplification in the field of qualificationsâ (operational programme for administrative capacity 129872).

[34]For more information, please see ReferNet Romania and Cedefop (2022b).

[35]The government decision regarding the unified national qualifications register and all its components is pending approval.

[36]National register of qualifications in higher education â NRQHE (in Romanian).

[37]Ministerial Order No 5360/2022 (in Romanian).

[38]National register of professional qualifications â NRPQ (in Romanian).

[39]Ministerial Order No 3177/660/2019 (in Romanian).

[40]Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

[41]National register for postgraduate programmes â NRPP (in Romanian).

[42]Law on Apprenticeships (Law No 279/2005) (in Romanian).

[43]Source: Internal communication with the NQF NCP.

[44]Project 101051685 â EuEgEQF2021.

[45]Source: Internal communication with the NQF NCP.

[46]Project 101051685, EuEgEQF2021.

[47]Ministerial Order No 3001/39/2022 (in Romanian).

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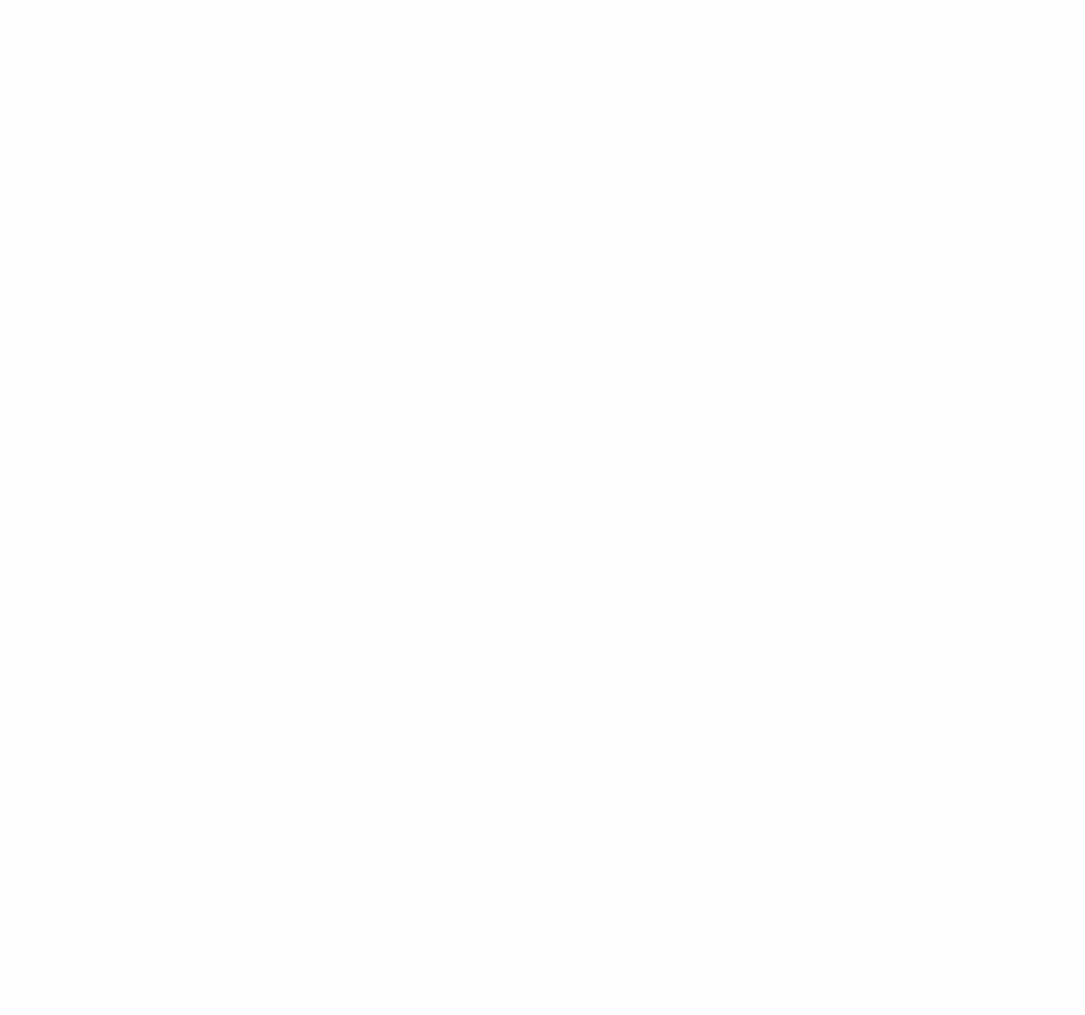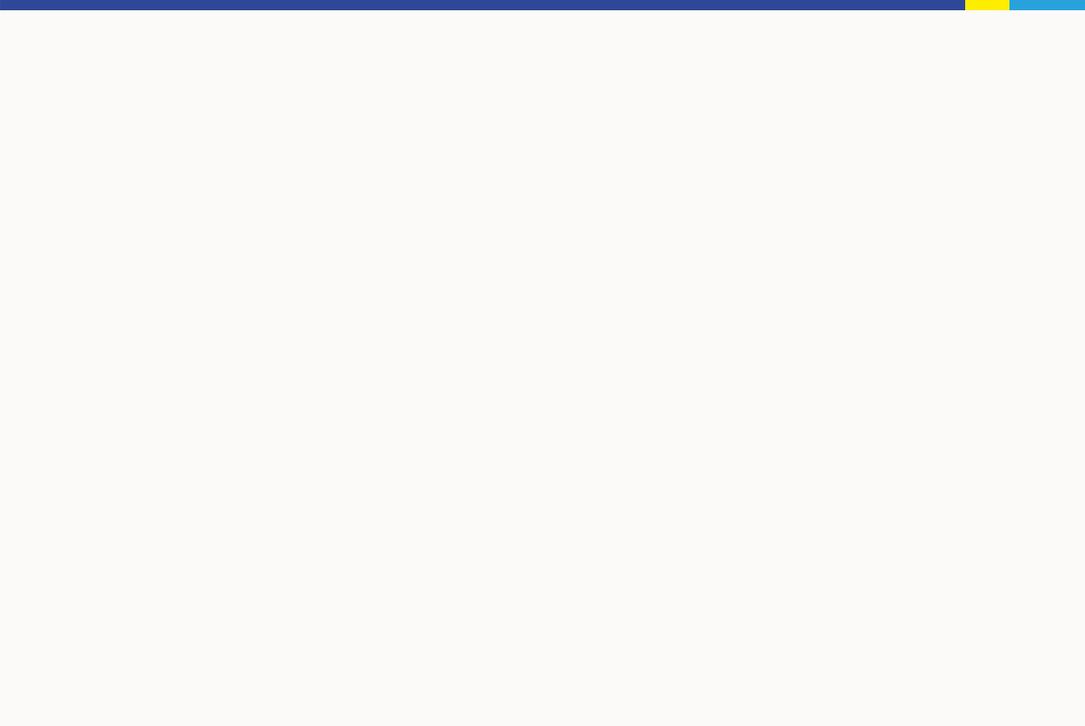
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