



# The Croatian Qualifications Framework Act





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「THE CROATIAN  
QUALIFICATIONS  
FRAMEWORK ACT」

# THE CROATIAN QUALIFICATIONS FRAMEWORK ACT

## CHAPTER I. GENERAL PROVISIONS

### The Subject of stipulation

#### Article 1

- (1) This Act shall establish the Croatian Qualifications Framework (hereinafter: CROQF) and stipulate its implementation.
- (2) The Act shall stipulate the referencing of the CROQF to the European Qualifications Framework (hereinafter: EQF) and self-certification of the CROQF against the Qualifications Framework for the European Higher Education Area (hereinafter: QF-EHEA), as well as its indirect referencing to the national qualifications frameworks of other countries.
- (3) Terms used in the Act in the masculine form shall refer to both genders.

### General terms

#### Article 2

Terms used in this Act shall have the following meaning:

**The Croatian Qualifications Framework** is an instrument for regulating the system of qualifications in the Republic of Croatia. It guarantees transparency, access to acquiring qualifications, reliable acquiring of qualifications, progression and high-quality qualifications, as well as relating the levels of qualifications in the Republic of Croatia to the levels of qualifications of the EQF and QF-EHEA, and to the national qualifications frameworks of other countries.

**The European Qualifications Framework for Lifelong Learning (EQF)** is an instrument for establishing qualification levels aimed at recognition and understanding of qualifications among national qualifications frameworks.

**The Qualifications Framework for the European Higher Education Area (QF-EHEA)** is an instrument for establishing qualifications levels within the higher education system aimed at recognition and understanding of qualifications among national qualifications frameworks of the European Area of Higher Education.



**A qualification** refers to a set of integrated units of learning outcomes of a given level, volume, profile, type and quality. It shall be proved by a certificate, diploma or other public document, issued by an accredited legal entity.

**A full qualification** refers to a qualification complying by itself to conditions for access to the labour market and/or further education, respectively.

**A partial qualification** refers to a qualification that does not comply by itself to conditions for access to the labour market and/or further education, respectively. It complies to conditions only if accompanied by a respective full qualification, or by one or various respective partial qualifications, according to a full qualification standard.

**Competences** are knowledge and skills, as well as relevant autonomy and responsibility.

**Learning outcomes** are competences acquired by an individual through learning and proved after a learning process.

**A unit of learning outcomes** is the smallest integral unit of interconnected learning outcomes of a respective level, volume and profile.

**Key competences for lifelong learning** are competences of a respective level required by an individual to be included into the community life. These are fundamental for acquiring competences in the course of life for all personal, social and professional needs, and include communication in the mother tongue, communication in foreign languages, mathematical competence, basic competences in science and technology, digital competence, learning how to learn, social and civic competence, initiative and entrepreneurship, as well as cultural awareness and expression.

**Qualification standard** is a content and structure of a given qualification. It includes all the data required for setting its level, volume and profile, as well as data required for assuring and promoting high-quality of a qualification standard.

**Occupational standard** is a list of all tasks performed by an individual engaged in a given occupation, as well as a list of competences required for their successful implementation.

**Formal learning** is an organised activity by an accredited legal entity or an individual, carried out according to accredited programmes, aimed at acquiring and upgrading competences for personal, social and professional needs. It shall be proved by a certificate, diploma or other public document issued by an authorised legal entity.

**Non-formal learning** is an organised learning activity aimed at acquiring and upgrading competences for personal, social and professional needs. It shall not be proved by a public document.

**Informal learning** is an unorganised activity related to acquiring competences from everyday experience, and other influences and resources from one's environment, referring to personal, social and professional needs.

**Lifelong learning** are all forms of learning during one's lifetime, aimed at acquiring and upgrading competences referring to personal, social and professional needs.

**Validation of units of learning outcomes** is the assessment of acquired competences, including issuing a certificate by an accredited legal entity or a natural person, respectively, according to criteria and standards to be defined and approved in advance.

**A sector** is a set of qualifications of a single education field and occupation using units of learning outcomes of respective qualifications at a work place.

## Principles and objectives of the CROQF

### Article 3

Principles and objectives of the CROQF shall be as follows:

- ensuring conditions for high-quality education and learning according to needs for personal, social and economic development, social inclusion, as well as banishing all types of discrimination;
- developing personal and social responsibility, as well as implementation of democratic standards in respecting basic freedoms and rights, as well as human dignity;
- enhancing a role of key competences for lifelong learning;
- developing qualifications based on learning outcomes that have been defined transparently;
- understanding various qualifications and learning outcomes, as well as their correlations;
- ensuring conditions for equal access to education during one's lifetime, for horizontal and vertical progression, acquiring of qualifications and their recognition;
- ensuring the economic growth based on development of science and technology;
- enhancing the competitiveness of the Croatian economy based on human potential;
- achieving employability, individual and economic competitiveness as well as harmonised social development based on education;

- setting up a coordinated quality assurance system for existing and future qualifications;
- developing a system of recognition and validation of non-formal and informal learning;
- establishment and sustainable development of partnerships among policy makers and stakeholders in the system of qualifications;
- easy readability and recognition of foreign qualifications in the Republic of Croatia and Croatian qualifications abroad;
- participation in the European integration process by taking into account the markers and guidelines of the EQF and QF-EHEA, EU guidelines and international regulations;
- preserving positive heritage of the Croatian educational tradition;
- enhancing and promoting education in the Republic of Croatia.

## CHAPTER II. CLASSIFICATION AND BASIC PROPERTIES OF QUALIFICATIONS AND UNITS OF LEARNING OUTCOMES

### Classification of qualifications

#### Article 4

- (1) The CROQF qualifications shall be classified according to their levels and types.
- (2) Qualifications shall be full and partial.
- (3) Types and titles of qualifications in the CROQF shall be stipulated according to special regulations.

### Volume of qualifications and units of learning outcomes – HROO, ECVET and ECTS

#### Article 5

- (1) A volume shall be determined for each qualification and a unit of learning outcomes. It shall refer to an average of a total amount of time spent

for acquiring a respective qualification, or a unit of learning outcomes, respectively.

- (2) An average of a total amount of time spent shall be expressed in the ECTS (European Credit Transfer and Accumulation System) credits for higher education, ECVET (European Credit System for Vocational Education and Training) credits for vocational education and the HROO (Croatian Credit System for General Education) credits for general education and general education contents of vocational qualifications.
- (3) In case of qualifications acquired on the basis of original scientific or artistic research, respectively, an average of a total amount of time spent shall be expressed by a number of years of research in full-time equivalent.
- (4) One HROO shall include 15 to 25 hours of study work in the duration of 60 minutes, as required for acquiring respective learning outcomes.
- (5) One ECVET shall include 15 to 25 hours of study work in the duration of 60 minutes, as required for acquiring respective learning outcomes.
- (6) One ECTS shall include 25 to 30 hours of study work in the duration of 60 minutes, as required for acquiring respective learning outcomes.

## Descriptors of learning outcomes

### Article 6

- (1) In the CROQF the learning outcomes shall be expressed through knowledge, cognitive skills, practical skills, social skills and respective autonomy and responsibility.
- (2) The CROQF shall have eight levels of units of learning outcomes: 1; 2; 3; 4; 5; 6; 7; 8. Their descriptors shall represent minimal conditions for placing units of learning outcomes at respective CROQF levels. Higher levels of units of learning outcomes shall include lower levels of a respective profile.
- (3) A minimal volume of a single unit of learning outcomes shall be one HROO, ECVET or ECTS credit, respectively.
- (4) Descriptors of levels of learning outcomes have been outlined in the Annex A that makes an integral part of this Act.

## Levels of full and partial qualifications

### Article 7

- (1) The CROQF shall have ten levels of full qualifications as follows: 1; 2; 3; 4.1; 4.2; 5; 6; 7; 8.1; 8.2.
- (2) Minimal entry requirements and minimal requirements for acquiring full qualifications shall be as follows:

- Level 1 – a total workload for acquiring a qualification shall be a minimum of 480 HROO credits.
- Level 2 – a total workload for acquiring a qualification shall be a minimum of 30 ECVET and/or HROO credits of the Level 2 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 1 qualification.
- Level 3 – a total workload for acquiring a qualification shall be a minimum of 60 ECVET and/or HROO credits of the Level 3 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 1 qualification.
- Level 4.1 – a total workload for acquiring a qualification shall be a minimum of 180 ECVET and/or HROO credits, with at least 120 ECVET and/or HROO credits of the Level 4 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 1 qualification.
- Level 4.2 – a total workload for acquiring a qualification shall be a minimum of 240 ECVET and/or HROO credits, with at least 150 ECVET and/or HROO credits of the Level 4 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 1 qualification.
- Level 5 – a total workload for acquiring a qualification shall be a minimum of 120 ECVET or ECTS credits, with at least 60 ECVET or ECTS credits of the Level 6 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 4.1. or higher qualification.
- Level 6 – a total workload for acquiring a qualification shall be a minimum of 180 ECTS credits, with at least 120 ECTS credits of the Level 6 or a higher level of units of learning outcomes. Entry requirement: previously acquired Level 4.2. or higher qualification in addition to passing the obligatory courses of the State Matura.
- Level 7 – a total workload for acquiring a qualification shall be a minimum of 60 ECTS credits of the Level 7 or higher level of units of learning outcomes. A total workload for the Level 7 qualification, in addition to a previous Level 6 qualification that is a precondition for access, shall be at least 300 ECTS credits. A minimum of 180 ECTS credits should refer to the Level 6 or a higher level of units of learning outcomes, respectively, and at least 60 ECTS credits should refer to the Level 7 or a higher level of units of learning outcomes, respectively. Entry requirement: previously acquired Level 4.2. or higher qualification in addition to passing the obligatory courses of the State Matura or a previously acquired Level 6 or higher qualification.
- Level 8.1 – acquiring a qualification shall include at least one year of scientific or artistic research in full-time equivalent, resulting in at least one published original article with a relevant international peer review.

Entry requirement: previously acquired Level 7 qualification.

- Level 8.2 - acquiring a qualification shall include at least three years of scientific or artistic research in full-time equivalent, resulting in original articles with a relevant international peer review. Entry requirement: previously acquired Level 7 qualification.
- (3) The CROQF shall have six levels of partial qualifications as follows: 2; 3; 4; 5; 6; 7. A precondition for acquiring partial qualifications shall be a minimum of 10 respective HROO, ECVET or ECTS credits, respectively, with a minimum of 50 per cent at a level of a respective partial qualification.
  - (4) Entry requirement to partial qualifications of Level 2 to Level 4 shall be a full Level 1 qualification.
  - (5) Entry requirement to partial qualifications of Level 5 shall be a full Level 4.1 qualification.
  - (6) Entry requirement to partial qualifications of Level 6 and Level 7 shall be a full Level 4.2 or higher qualification, respectively.

## Assigning qualifications to levels of the CROQF

### Article 8

- (1) Full qualifications acquired in the Republic of Croatia shall be assigned to the levels of the CROQF, according to Articles 7 and 14 of this Act, as follows:
  - Level 1: primary education;
  - Level 2: vocational training;
  - Level 3: one-year and two-year secondary school vocational education;
  - Level 4.1: three-year vocational education;
  - Level 4.2: general secondary education; four-year and five-year vocational secondary education;
  - Level 5: professional higher education studies with less than 180 ECTS credits acquired (*stručni studiji završetkom kojih se stječe manje od 180 ECTS bodova*); vocational post-secondary development and training (*strukovno specijalističko usavršavanje i osposobljavanje*); programmes for master craftsman with at least two years of assessed work experience (*programi za majstore uz najmanje dvije godine vrednovanog radnog iskustva*);
  - Level 6: undergraduate university studies (*sveučilišni preddiplomski studiji*); undergraduate professional studies (*stručni preddiplomski studiji*);

- Level 7: graduate university studies (*sveučilišni diplomski studiji*); specialist graduate professional studies (*specijalistički diplomski stručni studiji*); post-Master specialist university studies (*poslijediplomski specijalistički studiji*);
  - Level 8.1: postgraduate research Master of science studies (*poslijediplomski znanstveni magistarski studiji*);
  - Level 8.2: postgraduate university (doctoral) studies (*poslijediplomski sveučilišni (doktorski) studiji*); defence of a doctoral thesis not involving taught study programme (*obrana doktorske disertacije izvan studija*).
- (2) Partial qualifications acquired in the Republic of Croatia shall be assigned to the levels of the CROQF according to Article 7 Para 3, 4, 5, and 6 of this Act.
- (3) Qualifications acquired at university or professional studies, respectively, according to regulations valid prior to the entry into force of the Act on Scientific Activity and Higher Education (the Official Journal of the Republic of Croatia no. 123/03, 105/04, 174/04, 2/07 – Decision by the Constitutional Court of the Republic of Croatia, 46/07, 45/09 and 63/11) shall be assigned to the levels of the CROQF based on aligned academic and professional titles, according to provisions of the Act on Academic and Professional Titles and Academic Degree (the Official Journal of the Republic of Croatia no. 107/07 and 118/12).

## CHAPTER III. IMPLEMENTATION OF THE CROQF

### Bodies and stakeholders in the development and implementation of the CROQF

#### Article 9

Bodies and stakeholders in the development and implementation of the CROQF shall be as follows:

- the National Council for Development of Human Potential;
- the ministry responsible for education and science;
- the ministry responsible for labour;
- the ministry responsible for regional development;
- Sectoral councils.

# The National Council for Development of Human Potential

## Article 10

- (1) The National Council for Development of Human Potential (hereinafter: the National Council) shall be a central strategic body of the Republic of Croatia for developing the CROQF.
- (2) The National Council shall:
  - assess and validate public policies, primarily policies related to education, employment, lifelong professional guidance and regional development, from a perspective of their influence on developing human potential and their contribution to achieving strategic goals and competitiveness of the Republic of Croatia, as well as developing society;
  - give recommendations on a process of planning and developing human potential according to a development strategy of the Republic of Croatia;
  - propose measures for integrated and harmonised policies related to employment, education and regional development;
  - monitor and validate the impact of the CROQF and respective qualifications, as well as give recommendations on how to better adjust education and labour market needs;
  - convey to the minister responsible for education and science its opinion on Sectoral councils' recommendations referring to admission policy, admission quota and financing of qualifications from public sources, by qualification and by county;
  - monitor and validate Sectoral councils' activities and give recommendations for improvement based on regular reports on Sectoral councils' activities.
- (3) The National Council shall have a President and 24 members nominated by the following institutions:
  - five representatives of the government administration as follows: one representative nominated by the ministry responsible for science and education, one representative nominated by the ministry responsible for labour, one representative nominated by the ministry responsible for entrepreneurship and crafts, one representative nominated by the ministry responsible for economy, and one representative nominated by the ministry responsible for regional development;
  - two representatives of regional self-government taking into consideration balanced regional representation, nominated by the ministry responsible for regional development;
  - three representatives of respective umbrella associations of unions;



- three representatives of respective umbrella associations of employers;
  - one representative of civil society organizations, nominated by a body responsible for coordinating cooperation with civil society organizations;
  - one representative of the Croatian Chamber of Commerce;
  - one representative of the Croatian Chamber of Trades and Crafts;
  - one national coordinator of Sectoral councils;
  - three representatives of higher education institutions – two nominated by the Rectors' Council and one nominated by the Council of Polytechnics;
  - one representative of an institution or association of institutions engaged in adult education, to be nominated by the agency responsible for adult education;
  - one representative of the agency responsible for education and teacher training;
  - one representative of the agency responsible for vocational education;
  - one representative of the agency responsible for science and higher education;
  - one representative of the Croatian Employment Service.
- (4) The President and members of the National Council shall be appointed by the Croatian Parliament following a proposal of the Government of the Republic of Croatia.
- (5) The President and members of the National Council shall be appointed for a five-year term of office.
- (6) The President or a member of the National Council, respectively, may be dismissed of their duty by the Croatian Parliament prior to the expiration of their term of office, following a proposal of the Government of the Republic of Croatia and the National Council. A dismissal may be requested by a member himself or prompted by their negligence that has caused considerable damage, or in case they neglect their duty or do not comply to it, having caused, or threatening to cause, respectively, considerable difficulties in the operation of the National Council.
- (7) In case of a dismissal from Para 6, hereto, the Croatian Parliament shall appoint a new President or member of the National Council, respectively, following a proposal by the Government of the Republic of Croatia, until the expiration of a term of office of a dismissed President or member, according to Para 3 hereto.

- (8) The National Council shall submit its activity report to the Croatian Parliament once a year.
- (9) The operation of the National Council shall be regulated by the Rules of Procedure of the National Council to be adopted by the National Council.
- (10) The President and members of the National Council shall be entitled to a fee for their work, according to the act of the Government of the Republic of Croatia stipulating the amount and manner of payment for activities of councils, boards, committees, working groups and other similar bodies.

## Coordination of implementation and development of the CROQF

### Article 11

- (1) Tasks related to the coordination of implementation and development of the CROQF shall be performed by the ministry responsible for education and science in cooperation with ministries responsible for labour and for regional development.
- (2) The ministry responsible for education and science shall perform the following tasks:
  - adopting guidelines for the development of qualifications standards;
  - developing and maintaining the IT system for management of the CROQF Register;
  - adopting decrees on entry into respective CROQF Sub-registers;
  - referencing of the CROQF to the EQF and self-certification of the CROQF against the QF-EHEA;
  - monitoring implementation and development of other countries' national qualifications frameworks, those referenced and not referenced to the EQF and those self-certified and not self-certified against the QF-EHEA;
  - monitoring and analysing implementation and development of qualifications frameworks in other countries' education policies;
  - establishing and coordinating the work of Sectoral councils composed of key stakeholders according to criteria stipulated by this Act;
  - coordinating quality assurance related to qualifications and learning outcomes, in line with the provision under Article 14 of this Act;
  - developing a system for recognition and validation of non-formal and informal learning;

- monitoring and analysing implementation of the system for validation of learning outcomes acquired through non-formal and informal learning and proposing measures for its regulation;
  - adopting guidelines and preparing other material required for implementation and development of the CROQF;
  - informing the public about technical issues related to the CROQF;
  - administrative support to the National Council;
  - developing the role of the CROQF in procedures related to recognition and identification of qualifications.
- (3) The ministry responsible for labour shall perform the following tasks:
- establishing and developing a system of information collection about current and future labour market needs and required competences;
  - collecting data about changes in competences required for occupations and proposing developments of qualifications standards and occupational standards according to labour market needs;
  - participating in preparation and elaboration of strategic background material, as well as analysis for developing the CROQF, aimed at enhancing employability and raising competitiveness of the Croatian economy and society;
  - preparing and elaborating analytical background material and methodology for elaboration of occupational standards and managing the Sub-register of occupational standards;
  - monitoring the employability of persons with acquired qualifications;
  - adopting decrees on entry into respective CROQF Sub-registers.
- (4) The ministry responsible for regional development shall perform the following tasks:
- adopting guidelines for the development of regional labour markets;
  - monitoring the effects of population's qualification structure on regional development;
  - analysing demands for human resources development resulting from counties'/regions' development strategies.
- (5) Ministries referred to in Para 2, 3 and 4 of this Article shall, for the purpose of development and implementation of the CROQF, harmonize their methodologies and exchange current data in registers and data basis, managed by them independently or by the institutions under their responsibility covered by their sector.

## Sectoral councils

### Article 12

- (1) Sectoral councils are advisory and professional bodies ensuring the development of human potential in line with labour market needs within respective sectors.
- (2) Sectoral councils shall:
  - validate proposals of units of learning outcomes, occupational standards and qualifications standards;
  - analyse existing and required competences covered by a sector;
  - give recommendations to the National Council about admission policies, admission quota and financing of qualifications from public sources, by qualification and by county;
  - give recommendations to the ministry responsible for education and science about changes in qualifications standards based on changes detected in occupational standards;
  - give recommendations to the ministry responsible for labour about changes in the National Classification of Occupations;
  - propose recommendations for the sector development to the National Council;
  - follow and analyse implementation of recommendations given to the National Council;
  - propose the annual action plan and submit reports on its implementation to the National Council.
- (3) The minister responsible for education and science, with the agreement of ministers responsible for labour and regional development and ministers responsible for economy, entrepreneurship and crafts, shall stipulate the names of Sectoral councils, the names of sectors, manner of and criteria for selection of Sectoral councils' members and Sectoral councils' tasks by the Ordinance on CROQF Register.
- (4) Each Sectoral council shall have a president and 10 members to be appointed for a four-year period. A Sectoral council shall be composed of:
  - one representative of ministries responsible for a respective sector;
  - one representative of the Croatian Employment Service;
  - one representative of the agency responsible for science and higher

- education or agency responsible for vocational education and adult education or agency responsible for education and teacher training;
- eight sectoral experts shall be appointed after a public call, taking account of proportional representation of educational sector and unions representing the education sector, on one hand, and unions representing the economic sector, employers' associations and other civil society organizations which are active in the sector covered by the respective council, on the other hand.
- (5) Presidents and members of Sectoral councils shall be appointed by the minister responsible for education and science.
  - (6) Financial resources for Sectoral councils members' fees and other Sectoral councils' operational costs shall be provided for in the budget of the ministry responsible for education and science.
  - (7) In order to complete their tasks, Sectoral councils may nominate working groups which may also include experts who are not members of a Sectoral council.
  - (8) Rules of Procedure which define the functioning of Sectoral councils shall be adopted by the minister responsible for education and science, subject to prior approval of the minister responsible for labour and the minister responsible for regional development.

## CHAPTER IV. QUALITY ASSURANCE IN CROQF IMPLEMENTATION

### CROQF Register

#### Article 13

- (1) The CROQF Register (hereinafter: the Register) shall be established to comply to the needs of the system for keeping data on units of learning outcomes, occupational standards, qualifications standards, programmes for acquisition and validation of units of learning outcomes, programmes for validation of units of learning outcomes, programmes for acquisition of qualifications as well as other useful data, with the aim of their integration and harmonisation.
- (2) The Register shall be public and it shall consist of:
  - the Sub-register of units of learning outcomes to include as follows: units of learning outcomes, programmes for acquisition and validation of units of learning outcomes, programmes for validation of units of learning outcomes, a list of legal entities and natural persons accredited

- for awarding certificates of acquired units of learning outcomes etc.;
- the Occupational standards sub-register to include as follows: occupational standards, units of competences required for respective occupations etc.;
  - the Qualifications standards sub-register to include as follows: qualifications standards, programmes for acquisition of qualifications, a list of legal entities accredited for awarding certificates of acquired qualification etc.
- (3) The Register shall be kept in the IT system securing storage and managing data from sub-registers, statistical analysis and data analysis, as well as inter-connecting contents of individual sub-registers.
- (4) The Sub-register of units of learning outcomes and the Qualifications standards sub-register shall be regulated and maintained by the ministry responsible for education and science.
- (5) An entry into the Register shall present a basis for entitlement to rights resulting from the referencing of the CROQF to the EQF and self-certification of the CROQF against the QF-EHEA.
- (6) The Occupational standards sub-register shall be regulated and maintained by the ministry responsible for labour.

## Entry into the Register

### Article 14

- (1) A procedure for entry into the Register shall start at the request of any legal entity or a natural person, as well as at the request of national authorities providing that their interest has reasonable grounds.
- (2) A request for entry into the Sub-register of units of learning outcomes and the Qualifications standards sub-register shall be submitted on a prescribed form to the ministry responsible for education and science.
- (3) A request for entry into the Occupational standards sub-register shall be submitted on a prescribed form to the ministry responsible for labour.
- (4) Upon receipt of the request referred to in Para 2 of this Article, the minister responsible for education and science shall, on the basis of respective Sectoral council's expert opinion, determine the fulfilment of formal and professional conditions for entry into the Register and adopt a decree on entry into respective CROQF Sub-register.
- (5) Upon receipt of the request referred to in Para 3 of this Article, the minister responsible for labour shall, on the basis of respective Sectoral council's expert opinion, determine the fulfilment of formal and professional conditions for entry into the Register and adopt a decree on entry into respective CROQF Sub-register.

- (6) Procedures for entry into the Register, internal and external quality assurance system and content and format of the request form shall be stipulated by the Ordinance on CROQF Register to be adopted by the minister responsible for education and science, subject to prior approval of the minister responsible for labour and the minister responsible for regional development.
- (7) A single qualification may be acquired through more programmes offered by legal entities accredited for awarding certificates of acquired qualifications, which shall correspond to the respective qualification standard.

## CHAPTER V. RECOGNITION AND VALIDATION OF UNITS OF LEARNING OUTCOMES

### Procedure for recognition and validation of previously acquired units of learning outcomes

#### Article 15

- (1) A request for recognition and validation of previously acquired units of learning outcomes can be submitted by any individual to a legal entity or a natural person accredited for validation of units of learning outcomes according to an approved programme/procedure for validation of units of learning outcomes from the Register.
- (2) Application procedure, recognition and validation of previously acquired units of learning outcomes shall be stipulated in detail by an Ordinance on recognition and validation of non-formal and informal learning and shall be conducted according to corresponding programmes for validation of units of learning outcomes from the Register.
- (3) Quality assurance related to the procedure for recognition and validation of units of learning outcomes shall be performed by an accredited quality assurance institution undergoing a regular assessment of procedures for quality assurance.

## CHAPTER VI. REFERENCING AND SELF-CERTIFICATION OF THE CROQF TO THE EQF AND THE QF-EHEA

### Referencing of the CROQF to the EQF

#### Article 16

- (1) The process of referencing of the CROQF to the EQF and self-certifying of the CROQF against the QF-EHEA shall be performed by the ministry responsible for education and science.
- (2) The CROQF full qualifications' levels shall be referenced to the EQF levels as follows:
  - CROQF Level 1 shall be referenced to EQF Level 1;
  - CROQF Level 2 shall be referenced to EQF Level 2;
  - CROQF Level 3 shall be referenced to EQF Level 3;
  - CROQF Level 4.1 shall be referenced to EQF Level 4;
  - CROQF Level 4.2 shall be referenced to EQF Level 4;
  - CROQF Level 5 shall be referenced to EQF Level 5;
  - CROQF Level 6 shall be referenced to EQF Level 6;
  - CROQF Level 7 shall be referenced to EQF Level 7;
  - CROQF Level 8.1 shall be referenced as a partial level to EQF Level 8;
  - CROQF Level 8.2 shall be referenced to EQF Level 8.

### Self-certification of the CROQF against the QF-EHEA

#### Article 17

- (1) The CROQF Levels from this Article shall denote only levels of full qualifications acquired in the higher education system.
- (2) The CROQF Levels referred to in Para 1 shall correspond to QF-EHEA Levels as follows:
  - CROQF Level 5 shall correspond to QF-EHEA Sub-level of Level 1;
  - CROQF Level 6 shall correspond to QF-EHEA Level 1;
  - CROQF Level 7 shall correspond to QF-EHEA Level 2;



- CROQF Level 8.1 shall correspond to QF-EHEA Level 2;
- CROQF Level 8.2 shall correspond to QF-EHEA Level 3.

## CHAPTER VII. TRANSITIONAL AND FINAL PROVISIONS

### Article 18

The minister responsible for education and science shall adopt the Ordinance on CROQF Register within six months from the day of entry into force of this Act, subject to prior approval of ministers responsible for labour and regional development.

### Article 19

The minister responsible for education and science shall adopt the Ordinance on recognition and validation of non-formal and informal learning, within twelve months from the day of entry into force of this Act, subject to prior approval of ministers responsible for labour and regional development.

### Article 20

- (1) On the day of appointment of Sectoral councils from Article 12 of this Act, Sectoral councils regulated by Vocational Education Act (the Official Journal of the Republic of Croatia no. 30/09 and 24/10) shall cease to exist.
- (2) Sectoral councils referred to in Article 12 of this Act shall be appointed within six months from the day of entry into force of this Act.
- (3) Provisions under Articles 16 and 17, and provision under Article 42, Para 9 of Vocational Education Act shall expire on the day of entry into force of this Act.

### Article 21

The National Council for Human Potential referred to in Article 10 of this Act, shall start to operate within one year from the day of entry into force of this Act.

### Article 22

- (1) The IT system for keeping the Register referred to in Article 13 of this Act, shall be established within 24 months from the day of entry into force of this Act.

- (2) The entry into the Register shall start no later than by the establishment of the IT system referred to in Para 1 of this Article.

### **Article 23**

This Act shall enter into force eight days following its publication in the Official Journal of the Republic of Croatia.



「ANNEX A」

# ANNEX A

## LEVEL DESCRIPTORS OF LEARNING OUTCOMES

| LEVEL | KNOWLEDGE   |   |   | SKILLS  |  |  | AUTONOMY   | RESPONSIBILITY |
|-------|---|---|---|---|--|--|--|----------------|
|       | Cognitive skills  | Practical skills  | Social skills   |   |  |  |  |                |
| 8     | <p>Creating and evaluating new facts, concepts, procedures, principles and theories in a field of research that extends the frontier of knowledge.</p>  | <p>Using advanced, complex, original, highly specialized knowledge, skills, activities and procedures required for developing new knowledge and new methods as well as for integrating different fields.</p>  | <p>Creating, evaluating and performing new proposed specialized activities and new methods, instruments, tools and materials.</p>   | <p>Creating and applying new social and generally acceptable forms of communication and cooperation in interaction with individuals and groups of different affiliations and different cultural and ethical origin.</p> | <p>Managing and leading development activities in unpredictable surrounding conditions and making decisions in uncertain conditions.</p> | <p>Demonstrating personal professional and ethical authority, managing scientific research activities and a commitment to development of new ideas and/or processes.</p>   | <p>Taking ethical and social responsibility for successful execution of research, socially beneficial results and potential social consequences.</p> |                |
| 7     | <p>Evaluating highly specialized knowledge in a field of work and/or learning some of which are at the forefront of the field and can provide the basis for original thinking and scientific research as well as for integrating different fields of knowledge.</p> | <p>Critical evaluation and creative thinking in solving new and complex problems, required as the basis for the development of new knowledge and the ability to integrate knowledge in unpredictable situations.</p>  | <p>Performing complex activities and applying complex methods, instruments, tools and materials, developing instruments, tools and materials required in research and innovation processes and adjusting complex methods.</p> | <p>Managing and leading a complex communication process, interactions with others and cooperation in different social groups in unpredictable social situations.</p>  | <p>Managing and leading development activities in unpredictable surrounding conditions and making decisions in uncertain conditions.</p> | <p>Taking personal and group responsibility for strategic decision-making and successful execution and completion of tasks in unpredictable situations, as well as social and ethical responsibility during the execution of tasks and for their resulting consequences.</p> |  |                |
| 6     | <p>Evaluating specialized facts, concepts, procedures, principles and theories in a field of work and/or learning, including their critical comprehension.</p>  | <p>Collecting, interpreting, estimating, selecting and creatively applying different relevant facts, concepts and procedures required to generate solutions and for solving complex tasks or problems within a specialized field of work in unpredictable situations, as well as ability to transfer knowledge to other areas and problems.</p> | <p>Performing complex activities and applying complex methods, instruments, tools and materials in unpredictable situations, developing instruments, tools and materials and adjusting complex methods.</p>                   | <p>Managing complex communication, interactions with others and cooperation in different social groups in unpredictable social contexts.</p>  | <p>Managing professional projects in unpredictable situations.</p>   | <p>Taking ethical and social responsibility for managing and evaluating professional individual and group development in unpredictable situations.</p>   |  |                |

|   |   |   |   |  |   |  |
|---|---|---|---|--|---|--|
| 5 | Analysing, synthesizing and evaluating specialized facts, concepts, procedures, principles and theories in a field of work and/or learning, giving rise to an awareness of the frontier of knowledge. | Interpreting, estimating, selecting and creatively applying different relevant facts, concepts and procedures required to generate solutions and for solving complex tasks or problems within a specific field of work and/or learning in partially unpredictable situations, as well as ability to transfer knowledge to other areas and problems. | Performing complex actions and applying complex methods, tools and materials in partially unpredictable situations, developing instruments, tools and materials and adjusting simple methods.                               | Partial management of complex communication in interactions with others and establishing cooperation in a group in partially unpredictable social contexts.                              | Taking part in the management of activities in partially unpredictable situations.  | Taking responsibility for managing evaluation and for improving activities in partially unpredictable situations.                    |
| 4 | Analysing wider spectrum of facts, concepts, procedures, principles and theories in a field of work and/or learning.  | Simple abstract logical thinking required to analyse available facts, concepts and procedures in the course of execution of a series of complex tasks in a field of work and/or learning in situations that are usually predictable, but are subject to change.   | Performing a set of complex actions and applying complex methods, instruments, tools and materials (in executing a series of specific complex tasks) in situations that are usually predictable, but are subject to change. | Realization of complex communication in interactions with others and a possibility of cooperation in a group in social contexts that are usually predictable, but are subject to change. | Executing a set of complex tasks and adapting one's own behaviour to a set of given guidelines in situations that are usually predictable, but are subject to change. | Taking responsibility for evaluating and improving activities in situations that are usually predictable, but are subject to change. |
| 3 | Comprehending facts, concepts, procedures and principles important for a field of work and/or learning in partially familiar situations.  | Explaining, estimating, selecting and using important facts, concepts and procedures required to execute a series of complex, defined tasks or problems within specific field of work and/or learning in familiar situations.   | Performing complex actions by applying a set of different simple methods, instruments, tools and materials in partially familiar conditions.  | Realization of complex communication in interaction with other individuals and possibility of cooperation in a group in familiar social contexts.  | Executing a set of complex tasks and adapting own behaviour to a set of given guidelines in familiar situations.  | Taking responsibility for executing a set of complex tasks in familiar situations.   |
| 2 | Comprehending basic facts and concepts in simple and familiar situations specific to a field of work and/or learning.   | Concrete logical thinking required to apply known facts and procedures in the course of execution of a series of simple connected tasks in familiar situations.   | Performing actions and applying simple methods, instruments, tools and materials in familiar conditions.  | Realization of simple communication and cooperation in interaction with other individuals in familiar social contexts.   | Executing simple tasks under direct and occasional supervision in familiar situations.  | Taking responsibility for executing simple tasks and for establishing relationships with other individuals in familiar situations.   |
| 1 | Comprehending basic general facts and concepts in simple and familiar everyday situations.  | Simple concrete logical thinking required to execute simple, clearly defined tasks in familiar situations.  | Performing simple actions in familiar situations.   | Following general rules of behaviour in familiar social contexts.  | Executing simple tasks under direct and constant professional supervision in familiar situations.   | Taking responsibility for executing simple tasks in familiar situations.   |