

Vocational Qualifications Framework

Article 1. Essence and Purpose of Elaboration of Vocational Qualifications Framework

1. Vocational Qualifications Framework is a part of the National Qualifications Framework, providing for the systematised qualifications of vocational education existing in Georgia.

2. Vocational education qualification is the level of vocational knowledge, skills and values, which is certified by a vocational diploma, issued by an institution carrying out the vocational educational programme.

3. Vocational Qualifications Framework aims at:

- a) Ensuring transparency of the system of vocational education and clarity of vocational qualifications;
- b) Promoting interrelation between demands of the country's economy, labour market and the system of education;
- c) Focusing on the quality of education
- d) Promoting lifelong learning;
- e) Ensuring the flexibility of the system, promoting recognition of qualifications and mobility;
- f) Assisting educational institutions in improvement of current educational programmes and planning new ones.

Article 2. The System of Vocational Education

1. Vocational educational programmes in Georgia are carried out by the following institutions:

a) Vocational college – vocational education institution, carrying out the educational programmes of only the first three cycles of vocational education;

b) Community college – vocational education institution, carrying out the educational programmes of all the cycles of vocational education. It is also entitled to carry out secondary educational programmes, programmes in Georgian language and liberal arts;

c) General education institution – which is authorised to carry out educational programmes of the first three cycles of vocational education;

c) Higher education institution – the institution which is entitled to carry out the educational programmes of all the cycles of vocational education.

2. A vocational education institution can be both legal entities of public and private law.

3. Georgia practices the qualifications of five cycles of vocational education. ??? has five cycles in vocational education

4. A vocational diploma is issued after the completion of each cycle of vocational education.

5. The prerequisite for enrolment in each cycle of vocational education is successful completion of the educational programme of a previous cycle or recognition of knowledge, skills and values, envisaged by the educational programme of the previous cycle.

6. A person with basic education is entitled to enrol for the first cycle of vocational education programme.

7. The cycles of specific vocational education is defined by a vocational standard, which covers either one of, several or all the cycles of vocational education.

8. Vocational education programmes for each of the cycles of vocational education and its individual components should be evaluated through conventional unit reflecting time necessary for the attainment of the learning outcomes – credits.

Article 3. Qualifications' Descriptor

1. The descriptor of the qualifications of vocational education defines the learning outcomes of each cycle of vocational education through six criteria:

- a) Knowledge and understanding
- b) Applying Knowledge);
- c) Making judgments;
- d) Communication skills;
- e) Learning skills;
- f) Values.

2. Each next cycle of qualification covers the learning outcomes of the previous cycle and is marked with higher level of professional knowledge, advanced skills and values.

3. The learning outcomes relevant to the first level of vocational education are as follows:

- a) Knowledge and understanding – general knowledge of the principles of the field of study and understanding of the steps necessary for carrying out simple tasks;
- b) Applying knowledge – ability to perform simple and homogeneous tasks in a structured environment under direct supervision using basic materials and tools;
- c) making judgments – ability to identify simple tasks revealed during the working process with due consideration of superior's directions;
- d) Communication skills – ability to communicate both orally and in writing about the profession-related simple matters, basic knowledge of information and communications technologies, and also of a foreign language;
- e) Learning skills - ability to learn under supervision;
- f) Values – knowledge of values, characteristic for professional activity.

3. The learning outcomes relevant to the second level of vocational education are as follows:

- a) Knowledge and understanding – general knowledge of the field of study based on factual circumstances and understanding of steps necessary for carrying out basic tasks;
- b) Applying knowledge – ability to perform pre-determined tasks in a stable/structured environment with certain level of independence using of basic methods, materials and tools;
- c) making judgments – ability to use provided information for the solution of a problem and make conclusions for the performance of relevant work with a certain level of independence;
- d) Communication skills – ability to communicate in detail both orally and in writing on profession-related simple matters, use information and communications technologies in a professional context; ability to communicate in a foreign language on profession related matters at an elementary level;
- e) Learning skills - ability to learn under supervision with a certain level of independence;
- f) Values – ability to understand values, characteristic for a professional activity and act in compliance with them.

4. The learning outcomes relevant to the third level of vocational education are as follows:

- a) Knowledge and understanding – knowledge of the basic facts, principles, processes and general concepts of the field of study; understanding of steps, necessary for the accomplishments of complicated tasks;
- b) Applying Knowledge – ability to apply a wide range of field specific skills; ability to evaluate various approaches for the performance of tasks; ability to select and adapt adequate methods, tools and materials;
- c) Making judgments – ability to use, evaluate and analyse known sources of information for the solution of problems arisen in different situations;
- d) Communication skills – ability to communicate both orally and in writing on profession- related matters in different situations; ability to efficiently use information and communications technologies; ability to use foreign language in practice;
- e) Learning skills – ability to take responsibility over own learning within the context of predetermined tasks;
- f) Values – ability to act in line with values, characteristic for professional activity in different situations.

6. Learning outcomes relevant to the fourth level of vocational education are as follows:

- a) Knowledge and understanding –knowledge based on factual circumstances and theoretical principles of the field of study, understanding of general options for the solution of tasks;
- b) Applying Knowledge – ability to apply reliable sources of information in the course of planning and performance of work, ability to develop strategy for the solution of a specific arisen problem and evaluation of results for further perfection of work done;
- c) Making judgments – ability to develop relevant approaches for the solution of specific problems, to discuss alternative solutions and analyse the results;
- d) Communication skills – ability to communicate both orally and in writing on profession related matters in different situations; ability to master new information and communications technologies independently; ability to process profession related information acquired in a foreign language;
- e) Learning skills - ability to independently identify learning needs, in predictable, but partially different environments;
- f) Values – ability to respect values, characteristic for professional activity and act in accordance with them in different situations.

7. Learning outcomes relevant to the fifth level of vocational education are as follows:

- a) Knowledge and understanding – comprehensive and/or specialised theoretical and practical knowledge related to a professional activity; understanding of the potential (scope) of professional activity;
- b) Applying Knowledge – ability to use a wide range of cognitive and practical skills for creative solution of abstract problems;
- c) Making judgments – ability to isolate clearly defined problems, to identify relevant data for their solution and analyse them by standards' methods; also the ability to make sound judgements;
- d) Communication skills – structured and coherent communication of ideas and information to specialists and non-specialists using quantitative and qualitative data; ability to use modern information and communication technologies; ability to communicate profession related information and make presentations in a foreign language;

- e) Learning skills - ability to independently identify own learning needs in different and unpredicted environment;
- f) Values – ability to evaluate and share with others own and others' attitude towards values, characteristic for professional activity