

EBTN Accredited Guidelines

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INTRODUCTION

EBTN Accredited is a unique quality standard for professional qualifications in the banking and financial services sector. Through EBTN Accredited, EBTN aims to contribute to a sound financial industry and to endorse organisations that are offering the very best in educational training standards and practice in the sector across Europe and beyond.

When analysing EBTN Accredited, one should take into consideration the following:

- **EBTN Accredited** derives from the update and modernisation of the Triple E Accreditation which is based on the Triple E Standard. It is important to note that Triple E Standard is referenced to the three EU lifelong learning instruments: the **European Qualifications Framework (EQF)**¹, the **European Credit System for Vocational Education and Training (ECVET)**² and the guidelines contained in **European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)**³. By means of these frameworks, the standards contribute to greater transparency in the education systems of EU countries, thereby increasing the quality and international mobility of individuals and helping to restore trust and confidence in the people and organisations of the sector.
- **EBTN Accredited** encompasses the Council Recommendation of 24 November 2020 on **vocational education and training (VET) for sustainable competitiveness, social fairness and resilience** ([2020/C 417/01](#)) with the aim to further develop strong, resilient and future proof qualifications that are agile and adapt swiftly to future labour market needs (reskilling and upskilling). Additionally, it encompasses the Council Recommendation of 19 December 2016 on **Upskilling Pathways: New Opportunities for Adults** ([2016/C 484/01](#)), the Council Recommendation of 16 June 2022 on **individual learning accounts** ([2022/C 243/03](#)) and the Council Recommendation of 16 June 2022 on a European approach to **micro-credentials** for lifelong learning and employability ([2022/C 243/02](#)).
- EBTN Accredited additionally incorporates the **European Skills, Competences, Qualifications and Occupations (ESCO)** classification system in order to facilitate the analysis and comparison of VET qualifications, which is also linked to relevant international classifications and frameworks (e.g. International Standard Classification of Occupations – [ISCO](#), International Standard Classification of Education: Fields of Education and Training – [ISCED](#), European Qualifications Framework – EQF)

Thus, the **EBTN Accreditation Standard** represents the evolution of EBTN's Triple E Standard and reaffirms the standard's strong foundations, values and the unique dynamic that safeguards its resilience and adaptability. EBTN has strong commitment to its Members and as such follows current developments, trends and changes in Vocational Education in Europe and worldwide and responds adequately to current challenges.

¹ [Recommendation of the European Parliament and the Council of Europe of 23 April 2008](#) on the establishment of the European Qualification Framework for lifelong learning 2008/C 111/01.

² [Recommendation of the Recommendation of the European Parliament and the Council of Europe of 18 June, 2009](#) on the establishment of a European Credit System for Vocational Education and Training 2009/C 155/02.

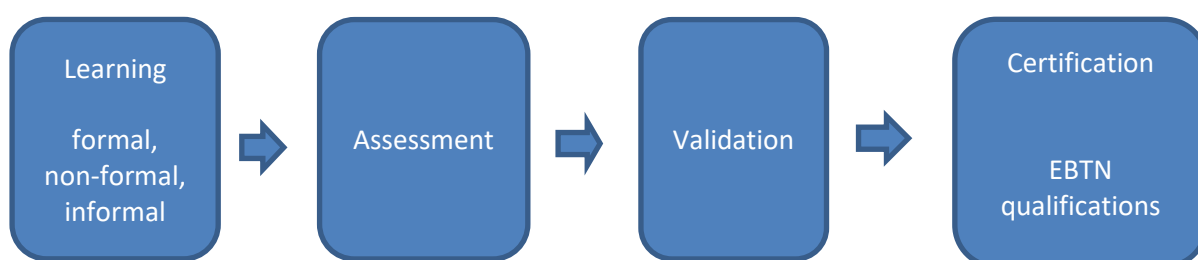
³ [Recommendation of the European Parliament and of the Council of 18 June 2009](#) on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training 2009/C 155/01.

EBTN Accreditation Standard

EBTN Accredited is based on a foundation standard that brings about an important change in the professional qualifications of the financial services sector in EU, as it is designed to fit for the purpose of achieving **quality and scale**.

EBTN Accredited is a **quality standard for the financial sector**. It stipulates **how** a qualification should be designed and executed. It does not refer to what the technical content of a qualification should be. Therefore, EBTN Accredited is not a certification tool for individuals. It is **an accreditation proposal for institutions** seeking recognition of the quality of the qualifications they provide.

From Learning to EBTN Accredited Qualifications



EBTN Accredited **is applied on the level of a qualification**. This means that the EBTN standard formulates requirements that need to be fulfilled by EBTN Accreditation as a whole and NOT by its individual units, although there are some requirements on the level of a unit as well. Moreover, the standard that is presented in this document proposes some additional recommendations for EBTN Accreditations which are not strict requirements. As a result, the standard clearly stipulates those requirements which are obligatory for an EBTN Accredited label and those which are recommendations, which can be followed but are not indispensable for EBTN Accreditation.

Focusing on a qualification as a whole, EBTN Accredited encourages modularisations of qualifications and segmentation of Learning Outcomes (LO) into **smaller qualifications** (e.g. one unit qualifications) to facilitate life-long learning and flexible accumulation and transfer of qualifications among qualifications and among systems of qualifications in EU.

EBTN Accredited aims to **encompass core existing good practices** for professional qualifications which are rendered possible for substantial scale implementation in the financial services sector in EU.

The EBTN Accredited requirements are formulated so as to be **flexible enough** to allow for **the recognition of existing national good practices** rather than to enforce strict compliance with rigid stipulations, e.g., the standard automatically reconfirms the level of a qualification awarded by national competent authorities, and accepts nationally recognised institutional accreditations for training/certifications providers.

EBTN Accreditation is an ongoing voluntary initiative undertaken by EBTN with the aim of creating value added to professional qualifications of the financial services sector, built on common good practices. **Bridging solutions** are foreseen within the guidelines to allow individual national cases to be accredited with the EBTN Accredited label in the event that an expected national, official solution is not yet in place, e.g. temporary EQF levelling recommendation by EBTN.

EBTN Accredited is built on **common understanding of core concepts** relating to professional qualifications, which are defined in the enclosed “Glossary of Terms” (see: Appendix A).

EBTN ACCREDITED QUALIFICATIONS

EBTN Accreditation is composed of two basic pillars: The Infrastructure Pillar (the light blue pillar), and the Body Pillar (the dark blue pillar) of EBTN Accreditation. Both pillars have to address the 10 values of EBTN Accreditation.

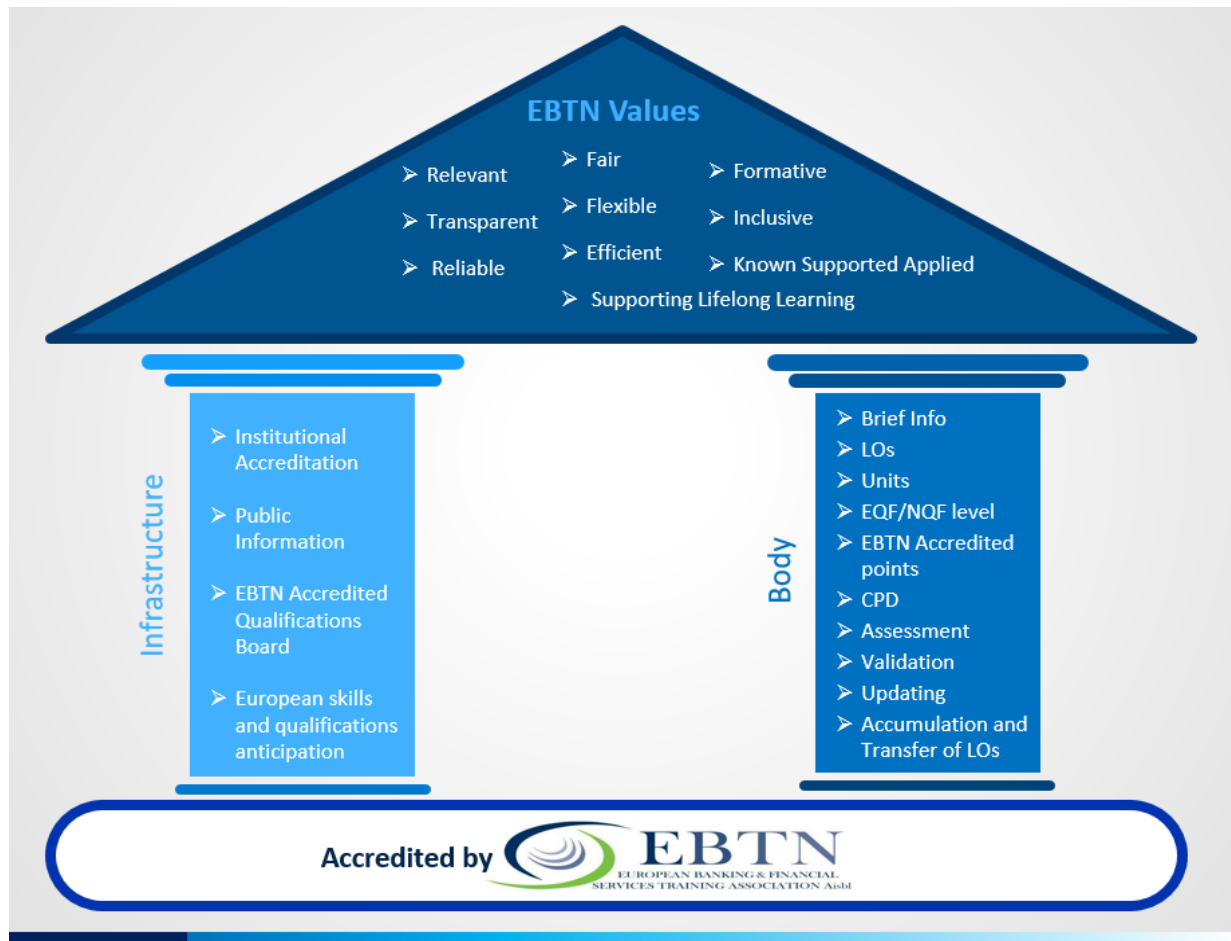


Figure 1. EBTN Accredited

As such, the EBTN Accreditation standard safeguards that all qualifications accredited by EBTN are:

1. **Relevant** for the sector, the organisation, the employees
Embedded in business processes of the sector, representative of key business roles and related job descriptions, complying with valid regulatory requirements. In this way, an EBTN qualification manifests the qualification needs of the sector and becomes important for the sector, the organisations and the employees.
2. **Transparent**
Shows what it stands for, offering a clear description of its aims and objectives in the form of precise and measurable learning outcomes. In this way, it gives good guidance on the training route needed to achieve a qualification, including assessment and validation requirements for the formal award of the qualification.

Transparency of a qualification shows the degree of visibility and legibility of qualifications and their content, as well as of their value on the labour market (regional, national, international or sectoral) and in education and training systems.

3. Reliable

Delivers what it promises by specifying transparent, adequate and consistent procedures for assessment and/or validation which is required to confirm that the candidate has achieved the learning outcomes specified by the qualification and can be awarded the qualification.

4. Fair

Adequate for the learner's profile and needs, aspirational and practical, giving enough guidance to the learner so that she/he/they can prepare with fair effort for the assessment and/or validation procedure in order to have her/his/their learning outcomes confirmed and recognized by the award of the qualification

5. Flexible for individuals, organisations and frameworks

Offering a flexible route for achieving a qualification through a building blocks structure of a qualification and an open architecture for having the learning outcomes assessed and validated in a flexible sequence, flexible timescale and through a variety of learning approaches. Additionally and importantly, in this way the qualification promises high potential of fitting harmoniously into modern qualification frameworks.

6. Efficient

Providing a good balance between the requirements of the qualification and its benefits, offering a good return on investment to individuals and organisations (time, engagement, funds) and creating a founding element of an efficient infrastructure and system of professional qualifications in a market, both local and international.

Efficiency in education and training is the relationship between the results achieved (output) and the resources used (input).

7. Supporting Lifelong learning for mobility and employability

Clearly encouraging and rewarding lifelong learning activities of qualification holders through clear qualification paths, updating mechanisms and continuous development requirements, leading to enhanced mobility and employability.

8. Formative for the future market of skills

Aspiring to trigger formative processes for the future market of sectoral skills. It manifests itself in a full-fledged quality standard of the EBTN Accredited qualification, encompassing major good practices and recommendations for professional qualifications in FSS.

9. Inclusive

There is a desire behind the EBTN qualification standard to facilitate inclusion, first, by avoiding unnecessary barriers to the entry and awarding of the qualification, second, by encouraging mechanisms and schemes to stimulate wider usage of professional qualifications.

10. Known, supported and applied by the sector

The EBTN Accreditation standard will be successful only if it is recognised by people and organisations. This is the ambition of EBTN. People and organisations of the sector have to know the standard, be part of it through active engagement in its development and be motivated to actively use it for the benefit of individuals and the sectoral community as a whole.

EBTN verifies the above values of the accredited qualification by evaluating the Infrastructure

and the Body pillars which are composed of building blocks: the light blue pillar has 4 elements, the dark blue pillar has 10 elements. They are further elaborated below to offer clear definitions and explanations of what is understood by each element. This is shown in the first three columns of the light and dark blue pillars in the two figures presented below.

The two pillars together give the outline of what is required for EBTN Accreditation. All the requirements have to be fulfilled by a qualification to be awarded EBTN Accreditation. As noted above, a few elements (depicted in lighter colours in the figures below) are proposed as recommendations only. These elements are not required for EBTN Accreditation but are recommended as best practices to raise the quality and sectoral recognition of EBTN Accreditation.

The fourth column of the two elaborated pillars below provides a reference to individual guidelines which define how the requirements should be implemented and in-built into the design of EBTN Accreditation. The light blue pillar covers 7 guidelines, the dark blue pillar has 15 guidelines.

IMPORTANT: When analysing the EBTN Accreditation Standard, it is critical to remember that EBTN Accredited is a standard of minimum requirements, and it remains at the discretion of individual organisations to decide to offer higher/tighter qualities for their qualifications.

EBTN ACCREDITED - THE DARK BLUE PILLAR

DARK BLUE PILLAR	QUALITY STANDARDS	METHODOLOGY AND TOOLS	GUIDELINES
BODY	Brief info	Name of the qualification Target group of the qualification Aim of the qualification	GUIDELINE 1
	LOs	Defined by knowledge, skills and competences	GUIDELINE 2
		Minimum size of a qualification: 50 hrs	GUIDELINE 3
	Units	Coherent set of LOs with a common title	GUIDELINE 4
		Minimum size of a unit: 10 hrs	GUIDELINE 5
		Accepted assessment methods	GUIDELINE 6
		Accepted validation methods	GUIDELINE 7: a recommendation
		Accepted accumulation and transfer procedure	GUIDELINE 8: a recommendation
	EQF/NQF level	NQF or transitionally recommended by EBTN	GUIDELINE 9
	EBTN Accredited points	Workload for LOs translated into EBTN VET credits or ECTS if applicable	GUIDELINE 10
		10 hrs = 1 EBTN VET credit / 25-30hr = 1 ECTS / 3 EBTN VET=1 ECTS	
	Continuous Professional Development (CPD)	Minimum requirement: 10-15 h per 3 years depending on the size of the qualification	GUIDELINE 11
		Accepted activities	
		Accepted validation procedure	
	Assessment	Accepted methods	GUIDELINE 12
Validation	Formal, non-formal, informal LOs	GUIDELINE 13: a recommendation	
	Accepted methods		
Updating	Accepted procedure	GUIDELINE 14	
Accumulation Transfer of LOs	Accepted accumulation and transfer procedure	GUIDELINE 15: a recommendation	

EBTN ACCREDITED - LIGHT BLUE PILLAR

LIGHT BLUE PILLAR	QUALITY STANDARDS	METHODOLOGY AND TOOLS	GUIDELINES
INFRASTRUCTURE	Institutional accreditation	Recognition of accreditations granted	GUIDELINE 16
		Quality assurance confirmed by EBTN	GUIDELINE 17
		Minimum requirements for EBTN decision: Key procedures in place Separation between training and certification Proof of sustainability of operation	GUIDELINE 18
	Public Information	Dedicated page on EBTN website	GUIDELINE 19
		List of accredited qualifications	
		List of accredited institutions	
		Employers of certificate holders	
	EBTN Accreditation qualifications board	Systemic quality assurance at national level, review, skills and qualifications needs anticipation	GUIDELINE 20: a recommendation
		Participation of core sectoral stakeholders	
		Committees on qualifications	
	European skills and qualifications anticipation	Annual EBTN round table with stakeholders	GUIDELINE 21
		Support by EBTN Secretariat	
			GUIDELINE 22: Applying for EBTN Accredited

1) Lighter colour indicates an element which is recommended but not required by EBTN Accredited

EBTN ACCREDITATION GUIDELINES BODY

Brief Info

Name, target group, aim of the qualification

Guideline 1

The presentation of an EBTN Accredited qualification starts with brief information which provides the name of the qualification, the definition of the target users of the qualification and a short description of the aims of the qualification in relation to the future qualification certificate holders.

Learning Outcomes

Knowledge, skills, competences

Guideline 2

The EBTN Accredited qualification is defined by clear learning outcomes, i.e., statements of what a learner knows, understands and is able to do having completed a learning process, whether formal, non-formal or informal learning. The learning outcomes are categorized into knowledge, skills and competences (competence can be described in terms of responsibility and autonomy). Separate verbs should be used to differentiate knowledge, skills and competences as recommended by the EQF FSS Translator (see: Annex VI).

Reference:

- The guideline follows the Recommendation of the European Parliament and of the Council on the establishment of the EQF for Lifelong Learning, dated 23 April 2008, (2008/C 111/01)

Minimum size of a qualification

Guideline 3

The minimum size of an EBTN Accredited qualification is 50 hours of learning effort (called 'workload' hereafter) needed from an average learner in order to achieve the qualification. An average learner should be understood as a „target” learner, i.e., a model person for whom a given qualification is designed. She, he, or they possess adequate background and professional experience which will allow them to build the learning outcomes of the new qualification on top of those which she, he, or they have already achieved. It is also a person for whom the new qualification fits the current professional profile and will lead to professional progression. The workload can include a variety of activities undertaken in order to attain the learning outcomes required by a qualification. The list of activities accepted for the workload is provided in Annex I.

Units

Set of LOs with a title

Guideline 4

The EBTN Accredited qualification is divided into units, which are coherent sets of knowledge, skills and competences which constitute a coherent part of a qualification. Each unit should be described with a generic title.

Minimum size of a unit

Guideline 5

The minimum size of a unit of an EBTN Accredited qualification is 10 hours of workload. This constitutes 1 “EBTN VET credit” (see below: Guideline 10).

Accepted assessment methods

Guideline 6

An EBTN Accredited qualification has to specify adequate methods to assess the learning outcomes contained in each unit of the qualification. Assessment is defined as the process of appraising knowledge, skills and competences of an individual against predefined criteria. The list of accepted assessment methods for the EBTN Accredited qualification is provided in Annex II. The learning outcomes contained in a unit(s) of an EBTN Accredited qualification should be assessed after the completion of each unit. It is permitted to assess the learning outcomes of all units together for the whole qualification in one procedure.

Accepted validation methods

Guideline 7: a recommendation

Units of the EBTN Accredited qualification should be attainable through a validation process. Validation is defined as a confirmation by a competent body that learning outcomes (knowledge, skills and competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. The validation methods accepted for a given qualification have to be specified within the description of the qualification and have to be adequate to validate the learning outcomes declared by the qualification. The list of accepted validation methods for EBTN Accredited qualifications is provided in Annex III.

Accepted accumulation and transfer procedure

Guideline 8: a recommendation

Units of an EBTN Accredited qualification should be suitable for an accumulation and transfer procedure. This means that sets of learning outcomes of a unit have been adequately assessed and are documented in the learner's personal transcript, who has attained the given sets of outcomes in formal, non-formal or informal learning. Units can be accumulated for a qualification or transferred from one qualification to another, including a transfer from one learning context to another (e.g., among types of learning systems, countries, etc.). The accumulation and transfer procedure is based on the processes of assessment, validation and recognition of learning outcomes and units of learning outcomes. It requires transparent rules of co-operation between the hosting partner and system (the partner who assesses the learning outcomes after the completion of a training) and the home partner and system (i.e. the partner who validates and recognizes the learning outcomes achieved by a learner, which may lead to certification). A list of required documentation and tools supporting the accumulation and transfer procedure is provided in Annex IV. If a unit offers accumulation and transfer it has to give information on how often the relevant learning outcomes should be updated.

Reference:

- Council Recommendation of 24 November 2020 **on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience** (2020/C 417/01)

EQF/NQF level

Guideline 9

The EBTN Accredited qualification is benchmarked to the European Qualification Framework (EQF) through the allocation of a level of the National Qualifications Framework (NQF) in the country where it is issued. Until otherwise decided by competent European Union bodies, in the case of international qualifications, where the country of the owner (i.e. the country where the owner of the qualification operate) is different from the country of co-issuer and usage of the qualification, the levelling should come from the National Qualifications Framework of the country of usage, in consultation with the issuing organisation.

If a National Qualifications Framework does not yet exist in the country of usage of the qualification, the EBTN Accredited qualification can be benchmarked to the European Qualifications Framework by the recommendation of EBTN. This is a bridging solution until the official NQF level is allocated by the national competent body. It is performed by EBTN

exclusively within the EBTN Accredited Accreditation procedure. The procedure of allocating an EQF level to an EBTN Accredited qualification by EBTN is provided in Annex V.

EBTN Accreditation points

Guideline 10

The EBTN Accredited qualification provides a measure of the workload needed from a learner to attain the learning outcomes contained in the qualification. The measure of the workload related to specific learning outcomes is translated into VET credits, which are called “EBTN VET credits”. One EBTN VET credit equals 10 hours of a learning effort devoted to acquiring specific learning outcomes. EBTN VET credits, related to specific learning outcomes, are eligible to be accumulated and transferred. All learning activities accepted for workload (see Annex I) qualify to be included in the measure of EBTN VET credits.

This approach allows for EBTN VET credits to provide a numerical representation of the overall weight of learning outcomes in a qualification and of the weight of units in relation to a qualification. At the same time, it facilitates accumulation, transfer and recognition of learning outcomes contained in an EBTN Accredited qualification.

Where the ECTS is applicable, 1 ECTS equals 25-30 hours of a learning effort devoted to acquiring specific learning outcome.

Thus, 3 EBTN VET credits is equal to 1 ECTS

Reference:

- Council Recommendation of 24 November 2020 **on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience** (2020/C 417/01)

CPD

Guideline 11

The EBTN Accredited qualification requires Continuous Professional Development (CPD) activity to maintain the learning outcomes of the qualification. For EBTN Accredited qualifications of between 5 to 10 EBTN credits, a minimum of 10 hours of CPD (1 EBTN VET credit) is required per year. For larger qualifications, the rule of 1/10 is applied to the full workload of the accredited qualification per year. CPD must be fulfilled by the certification holder by the end of the 4th year from his/her/their initial accreditation. Qualifications which are larger than 15 EBTN VET credits (i.e., 150 hours of workload or more) should require at least 15 hours of CPD activities per year. Up to 50 per cent of this requirement can be fulfilled by self-study. The requirement cannot be fulfilled by practice on the job only. The CPD activities have to be validated at least every three years. For qualifications levelled 3-4 EQF a minimum

of 10 hours of CPD over a stipulated three-year period is required. The EBTN Accredited qualification has to specify who is responsible for the CPD validation and how it is going to be checked and validated. Non-compliance with the CPD requirement should result in the termination of the qualification by the provider. An appeal procedure should be in place. The list of activities accepted for CPD, the procedure and a list of accepted methods and documentation for CPD validation is provided in Annex VIII.

Assessment

Guideline 12

Building on Guideline 6, an EBTN Accredited qualification has to specify adequate methods to assess the learning outcomes contained in it. The list of accepted assessment methods for an EBTN Accredited qualification is provided in Annex II.

Validation

Formal, non-formal, informal learning outcomes

Guideline 13

Building on Guideline 6, an EBTN Accredited qualification should be attainable through a validation process. Validation is defined as confirmation by a competent body that learning outcomes (knowledge, skills and competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. The validation methods accepted for a given qualification have to be specified within the description of the qualification and have to be adequate to validate the learning outcomes declared by the qualification. The list of accepted validation methods for EBTN Accredited qualifications is provided in Annex III.

Updating

Guideline 14

The EBTN Accredited qualification specifies its validity in time. Hence, it states the frequency for updating of the qualification. The learning outcomes of the EBTN Accredited qualification are reviewed and updated at least once every three years. The accepted approaches to updating are listed in Annex IX.

Accumulation and transfer of learning outcomes

Guideline 15: a recommendation

Building on the recommended Guideline 8, it is further recommended that the EBTN Accredited qualification should be suitable for accumulation and transfer procedures. This means that the set of learning outcomes of the qualification has been adequately assessed and documented in a personal transcript of the person who has attained the given set of outcomes in formal, non-formal or informal learning. The qualification can be accumulated for another qualification or transferred from one learning context or system to another. The accumulation and transfer procedure is based on the processes of assessment, validation and recognition of learning outcomes contained in the qualification. It requires transparent rules of co-operation between the hosting partner and system (the partner who assesses the learning outcomes after the completion of a training) and home partner and system (i.e. the partner who validates and recognizes the learning outcomes achieved by a learner, which may lead to certification). A list of required documentation and tools supporting the accumulation and transfer procedure is provided in Annex IV.

Institutional accreditation /Recognition of accreditations granted

Guideline 16

An organisation offering the EBTN Accredited qualification has an institutional accreditation granted by a competent sectoral, national or international body. Institutional accreditations granted can be recognized for EBTN Accredited. An open list of accepted institutional accreditations is provided in Annex X. It is an open-ended list and can be extended with new accreditations on request of an interested party, at the discretion of the EBTN Accredited Committee (see also: Guideline 17).

Provided by EBTN

Guideline 17

If an applicant for EBTN Accredited does not possess an institutional accreditation, they can apply to EBTN to have their quality assurance confirmed. The review process and decision is vested in EBTN's Accreditation Committee. The service of quality assurance confirmation by EBTN is open to all organizations who seek EBTN Accredited for their qualifications.

Minimum requirements

Guideline 18

An organization seeking confirmation of their quality assurance by EBTN has to guarantee three quality assurance provisions as a minimum. Firstly, that it has key quality assurance procedures in place. Secondly, if it runs both training AND examination and/or certification activities, that it maintains separation between those two types of activities. Thirdly, that it can provide proof of sustainability of its operations. A detailed description of acceptable fulfillment of those requirements is provided in Annex XI.

Public Information

Guideline 19

The EBTN Accredited qualifications offer public information which is available from a dedicated portal on the EBTN website. The information includes: the list of EBTN Accredited qualifications, the list of organisations who offer EBTN Accredited qualifications and the list of employers of holders of EBTN Accredited qualifications, if interested. The providers of EBTN Accredited qualifications are required to submit the relevant information to EBTN on an annual basis. The information is updated on the website at least yearly.

EBTN Accredited qualifications board

Guideline 20: a recommendation

It is recommended that EBTN Accredited qualifications are subject to systemic quality assurance at national level through representative sectoral bodies, which may be called EBTN Accredited qualifications boards. Such a qualifications board is a collective representation of key stakeholders from the financial services sector, and can include banks, financial institutions, banking associations, regulatory and supervisory authorities, professional bodies and training providers, etc. Their tasks include monitoring the quality of the EBTN Accredited qualifications as they function in the country. They can also undertake regular analysis of the adequacy of the existing sectoral qualifications vis a vis the forecasted qualifications needs. The boards may propose major reviews for individual qualifications leading to modifications and/or initiation of new qualifications. An EBTN Accredited qualifications board promotes the EBTN Accredited values of sectoral qualifications and builds sectoral commitment to continuously upgrade professional competence in the financial services sector.

European skills and qualifications anticipation

Guideline 21

EBTN Accredited offers a sustainable facility of anticipating future skills and qualifications needs of the European financial services sector. It is instituted by an annual EBTN round table on sectoral qualifications and supported by the EBTN Secretariat. An outline of this facility is provided in Annex XII.

Applying for EBTN Accreditation

Guideline 22

The accreditation of a qualification for EBTN Accredited is the result of a formal procedure based on a standardized application form. Details of the procedure are provided in Annex XIII. The accreditation has to be reviewed and reconfirmed at least every 5 years. In the case of international qualifications, the EBTN Accreditation is granted to the original qualification issued by the owner of the qualification, i.e. an international organisation. This means that the national equivalents of this qualification become EBTN Accredited qualifications upon the accreditation decision, provided that appropriate adjustments have been implemented on the national level and validated by the international organization.

ANNEXES

ANNEX I: List of accepted activities for workload

Workload is the learning effort needed from a learner in order to achieve learning outcomes contained in a qualification. It can be expressed using hours devoted by an average learner to a variety of learning activities needed to achieve a qualification. An average learner should be understood as a 'target' learner, i.e., a model person for whom a given qualification is designed. She, he, or they possess adequate background and professional experience which will allow her, him, or them to build the learning outcomes of the new qualification on top of those which she, he, or they have already achieved. It is also a person for whom the new qualification fits the current professional profile and stage of professional progression.

The activities accepted for the workload for an EBTN Accredited qualification are the following:

- All formal and non-formal learning, including: classroom learning, e-learning, blended learning, case studies, project work, examinations, structured preparatory self-study, supervised and structured on the job learning, structured apprenticeship
- Informal learning, including: self-study, readings, practice on the job related to the learning outcomes contained in a given qualification.

The learning activities accepted for a given qualification have to be specified within the description of the qualification.

ANNEX II: List of accepted assessment methods

Assessment is the process of appraising knowledge, know-how, information, values, skills and competences of an individual acquired in formal, non-formal or informal settings against relevant standards (learning outcomes, validation).

Assessment is typically followed by validation and certification.

The assessment methods accepted for a given qualification have to be specified within the description of the qualification and have to be adequate to assess the learning outcomes declared by the qualification. With this condition, EBTN Accredited accepts a variety of assessment methods to appraise the learning outcomes of an EBTN Accredited qualification, including:

- tests and examinations in a variety of forms, including written and oral exams and examinations with the application of technological tools, e.g., webcam testing
- simulation of using the LOs in a mock working environment, supported by evidence extracted from work;
- declarative methods: including self-assessment signed by a third party to verify self-assessment. This method cannot be the only method assessing the learning outcomes of a candidate for an EBTN Accredited qualification;
- portfolio method: a mix of methods, including a mix of documents to be presented, e.g., resumes, performance appraisals, references from current and past employers, supervisors and colleagues, and photographs of completed work certified by a third party.

Source:

- Online terminology of European education and training policy, Cedefop, 2022, <https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary>
- Terminology of European education and training policy, 2nd edition, A selection of 130 key terms, Cedefop, 2014

ANNEX III: List of accepted validation methods for EBTN Accredited qualifications

Validation is Process of confirmation by an authorised body that learning outcomes (knowledge, know-how, information, values, skills and competences) acquired in non-formal or informal settings have been assessed against relevant standards and are compliant with the requirements of a validation standard.

Validation of non-formal and informal learning outcomes consists of four phases:

- Identification of the learning outcome through dialogue with the person;
- documentation to make visible the individual's learning outcomes;
- assessment of those outcomes; and
- certification which may lead to a partial or full qualification;

Additionally, validation:

- makes knowledge and skills of individuals visible and increases their value;
- relates to various terms and acronyms, including: assessment of prior experiential learning (APEL); accreditation of prior experiential learning; assessment of prior learning (APL); recognition of non-formal and informal learning (RNFIL); recognition of prior learning (RPL); validation of non-formal and informal learning (VNFIL). All these terms encompass related notions of similar processes, related to making visible and providing value to the knowledge and skills that individuals have.

The validation methods accepted for a given qualification have to be specified within the description of the qualification and have to be adequate to validate the learning outcomes declared by the qualification. With this condition, EBTN Accredited accepts a variety of assessment methods to validate the learning outcomes of an EBTN Accredited qualification, including:

- *debate*:
- *declarative methods*: including signed by third party to verify self-assessment
- *interviews*
- *observation*
- *portfolio method*: a mix of methods, including a mix of documents to be presented, e.g., resumes, performance appraisals, references from current and past employers, supervisors and colleagues, and photographs of completed work certified by a referee
- *presentation*
- *project work and reports*:
- *simulation and evidence* extracted from work:
- *tests and examinations in a variety of forms, including written and oral exams and examinations with the application of technological tools, e.g., webcam testing*

Source:

- Online terminology of European education and training policy, Cedefop, 2022, <https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary>
- European guidelines for validating non-formal and informal learning, Cedefop, 2009
- Terminology of European education and training policy, 2nd edition, A selection of 130 key terms, Cedefop, 2014

ANNEX IV: List of required documentation and tools supporting the accumulation and transfer procedure

The accumulation and transfer procedure is based on the processes of assessment, validation and recognition of learning outcomes contained in the qualification. It requires transparent rules of co-operation between the hosting partner and system (the partner who assesses the learning outcomes after the training has been completed) and home partner and system (i.e. the partner who validates and recognizes the learning outcomes achieved by a learner, which may lead to certification).

For an EBTN Accredited qualification to offer accumulation and transfer procedure the following documents have to be prepared and instituted:

- *Personal transcript* of qualification candidate which confirms the positive assessment of the learning outcomes attained by the candidate in formal, non-formal or informal learning, including possible EBTN VET credits. The Europass format is recommended for EBTN Accredited qualifications. Other, comparable formats are acceptable (ask EBTN secretariat);
- *Learning Agreement* between the learner and the home and hosting partners, which identifies the learner, duration of the mobility, learning outcomes to be achieved, assessed, validated and transferred and recognized or accumulated (ask EBTN Secretariat);
- *Memorandum of Understanding (MoU)* between the hosting partner and the home partner, specifying as a minimum: quality assurance criteria and procedures, assessment criteria and procedures, validation criteria and procedures, recognition criteria and procedures, objectives, duration and rules of operation of the partnership, timeframe for review of the MoU.

ANNEX V: EQF level allocation as a recommendation by EBTN

If there is not yet a National Qualification Framework in the country of usage of the qualification, an EBTN Accredited qualification is benchmarked to the European Qualification Framework by a recommendation of [EBTN](#). Below is a brief description of the procedure, related requirements and restrictions.

1. The EBTN recommendation for an EQF level is only valid for EBTN Accredited qualifications and can be provided only as part of the accreditation process for EBTN Accredited. The recommended level is not an official, public level in a qualifications framework. This can be only allocated through national authorities.
2. The recommendation of EQF level by EBTN is open to all organisations who provide qualifications to FSS.
3. Only qualifications which comply with EBTN Accredited standard can apply for the recommendation of an EQF level by EBTN.
4. The recommendation of an EQF level by EBTN is vested in the EBTN Accredited Committee.
5. The recommendation of an EQF level is performed with the application of the *EQF FSS Translator* and the *EQF levelling methodology* developed as the deliverables of the [European Project FIRST](#), completed by EBTN in 2011. These 2 documents are available upon request, please approach the EBTN Secretariat: office@ebtn-association.eu.

ANNEX VI: **EQF FSS Translator**

Available upon request by the EBTN secretariat

ANNEX VII: First Levelling Methodology

Available upon request by the EBTN secretariat

ANNEX VII: List of accepted activities, procedure and accepted methods and documentation for CPD validation

Continuing vocational education and training:

- is part of adult learning oriented towards professional development;
- is crucial for employability of individuals, irrespective of age, level of qualification and employment situation;
- is an essential part of lifelong learning. Its scope and content is largely related to non-formal and informal learning, undertaken to improve skills;
- is delivered by a diversity of providers within and outside formal education and training, in the private and public sectors. It is often based on work-based learning;
- covers a broad range of skills, either job-specific or transversal.

List of accepted methods

The activities fulfilling the CPD requirement for an EBTN Accredited qualification should be appropriate to maintain the learning outcomes contained in the qualification and directly related to them. Under this condition, a variety of activities are accepted as qualifying for CPD requirement within EBTN Accredited. They are proposed based on best practices present among the leading financial qualifications offered in EU. These include:

- Formal exams and tests,
- Formal and non-formal learning, including e-learning, in the form of open enrolment and in-house training, work-based, structured learning,
- Informal learning in the form of: self-study, including reading, practice on the job related to the learning outcomes contained in a given qualification. This activity can account for not more than 50 per cent of the requirement and practice on the job has to be confirmed by the employer,
- Performing a role of a presenter/lecturer/trainer,
- Documented professional publications,
- Other activities may be accepted within the EBTN Accredited accreditation procedure by the decision of the EBTN Accredited Committee.

The fulfilment of the CPD requirement of an EBTN Accredited qualification has to be documented and reported. The awarded institution should provide the holder with relevant possibilities to acquire CPD requirements and validate his/her/their compliance with CPD requirements.

ANNEX IX: Accepted procedure for updating the EBTN Accredited qualification

Each EBTN Accredited qualification should be reviewed and updated at least every 3 years.

The process can be performed by:

- an EBTN Accredited qualifications board, if functions in a given country, or
- a group of subject matter experts, including external experts and practitioners, or
- a special in-house group, who have that task specifically allocated.

The review and updating of an EBTN Accredited qualification has to be reported in written form, specifying the reasons for introducing any modifications or maintaining the qualification unchanged. The report should be available to EBTN upon request.

ANNEX X: Open-ended **list of accepted existing institutional accreditations**

- By National Qualifications Framework authorities within the registration procedure for NQF level confirmation
- By National Banking Associations
- ISO
- ACCREDIA, the Italian National Accreditation Body
- Foundation for International Business Administration Accreditation (FIBAA)
- Wissenschaftsrat (The German Council of Science and Humanities)
- EOPPEP (the Greek National Organisation for the Certification of Qualifications & Vocational Guidance)
- Any official, national accreditation body for formal and non-formal qualifications, including sectoral competent accreditation bodies, by request of the interested parties
- By EBTN, in the case of [EFCB](#)
- By EBTN, in the case of [EFCSFin](#)

ANNEX XI: Minimum quality assurance standards for confirmation by EBTN

First, the organisation, applying for a quality assurance confirmation by EBTN within the framework of their application for EBTN Accredited, has to have key quality assurance procedures in place. Secondly, in case it runs both training and certification activities, it has to maintain separation between those two types of activities. Thirdly, it is able to provide proof of sustainability of its operations. More specifically:

Key quality assurance procedures

Transparent assessment and validation rules, including: clear format, assessment and validation criteria and tools and an appeal procedure;

Plan-Do-Check-Act as a minimum operational standard.

Separation between training AND examination and certification

- Separate persons responsible for training and examination: functional independency. This covers the requirement for different people delivering the training sessions and different people preparing the exam, including writing of the examination questions. The two persons may have the same manager.

In cases of smaller organisations, where the functional separation is not possible, the minimum is that:

- The pool of examination questions cover ALL learning outcomes of the qualification, and
 - the pool of examination questions is at least 5 times bigger than the number examination questions required for one exam, and
 - there is an automated procedure to generate questions for an individual exam in conformity with the structure of the qualification, and
 - there is at least one independent expert involved in the supervision of the examination procedure.
- Functional separation is transparent and is documented and confirmed by internal operational regulations of the organisation. The same refers to the solutions required for smaller organisations.
 - Functional separation is verifiable by external auditors and is supervised by the management of the organisation. The same refers to the solutions required for smaller organisations.

Proof of sustainability of operations

Provision of financial statements, or

Auditors' reports, or

Management report, or

Other reliable statements and reports.

ANNEX XII: European skills and qualifications anticipation

EBTN organises an annual Round Table on Sectoral Qualifications in the financial services sector in Europe. It promotes EBTN Accredited as sectoral qualification standard and is devoted to the anticipation of future skills and qualifications needs of the labour market of the sector.

The Round Table on Sectoral Qualifications as a permanent body, with an institutional membership list, will be able to offer a common platform for discussion to all relevant sectoral stakeholders on annual basis. The Round Table may include an expert discussion and an open conference for a sectoral audience. The proceedings of the Round Table are supported by a report from the EBTN Accredited System of Qualifications, which provides current information on EBTN Accredited qualifications.

The activities of the Round Table are supported by the [EBTN Accredited Committee](#) and the EBTN Secretariat under supervision of the EBTN Board of Directors.

ANNEX XIII: **Applying for EBTN Accredited**

List of steps in the application process for EBTN Accredited:

Step 1:

The provider of the qualification fills in [the application form](#) or EBTN Accredited, encloses all required documentation and submits it in electronic form to the EBTN Accreditation Committee:

- The application is checked for its completeness, additional information is requested from the applicant and/or the application is taken by the EBTN Accreditation Committee for review and the accreditation decision;

Step 2:

[The EBTN Accreditation Committee](#) grants accreditation or declares a negative decision:

- Before issuing their decision, the EBTN Accreditation Committee may ask the applicant for additional information, documents or presentation during an EBTN Accreditation Committee meeting;
- An on-site visit may be recommended within the accreditation procedure;
- In the case of a negative decision, the information is passed to the applicant without delay;
- The applicant may appeal to the Board of Directors of EBTN against a negative decision by the EBTN Accreditation Committee.

Step 3:

The accreditation decision by the EBTN Accreditation Committee is submitted for approval by the EBTN Board of Directors.

Step 4:

Publication of the accreditation decisions and related information.

Directly after the approval of the accreditation decision, the applying organisation is informed accordingly and the decision and all related information is published on the special platform on the EBTN website.

